

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	St Peter's Catholic Primary School
Number of pupils in school	196 (primary age)
Proportion (%) of pupil premium eligible pupils	145 pupils 73.98%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	Headteacher Deputy Headteacher
Governor / Trustee lead	Mr A Malley (Vice CofG) Mrs S Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,380
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	£129,380

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. At St. Peter's Catholic Primary School, we believe a good education is the key to improving young people's life chances. This is particularly true for children from low-income families and looked after children (CLA), who are far less likely to leave school with good GCSE results than other children. The Pupil Premium, additional to the main funding a school receives, aims to address narrowing the gaps in attainment between these pupils and their peers by ensuring that funding to tackle dis-advantage reaches those who need it most.

Our Pupil Premium Strategy has a number of wider objectives:

- Close the attainment gap between those children identified as pupil premium and others.
- Ensure that all children gain the fundamental literacy skills – phonics, inference, vocabulary, confident speech and language – which are the building blocks for future success.
- Broaden our children's aspirations.
- Enrich our children's life experiences - provide additional experiences and opportunities that may otherwise be unavailable to our children.
- Improve attendance.

At St Peter's, we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria.

There is no expectation that all Pupil Premium funded pupils will receive identical support. The school considers the best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

When identifying strategies and allocating funding to projects, we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation. We are committed to using a range of measures to evaluate the impact of the funding as an ongoing process throughout each academic year. The focus for 2024-2027 will be on achieving the best outcomes for our pupils and supporting their wellbeing. Our intention is that each pupil reaches their potential regardless of their background or barriers to learning. We aim to reduce any barriers through the delivery of our curriculum enhanced by enrichment opportunities, made available to all.

How we work to achieve those objectives:

- Through high quality teaching across all areas of the curriculum - we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school.
- Through targeted and focused learning and intervention for literacy, phonics and speech and language across the school.
- Through an embedded understanding of a mastery approach to the teaching and learning of maths throughout the school.
- Through targeted and focused interventions across the school - for some children, high quality teaching alone may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

- Staffing structures and grouping of children to support quality first teaching and appropriate interventions - strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum.
- By providing high quality training for our teachers and teaching assistants - As recognised by the EFF we acknowledge that ‘good teaching’ is the most important lever schools have to improve outcomes for disadvantaged pupils and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.
- By providing funds for the wider work of the school – to encourage attendance, work with external agencies for support or intervention, support for well-being and mental health and enable extra- curricular activities and curriculum enrichment opportunities.

Challenges

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

Challenge	Detail of challenge
1. Speech and language development	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils and more prevalent than their peers. There is a high Speech and Language need within our early years and KS1 due to a lack of experiences, poor modelling of language and many of our children speaking English as an additional language and low exposure to languages at home. This key area of need requires specific intervention from a variety of external sources such as SALT.
2. Economic factors including life experiences	St Peter’s Primary is situated in an area of high deprivation and many of our families face social and economic challenges particularly as the cost of living has increased. This means that children will often have incorrect uniform, will struggle to be provided with meals and will often miss out on key life experiences, such as trips. This limiting of pupil experience can limit their understanding of the wider world, therefore affecting their own attainment in school. We have noticed this especially with our writing attainment.
3. Low attainment/ lack of school readiness on entry to EYFS	A high proportion of our pupils begin school with low levels of attainment especially in communication, language & literacy & weak oracy skills due to a variety of factors including lack of engagement, lack of resources of not attending a setting prior to starting St Peter’s. This is evidenced in WELLCOM assessments. It is therefore important that our EYFS team work hard to skill these pupils up quickly in order to raise their attainment to the levels expected of their age.
4. Attendance and punctuality	Low attendance and persistent absenteeism of some PP pupils has been an issue over the past few years, particularly in the wake of the pandemic. It is lower than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. Current whole school attendance figure is 91.65%. Identified groups are as follows: Whole School - Disadvantaged: 90.43% Non-Disadvantaged: 92.13% F2 – Year 6 - Disadvantaged: 90.44% Non-Disadvantaged: 92.63%
5. Social and emotional development	Mental health, resilience and emotional regulation. Some pupils and their families have social & emotional difficulties, including medical and mental health issues. Some have a number of ACE’s and significant barriers to learning. This is evidenced through Pupil Progress Meetings, ELSA Pyramid of Needs, SEND and Attachment & Trauma registers, learning walks and through pupil voice.
6. Gaps in attainment	The gap in attainment in English and Maths compared to non-PP Pupils remains in some year groups. Internal and external assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have <ul style="list-style-type: none"> • Greater difficulties with phonics • Underdeveloped oral language skills and vocabulary gaps than their peers which negatively impacts their development as readers • Maths attainment that is significantly below that of non-disadvantaged pupils

7. Writing	Weaker writing skills and low attainment in writing of children eligible for pupil premium compared to non-pupil premium pupils as evidenced in internal and external assessments.
8. Low aspirations & value for education as well as engagement of parents in children's learning	Within the school community, there are some families who struggle to engage with school life and to support the high aspirations school has for their children. The school will regularly run events for parents. Historically, some of these have been poorly attended, with the hardest to reach families regular non-attenders. As a school we will continue to put together initiatives to encourage all parents to come into school and engage with the class teacher/ their own children within the educational setting.

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
To ensure that every child has access to excellent teaching, in every classroom, every day.	Standards of teaching will be graded at least good with a vast majority graded outstanding. This will be evident through the monitoring cycle. CPD support and training accessed by teachers & teaching assistants will have a positive impact on their practice.
To improve language and communication outcomes for pupils at end of EYFS. Children in receipt of PP will be identified and targeted support will be implemented in EYFS. SALT to work with children and set targets for staff to implement. CPD opportunities will be in place for support and teaching staff.	Language and communication outcomes for PP children at the end of F2 will improve and be in line with non-PP children.
To improve all children's oral language skills and vocabulary and empower all children to use their voice for success in school and in life. Through a high-quality oracy education pupils learn through talk and to talk.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. The deliberate, explicit, and systematic teaching of oracy across phases and throughout the curriculum will support children to make progress in oracy.
To enable all pupils to have experience of a wide variety of enrichment opportunities.	Pupil Premium pupils to experience focused enrichment experiences e.g. residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality literature and models for reading and writing, theatre, music and sport. Such experiences improve knowledge and language skills and promote positive life experiences.
To close the gap in attainment between disadvantaged pupils and their peers and raise attainment for all, particularly within writing.	Internal data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers. Outcomes at the end of Key Stage 2 will demonstrate that the attainment and progress gap for disadvantaged pupils at St Peter's Primary is in line with National.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and reduce the proportion classed as persistent absentees.	Sustained high attendance demonstrated by <ul style="list-style-type: none"> ensuring the attendance of all pupils is at least 96% the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced the percentage of persistent absenteeism decreases for all pupils and the gap between disadvantaged pupils and their peers is narrowed. Strategies to improve attendance have a positive impact: breakfast club, rewards, pastoral support etc.

To ensure that all pupils have access to high quality mental health and well-being support.	Sustained high levels of wellbeing demonstrated by: Outcomes of pupils' questionnaires and pupils voice is positive. Parental feedback via questionnaires is positive indicating they feel well supported by the school. High quality CPD for all staff so they are able to identify and support vulnerable pupils. Participation in enrichment activities, particularly among disadvantaged pupils Observations reflect that pupils are able to monitor and regulate their own learning. A range of assessments are used to, in addition to teacher/staff observations. These include: Therapist reports and Strength and Difficulty Questionnaires (SDQs) Pupil voice & behaviour tracking.
Evidence of tuition and focused consistently good teaching enabling disadvantaged children to make good progress in English and maths.	Evidence of accelerated progress in English and Maths as a consequence of tuition.

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: £87,367.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Used last year but did not work and will not use this year</p> <p>Some elements worked and others didn't</p> <p>Used last year and worked well, continue to use this year</p> <p>No highlight - new activity/research for 24/25</p>		
<p>Quality first teaching supported by additional CPD for teachers, and regular CPD for support staff. ECT Mentor & coach.</p> <p>Bespoke programme for staff linked to learning needs of children.</p>	<p>NFER research 'The quality of teaching is the most important school-based factor affecting children's attainment, particularly for those from disadvantaged backgrounds.' Enables staff to be up to date with relevant initiatives to support the educational and emotional development of all learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF Report 'Closing the Attainment Gap' states that <i>what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.</i></p> <p>EEF Mastery (Teaching & Learning Toolkit) +5 months</p> <p>Release Time for Staff & CPD - Cost: £8000</p>	6 & 7
<p>Purchasing of additional technology to support teaching and</p>	<p>Improve the schools ICT offer to move towards 1:1 devices across KS2 initially, with a view to have this for KS1 within the next 3 years.</p> <p>Children to have access to IT equipment to support their learning and reinforce knowledge of times tables in preparation for the MTC. Provision of IT</p>	2

learning - children to have access to high quality IT equipment and provision to ensure relevant and effective accessibility to the curriculum in all areas.	enhancement which they may not otherwise have experience of to consolidate learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital Cost: £2805.80 x 2 = £5611.60	
Purchase of standardised diagnostic assessments	Standardised and diagnostic tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support in class and through interventions: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Strategies such as individualised instruction and small group tuition work best when they are targeted at pupils' specific needs. These needs can be identified with the support of standardised tests. Cost: £1440 x 2 = £2880	6
Specialised arts teaching (music)	Ensures a broad, balanced and engaging curriculum to enhance life experiences. Ensure that Identified children have the opportunity to develop their talent and skills within the arts where otherwise the opportunity may be lacking. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Cost: £3800	2
Purchasing of resources, study books and revision guides to support home-learning	Extends learning opportunities and engages children in independent learning both in school and at home. Cost: £900	2 & 8
MyHappyMind Subscription	EEF - Social and Emotional Learning in Primary Schools Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. <ul style="list-style-type: none"> • Self-awareness: expand children's emotional vocabulary and support them to express emotions. • Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. • Social awareness: use stories to discuss others' emotions and perspectives. Cost: £976	5
Additional Teachers Year 6 cohort of one class split in to 2 groups of approximately 15 children with 2 class teachers and 1 TA & specialist teachers in PE & MFL	Targeted teaching matched to pupils needs ensures all learners are appropriately challenged. EEF Teacher Toolkit: Reducing class size: "allows teachers to develop new skills and approaches" EEF Toolkit: As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months additional progress for pupils, on average. <i>EEF - The attainment Gap Research Jan. 2018</i> Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Cost: £58,000	6
Whole school focus on extending children's	EEF Communication and Language Approaches (EYFS Toolkit) +6 months EEF Oral Language Interventions (Teaching & Learning Toolkit) +6 months. Voice 21 research and EEF teaching toolkit both highlight key evidence	1 & 3

<p>vocabulary across all curriculum subjects “Voice 21”. Welcomm assessments in EYFS. Speech & Language. Oracy Leads and Oracy Champions in each key stage - leading CPD and coaching.</p>	<p>regarding the impact of oracy as a driver for learning. Voice 21 project had an independent review by EEF.</p> <ul style="list-style-type: none"> • Whole school CPD to develop pedagogy and practice. • Revised subject aims with explicit essentials for oracy. • Use of oracy assessment • SSE feedback that evaluates the impact of that work. <p>Cost: £4600</p>	
<p>English – CLD & Writing</p> <p>Prioritise the development of C&L in EYFS and ensure high quality teaching across the curriculum develops extensive vocabulary.</p> <p>Continue to develop writing. Provide training for ECT and teachers new to year groups. Staff to identify and share good practice.</p>	<p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Improving literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Improving literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>The EEF guidance acknowledges that: Pupils’ writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help.</p> <p>Cost: £1800</p>	<p>1, 2 & 4</p>
<p>Continued CPD for all staff delivering daily systematic phonics. Phonics lead to. monitor and ensure consistency of delivery.</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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>Cost:£800 (release of staff for training)</p>	<p>1</p>

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

Budgeted cost: £79,364.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p>The following activities and resources are used to meet the need of our specific SEND pupils:</p> <ul style="list-style-type: none"> • Precision teaching • Interventions focusing on basic skills within writing, reading, phonics and maths • Fine and gross motor interventions • WELCOMM interventions • Interventions to support children’s attention and listening – attention autism, EP attention and listening intervention • Additional hours from the educational psychologist 	<p>6</p>

	Cost: £12,000	
<p>Funding of Additional TA's to support interventions</p> <p>Enabling targeted interventions for more able PP learners led by teachers/ TAs. Interventions to include Nussy, Dyslexikit, Probes, Reading and Comprehension</p> <p>Phonics keep up/catch up small group and 1-1 interventions</p>	<p>Targeted intervention has been successful over the last year and enables work to be focused and challenging, targeting individuals needs and gaps in the curriculum.</p> <p>Trained staff are able to deliver appropriate quality S&L interventions that will increase the rate of progress in language and communication <i>EEF Guidance Report 'Preparing for Literacy'</i> recommends that <i>high quality targeted support can ensure that children falling behind catch up quickly as possible.</i></p> <p><i>EEF Toolkit: Early Years Intervention</i> is highly effective (+5months). EEF has evidence that Oral Language Development is also effective (+5months)</p> <p>Cost = £33,500</p>	3, 6 & 7
<p>High ratio of support staff in EYFS to support interventions</p>	<p>Baseline data suggests that children's starting points are low on entry to EYFS so additional staffing can support</p> <p>Use of HLTA and TA3 to offer additional group/ intervention sessions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Cost: £6000</p>	3 & 6
<p>Dyslexia Assessments</p>	<p>Assessment to support dyslexia assessments of target children in school.</p> <p>Cost: £1400</p>	6
<p>Early speech and language interventions through the employment of a Speech and Language Therapist to work 1:1 with SEN/PP children and focusing on training current staff in S&L interventions</p>	<p>EYFS baseline assessment of Communication, Language and Literature is very low. Supports missed/not available clinical appointments for other children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>School buy into the enhanced speech and language support – Speech and language therapist on site once a week</p> <p>EYFS toolkit shows that early support for speech and language is one of the most important strands for child support. Estimate impact is up to +6 months.</p> <p>S&L: £14,095.15</p>	1
<p>Licences: Times Table Rockstars, IDL English, IDL Maths, IDL Well-being</p>	<p>EEF - Using Digital Technology to Improve Learning – Recommendation 3: Technology offers ways to improve the impact of pupil practice</p> <p>Cost: £3400</p>	8
<p>Year 6 Extended Writing Group to provide support for small groups of writers not on track to make the required progress through KS2</p>	<p><i>Applying EEF guidance on small group tuition, remote tuition & 1-1 tuition</i></p> <p>EEF Toolkit +5 months - Small group tuition: “greater feedback from teacher” “more sustained progress” “work closely matched to learner need”</p> <p>Overall, our aim is for high quality tuition that is linked to their curriculum and closes gaps in attainment.</p> <p>Working with national tuition partners and trained internal tutors to deliver tuition. All of tuition will be provided as additional support provided from Year 1 to Year 6.</p> <p>Cost to school: £6169</p>	7
<p>Funding for additional access to nursery provision</p>	<p><i>Early Years Toolkit</i> shows that an earlier start for children can add up to +6 months to EYFS outcomes. Evidence shows that</p>	1

beyond 15 hours DfE funding. Targeted at families known as eligible for pupil premium.	<p>significant gaps are already evident for children before they start based on their socio/economic backgrounds. Research from the <i>Nuffield Institute</i> highlights the impact that access to early years education can have to close that gap.</p> <p><i>Ofsted's Bold Beginnings Report</i> highlights the emphasis on high quality early years' provision and avoiding looking at 'catch up' as a KS1/KS2 priority. We have rigorously implemented the findings and recommendations in the report.</p> <p>Cost: £2800</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted SEMH Interventions	<p>Interventions to support children's SEMH needs such as lego-therapy, attachment play, therapeutic play.</p> <p>Cost: £800</p>	5
Individualised support for eligible children (clothing and equipment for school)	<p>Children have the required uniform and equipment to ensure they are not disadvantaged due to financial restraints.</p> <p>Cost: £1200</p>	2
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Part funding of Attendance Admin Worker role & incentives used to promote good attendance</p> <p>Training and release time for staff to develop and implement procedures.</p>	<p>Support individual children and families with attendance at an early stage to improve attendance.</p> <p>Staff work regularly with LA Attendance Officer to support and encourage regular attendance</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p><i>Ofsted's Inspection Framework research</i> highlights the importance of good attendance on wellbeing and educational outcomes for children. Cost = £5,500</p>	4
<p>Enrichment Activities</p> <p>Subsidising school trips including residential & enrichment activities including theatre, art gallery trips, music activities & tuition in school etc all of which will help</p>	<p>Previous educational visits have enriched pupils' learning through curriculum based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience. School trips have supported children in developing increased confidence, greater independence and collaborative skills. They help enhance pupil participation, experience, enjoyment and opportunities. They will broaden the life experiences and stimuli for vulnerable pupils.</p> <p>Giving children the opportunity to learn a musical instrument enhances pupil opportunities and experiences, broadens life experiences and stimuli for vulnerable pupils. Learning a musical instrument develops concentration, creativity and listening.</p>	2

<p>enhance the curriculum and ensure engagement of all through financial support.</p> <p>Enrich and develop pupil's cultural capital through the implementation of a basic entitlement to a wide range of enrichment activities.</p> <p>Diocese Music for Schools Programme</p>	<p>EEF states that arts participation including music activities that are part of the curriculum do have a positive impact. There is some evidence of a positive link between music and spatial awareness. There are also wider benefits such as more positive attitudes to learning and increased well-being.</p> <p>Cost = £22,500</p>	
<p>Extra-Curricular Activities including Sports & Curriculum Linked Activities</p> <p>Offer of free extra-curricular activities for all PP children.</p>	<p>Continue to ensure all pupils get equal opportunity to be involved in all aspects of school and that no pupils are disadvantaged by not being able to pay. Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills.</p> <p>We are able to offer children a wide range of Sports experiences. Encouraging pupils to be fit, healthy, and promote children's well-being.</p> <p>Cost = £1200</p>	2
<p>Outdoor Learning Opportunities & Forest School Sessions</p> <p>The further development of the school's outdoor learning forest school to improve resilience and self-esteem.</p>	<p>Over the years we have observed the positive impact that Forest School's has had on our pupils' wellbeing, resilience and social communication skills.</p> <p>EEF Toolkit:</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development</p> <p>Research from the New Economics Foundation (NEF) shows that Forest School makes a difference in the following ways:</p> <p>Confidence: children have the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development is prompted by the children's sensory experiences</p> <p>Motivation: the woodland tends to fascinate the children and they develop a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements are characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children develop an interest in the natural surroundings and respect for the environment.</p> <p>Cost = £2,500</p>	2
<p>Targeted Extended School Places</p> <p>Free toast club places offered to PP children with poor punctuality/attendance</p>	<p>EEF Working with parents to support children's learning (Guidance Report) Improved punctuality and attendance for PP children where this has previously been a concern.</p> <p>DfE National Breakfast Club Programme:</p> <p>'It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour'</p> <p>Cost = £2000</p>	2 & 4
<p>Mental Health Support</p>	<p>Department for Education's State of the Nation highlights the more challenging outcomes for disadvantaged families in respect of mental health</p>	5

<p>Employment of a HSL and ELSA To improve the self-esteem, confidence and resilience of children whilst supporting children's positive mental health.</p>	<p>and physical well-being. Disadvantaged children also report lower life satisfaction than their peers.</p> <p>ELSA intervention builds PP pupil's social skills, self-esteem, confidence & management of emotion. Children also gain an increased sense of resilience.</p> <p>It supports PP pupils who are demonstrating challenging behaviour and pupils with social and communication needs.</p> <p>Pupils able to express their emotional state and communicate their feelings. A person with well-developed emotional literacy is therefore able to recognise and respond to the emotional states of others. This is considered a hallmark of healthy relationships.</p> <p>EEF research identifies that <i>social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p> <p>Cost = £9600</p>	
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Total budgeted cost: £ 212,031.75

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.

Please see Impact/Review Report of PP Strategy Plan for 2023-2024

Teaching Strategies

Staff have accessed a wide variety of CPD to support them in the effective delivery of the curriculum. This has specifically covered the subject areas of phonics, English, maths, history, geography, art, DT, computing and music. Observations of teaching indicate that teaching across the school is high quality and supports effective learning.

Little Wandle is now embedded across the school and the newly introduced Rapid Recovery Programme is being implemented. All staff are fully trained.

Targeted Support

Tutoring and specific interventions impacted on attainment and progress across Year 2 and Year 6 and Y1 Phonics attainment and Y4 MTC data.

Targeted support through the teacher small group model within year 6 impacted positively on achievement and attainment at the end of the year.

High quality phonics teaching across year 1 secured high results for expected pupils.

Wellcomm screening of all children in nursery, Foundation 1 and Foundation 2 and subsequent speech and language interventions being implemented has reduced referrals for SALT support

The use of standardised diagnostic assessments by the SENCO are continuing to impact on the swiftness to identify target areas and in supporting further SEND applications.

Targeted bespoke literacy and maths interventions continued across KS1 and KS2 to support the small step progression of SEND children.

Buying in specialist trained onsite Speech and Language Therapist continues to ensure that the children's speech and language needs are met in a timely and structured manner - the impact of this support has been more children receiving targeted interventions and some of the children have now been discharged with age-appropriate skills or long-term strategies for support within the classroom.

Wider Approaches

Children who needed additional support with their SEMH needs were identified swiftly from CPOMS, pupil progress meetings and observations within the classroom and at play. 1:1 session, small group sessions and whole class support were put in place. The children will continue to be supported by the school-based HSL and 'MyhappyMind' programme in 24-25.

Forest Schools – All children access Forest School Sessions on a weekly basis.

Residentials have taken place in Year 6.

Identified pupils are offered free Toast club places.

Clubs and after school activities continue to target disadvantaged children and have a high uptake.

Pupils speak positively about the opportunities provided to broaden their experiences. They have the chance to take part in sporting, choir, art, outdoor and reading clubs. They go on a range of educational trips to learn new things.

Enrichment activities were planned to give pupils the experiences to further develop their vocabulary and imagination and this has had a positive experience. We have provided our pupils with a wide range of first-hand experiences that they might otherwise not have the opportunity to take part in.

PP and other children in school have also accessed enrichment activities that have included – Barnstondale Camp in a Box, Hi Impact Science and Computing Workshops

Our outdoor curriculum offer has been further strengthened this year through Forest School and the construction of our outdoor classroom. This additional layer for learning will continue to be developed.

This academic year, a number of PP children accessed interventions to support them in their emotional well-being and mental health.

This has in turn improved the behaviour of pupils who can draw on strategies to support them in managing their emotions and feelings.

EYFS data:

Number of pupils: 23

Number of PP: 18

GLD: Whole class: 53% Pupil Premium: 50%

Literacy: Whole class: 56.7% Pupil Premium: 50%

Maths: Whole class: 60% Pupil Premium: 50%

Phonics Data

Number of Pupils: 30

Number of PP: 26

Met Phonics Standard: Whole Class: 70% Pupil Premium 75%

MTC Year 4

Number of Pupils: 14

Number of PP Pupils: 8

Scored Full Marks: Whole Class: 68% Pupil Premium: 71%

Key Stage 2

Number of Pupils: 30

Number of PP Pupils: 15

Met Exp+ Reading: Whole Class: 70% Pupil Premium: 67%

Met Exp+ Writing: Whole Class: 63% Pupil Premium: 73%

Met Exp+ Maths: Whole Class: 70% Pupil Premium: 67%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A