

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	Bishop Ellis Catholic Voluntary Academy
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	1 st December 2023
Date on which it will be reviewed	1 st October 2024
Statement authorised by	Andrew Monaghan
Pupil premium lead	Ginny Turnell
Governor / Trustee lead	Neeta Mistry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,219
Recovery premium funding allocation this academic year	£4060
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	£43,279

Part A: Pupil premium strategy plan

Statement of intent

The aim of Pupil Premium funding is to reduce the gap between children eligible for Pupil Premium and those who are not. At Bishop Ellis Catholic Voluntary Academy our strategy for using Pupil Premium Funding is as follows to ensure all children "Love God, Aspire to be the Best, Be Honest, Forgive, Care."

The responsibility of Pupil Premium sits with Ginny Turnell alongside the Head teacher Andrew Monaghan. The Senior Leadership team have a clear overview of how the funding is being allocated and what impact this allocation has on children's outcomes. We ensure that all teachers know which pupils are eligible for pupil premium and that all teachers have shared responsibility for their progress and attainment. The activity/interventions within the strategy have a clear focus on behaviour, progress and attainment and the social development/pastoral care of our children. We thoroughly analyse the performance and progress of children eligible in all subject areas, with a particular focus on English and Maths, and employ relevant research through tools such as the EEF toolkit to ensure the best actions are chosen to support disadvantaged pupils in relation to emerging research, data and needs. Regular progress meetings take place to ensure interventions and actions are effective and adaptations are made accordingly. We are steadfast in our belief that eligibility for Pupil Premium must not be considered to be coupled with low ability and that funding supports children to achieve the highest outcomes possible regardless of their Pupil Premium status.

Challenges

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

Challenge number	Detail of challenge
1	Attendance/ punctuality/ Home support - parental confidence to support learning (e.g. homework and reading)
2	Pastoral/social/emotional barrier to learning
3	Core mathematical knowledge and recall of number facts
4	Widening gap comparative to peers
5	Recall of knowledge – know and remember more
6	Gaps in phonic knowledge (especially lowest 20%)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria						
<p>To ensure that the attendance of PP children is in line with both national expectations and school targets and that episodes of lateness are reduced.</p>	<ul style="list-style-type: none"> - <i>Sustained high attendance in PP groups by 2024-25 demonstrated by overall absence rate for all pupils being no more than 5%.</i> - Episodes of lateness for PP children reduce and support (such as meet and greet) is in place for pupils who need reassurance upon entry to school. <table border="1" data-bbox="949 734 1273 969" style="margin: 10px auto;"> <thead> <tr> <th data-bbox="949 734 1061 795">22-23</th> <th data-bbox="1064 734 1273 795">% present</th> </tr> </thead> <tbody> <tr> <td data-bbox="949 799 1061 896">Not FSM Ever 6</td> <td data-bbox="1064 799 1273 896">95.55%</td> </tr> <tr> <td data-bbox="949 900 1061 969">FSM Ever 6</td> <td data-bbox="1064 900 1273 969">88.63%</td> </tr> </tbody> </table> - EWO/pastoral support will play a vital role in supporting pupils/families with attendance and punctuality, taking into consideration the individual circumstance. - Attendance levels for PP children are maintained or improved and audits at key points will reflect this. - Use of Family Society for parental support linked to punctuality and attendance, including met and greet and sessions at the beginning of the school day. - Early involvement of EWO supports pupils with attendance and punctuality issues. - Clear opportunities for open communication between parents and the school (such as parents' evening/class dojo/school office/via headteacher) – see communication policy - Parents know how to access support within school and can be guided to support outside of school (through induction process and school website). - Parents are provided with opportunities to engage in their 	22-23	% present	Not FSM Ever 6	95.55%	FSM Ever 6	88.63%
22-23	% present						
Not FSM Ever 6	95.55%						
FSM Ever 6	88.63%						

	<p>children's learning in school (events, school performances etc.)</p> <ul style="list-style-type: none"> - Resources produced to support parents with maths and reading and readily available on the school website (in class pages area) and invited to attend meetings to support their child's learning (e.g. Little Wandle phonics meetings and lesson demonstrations) - Audits show attendance at key school events. Parents who do not engage initially with making appointments for key school events will be contacted by the school office and/or class teacher. - Homework handed in, reading records maintained and times tables and spelling test scores of PP children show that time has been dedicated to learning at home. This will be audited and support put in place. - Parents invited to attend trips with children where possible. - All school staff trained in Little Wandle phonics and all Reception/KS1 parents invited into school for training to support their child at home. Parents who have not attended contacted and resources shared to support home/school partnership.
<p>ACEs, trauma, anxiety and other social and emotional needs will be considered and support put in place to ensure that PP pupils make progress in line with their peers and that these are not barriers to progress or attendance.</p>	<ul style="list-style-type: none"> - <i>Sustained high levels of wellbeing from 2024-25 demonstrated by qualitative data from student voice and parent surveys, reduction in incidences of bullying and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</i> - Engagement with outside services such as Leicestershire Police to ensure that school is aware of circumstances which may affect pupils' ability to learn effectively (Operation Encompass). Contact with PCSO for the area will highlight key features of demographic and anti-social behaviour. - SEMH provision - Social/emotional group - Friendship group

	<ul style="list-style-type: none"> - Pupils will access the curriculum and inclusion will remain a focus of the utmost importance. Training in INSET will support this. <i>Links to Walkthrus focus – high ceiling, low threshold.</i> - Key transition times and dates will be planned far in advance to allow for as much preparation as possible. - Opportunities for PP children to attend trips, residentials and extra-curricular activities which improve self-esteem and confidence through PP funding. Calls will made directly to parents to offer provision where the PP audit shows low up-take. - Children know who to turn to for support and can develop strategies to support them with their learning independently. - Children will have further success in both academic and social situations - Growing number of children will be representing the school e.g. school council, eco-warrior. - Family Society support will be provided for children who need it (pastoral care). - Draw and Talk support provided for children who need it with trained member of staff. - Social and emotional group - Friendship group with the opportunity to see good role models - Educational psychology support for those who need it. - The school will embed a 'know more, remember more' ethos with regards to knowledge and vocabulary - Family Society support utilised to support secondary transition (wider groups and especially PP pupils in final term of Y6). - PP pupils supported during Pentecost term with transition to new classes and transition days within school – this may include meeting with their teacher to build a relationship prior to transition. - Support for SENDCo will be working to support individually identified pupils who have shown signs of anxiety.
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	<ul style="list-style-type: none"> - Trained staff will deliver supportive interaction groups to help build pupil confidence in a variety of situations. - Cultural capital is at the forefront of subject/pastoral leaders' minds. When planning for enrichment, staff will offer opportunities to PP pupils and subject leaders will keep a record of this. - The sports premium strategy audits the PP pupil participation and sports leader keeps a record of active children including those who are PP. - Parents are reminded at parents' evenings about the wider opportunities available to pupil premium pupils e.g. sports club and music support. - Support can be offered to parents who may find completing application forms more of a challenge (e.g. for PP forms and school applications).
<p>Improved attainment both at and exceeding the expected standard so it is closer to that of all children (in maths).</p> <p>Children to accurately understand and use appropriate maths terminology, know basic maths skills and number facts such as times tables.</p>	<ul style="list-style-type: none"> - <i>KS1 and KS2 outcomes in 2024-25 show that more than 80% of disadvantaged pupils met the expected standard or above.</i> - Pupils eligible for PP make as much progress and achievement, including exceeding the expected standard, as 'other' pupils, across the Foundation Stage, Key Stage 1 and 2 in maths. Measured by teacher assessments, NFER maths tests, outcomes of National tests (EYFS profile, Phonics screening check, KS1 SATs, MTC KS2 SATs) and through moderation. - Outcomes in the Multiplication Tables Check show that pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help our school to identify pupils who have not yet mastered their times tables, so that additional support can be provided in order to narrow the gap. - PP children to understand and use appropriate Maths vocabulary (supported by knowledge organisers) – evident from talking to pupils, learning walks and work in books, as well as homework. - PP children to have their books marked first and receive intervention when needed to address any gaps in

	<p>attainment after whole class quality first teaching (keep up, not catch up).</p> <ul style="list-style-type: none"> - Times tables rockstars intervention carried out daily by PP children and number facts/times tables scores/engagement will increase over time. For KS1 pupils the focus will be on building number facts/number bonds knowledge and the ability to subitise using the Numbots application. - Additional support 'booster group' for Y6 pupils on the run up to SATs (Lent term) to improve their confidence in using appropriate methods and self-esteem.
<p>Pupils will make accelerated progress in English and Maths in comparison to their peers and targets set for pupils will reflect this ambition.</p>	<ul style="list-style-type: none"> - <i>Pupils in disadvantaged groups will make at least 6 points progress in English and Maths. KS1/KS2 reading and grammar outcomes show that more than 80% of pupils met the expected standard.</i> - The Fischer Family Trust (FFT) will be utilised for ambition target setting for PP pupils and will focus on accelerated progress and narrowing the attainment gap. All staff will be aware of these targets and they will be regularly updated to reflect current attainment and reviewed during pupil progress meetings. - Use of SEND and PP data will be used to identify children who are not making progress and specific interventions/targets tailored to these pupils will be implemented and reviewed at regular intervals. - Personalised intervention provided for SEND PP children (linked to SEND passport). - Use of the school led tutoring grant (50% of tutoring funding) utilised to support disadvantaged groups as detailed in the data. - CPD for English and Early Reading Leads through NPQLL - Pupils eligible for PP make as much progress and achievement, including exceeding the expected standard, as 'other' pupils, across Key Stage 1 and 2. Measured by teacher assessments, NFER maths tests,

	<p>outcomes of National tests (KS1 SATs, KS2 SATs) and through moderation.</p> <ul style="list-style-type: none"> - Phonics rapid catch up is a daily priority in LKS2 and for some pupils in UKS2 (Little Wandle programme). - Outcomes in the Multiplication Tables Check show that pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help our school to identify pupils who have not yet mastered their times tables, so that additional support can be provided in order to narrow the gap. - Phonics screening checks will show 95% or above pupils meeting the expected standard (92% 22-23) - PP children to have their books marked first and receive intervention when needed to address any gaps in attainment after whole class quality first teaching (keep up, not catch up). - Times tables rockstars intervention carried out daily by PP children and number facts/times tables scores/engagement will increase over time. For KS1 pupils the focus will be on building number facts/number bonds knowledge and the ability to subitise using the Numbots application. - Pupils identified during pupil progress meetings as requiring additional support will have appropriate intervention delivered by suitably trained staff to ensure that they do not fall behind (keep up, not catch up). - The connection between the 20% lowest outcomes and the connection to pupils entitled to pupil premium will be considered and explored during pupil progress meetings.
<p>Good quality CPD will be a focus for all staff with a clear focus on pedagogy for teaching staff and the effectiveness of first quality teaching linked to this will be consistently monitored.</p>	<ul style="list-style-type: none"> - <i>By 2024/25, significantly improved vocabulary in disadvantaged groups and an ongoing focus on CPD for improving teaching and learning will be embedded culture within the school.</i> - Pupils are encouraged to develop a toolkit of strategies that work best for them across the curriculum and they can select strategies which may best support their learning with some

	<p>support. – <i>Link: Metacognitive Talk Walkthru and staff CPD on metacognition/ science of learning</i></p> <ul style="list-style-type: none"> - High quality CPD for teaching staff linked to CMAT key foci will be implemented in line with existing school policy. - Pupils are guided to review the success of strategies chosen and can evaluate how they may adapt their independent learning going forward - Resilience and no-opt-out culture allows pupils to develop their confidence in the classroom. - Pupils are given immediate feedback (written or verbal) as a result of assessment for learning (during quality first teaching as a class). - CPD linked to ‘Walkthrus’ and Rosenshines principles put in place for teaching staff and this is evaluated using school practices. - Coaching walks and pupil interviews will show that pupils are utilising skills taught by teaching staff (linked to CPD). - Through discussion with PP pupils, PP lead will see that children are developing their ability to use metacognitive strategies, confidence in talking about their learning and independence across the curriculum – they will know and remember more. - The staff CPD on Walkthrus supports the development of a no-opt-out approach and encourages high expectations and independence.
<p>School prioritises early reading and the acquisition of phonics knowledge</p>	<ul style="list-style-type: none"> - Every child will learn to read, regardless of their background, needs or abilities. - Outcomes in Reading throughout the school will be above national average. - Outcomes in Phonics Screening Check will be above national average and above 90% - Reading resources reflect the diverse nature of the school community. - Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils’ vocabulary, language comprehension and love of reading.

	<p>Children are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.</p> <ul style="list-style-type: none">- Children will start phase 2 phonics as soon as they start in Reception.- The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.- The school has fidelity to one scheme of books. The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, and targeted support is given immediately.- The school will develop sufficient expertise in the teaching of early reading and phonics throughout the whole school.
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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: £ 14,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of support for SENCO member of staff – improve the quality of social and emotional support.</p>	<p><i>“The evidence linking social and emotional skills in childhood with improved outcomes at school and in later life is extensive. Good social and emotional skills are associated with a range of positive outcomes including good physical and mental health, academic achievement, reduced involvement in crime, and higher income.</i></p> <p><i>We also know a good deal about what works to support children’s social and emotional development, and that high quality social and emotional learning in primary schools can have a range of positive impacts including improved behaviour and attitudes, improved attainment, and reductions in emotional distress.”</i></p> <p>Prioritise social and emotional learning to avoid “missed... EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Teaching staff CPD – pedagogical approaches – sustain and embed principles</p>	<p><i>“Teachers should acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge</i></p> <p><i>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils’ metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. Teachers should support pupils to plan, monitor, and evaluate their learning.”</i></p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/</p> <p><i>Developing pupils’ metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. Teachers should support pupils to plan, monitor, and evaluate their learning. Overall, costs are estimated as very low. Many studies report the benefits of professional development for teachers, and using an inquiry approach where teachers actively evaluate strategies and approaches as they learn to use them in their teaching.</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<p>3, 4, 5</p>
<p>Whole staff CPD Little Wandle Phonics</p>	<p><i>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p>	<p>4,5</p>

training refresher	<p><i>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
NPQLL for English and Early Reading leads	<p><i>Leaders will benefit from an evidence-informed curriculum to help you put learning into practice in our school setting.</i></p> <p><i>Throughout the course, we will have access to the key research on school literacy.</i></p> <p><i>By expertly championing literacy leadership in your school, leaders can make sure that every young person has the literacy skills to succeed across all curriculum areas.</i></p> <p>NPQLL teacher training course Ambition Institute</p>	
Staff CPD linked to Walkthrus and Rosenshine's principles of instruction	<p><i>"...to ensure that "all teachers can have "24÷7 access to ... a compilation of the best of the profession's practices."</i></p> <p>Teaching WALKTHRUS by Tom Sherrington... St. Matthew's Research School</p> <p><i>"The principles provide a hugely valuable framework for the process of instruction"</i></p> <p>Beyond-Rosenshine.pdf (thinkingmatters.com)</p>	5
Purchase of standardised diagnostic assessments (NFER)	<p><i>Tests for years 1-6 enable reliable attainment and progress monitoring. Developed by experts in collaboration with teachers and used by thousands of schools.</i></p> <p>EEF Blog: Assessing learning in the new academic year (Part 1... EEF (educationendowmentfoundation.org.uk)</p>	4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and monitor impact.	<p>Listed as recommendations in improving outcomes in maths (EEF)</p> <p><i>"Enable pupils to develop a rich network of mathematical knowledge. Emphasise the many connections between mathematical facts, procedures, and concepts.</i></p> <p><i>Ensure that pupils develop fluent recall of facts."</i></p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/#recommendation-1</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	3, 5
Purchase of a DfE validated systematic synthetic phonics scheme (Little	<p><i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><i>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written."</i></p>	4, 5

Wandle) to secure stronger phonics teaching for all pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Recruitment and retention of teaching staff – CMAT/school wellbeing strategy developed alongside mental health lead and wellbeing governor	<p><i>‘What happens in the classroom makes the biggest difference; improving teaching quality generally leads to greater improvements at lower cost than structural changes.’</i></p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</i></p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	4, 5
Release time for effective embedding of coaching model linked to the SIP	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Instructional Coaching CPD and the Early Career Framework (learningcultures.org)</p>	5

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

Budgeted cost: £ 13, 930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid catch up sessions linked to Little Wandle Phonics Programme	<p><i>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><i>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4
Ongoing development and refresher training for friendship support group	<p><i>“The evidence linking social and emotional skills in childhood with improved outcomes at school and in later life is extensive. Good social and emotional skills are associated with a range of positive outcomes including good physical and mental health, academic achievement, reduced involvement in crime, and higher income.</i></p> <p><i>We also know a good deal about what works to support children’s social and emotional development, and that high quality social and emotional learning in primary schools can have a range of positive impacts</i></p>	1, 2

	<p><i>including improved behaviour and attitudes, improved attainment, and reductions in emotional distress.”</i></p> <p>Prioritise social and emotional learning to avoid “missed... EEF (educationendowmentfoundation.org.uk)</p>	
SEMH support	<p><i>“The evidence linking social and emotional skills in childhood with improved outcomes at school and in later life is extensive. Good social and emotional skills are associated with a range of positive outcomes including good physical and mental health, academic achievement, reduced involvement in crime, and higher income.</i></p> <p><i>We also know a good deal about what works to support children’s social and emotional development, and that high quality social and emotional learning in primary schools can have a range of positive impacts including improved behaviour and attitudes, improved attainment, and reductions in emotional distress.”</i></p> <p>Prioritise social and emotional learning to avoid “missed... EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Targeted academic support in Y6	<p><i>“Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.”</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	3, 4
Pastoral support group training	<p><i>On average, SEL 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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	1, 2

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

Budgeted cost: £ 15, 159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of counsellor from Family Society	<p><i>On average, SEL 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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p><i>“Transition is a time of change between classes, year groups and settings. Research evidence that attends transition is largely focused on the move from primary</i></p>	1, 2

	<p><i>to secondary. However, principles can be learned for other potentially vulnerable transition points. Several studies have shown a dip in attainment coinciding with transition, especially in literacy and numeracy.”</i></p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/3-wider-strategies/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-School-Transitions-Tool.pdf</p>	
SEMH support	<p><i>“The evidence linking social and emotional skills in childhood with improved outcomes at school and in later life is extensive. Good social and emotional skills are associated with a range of positive outcomes including good physical and mental health, academic achievement, reduced involvement in crime, and higher income.</i></p> <p><i>We also know a good deal about what works to support children’s social and emotional development, and that high quality social and emotional learning in primary schools can have a range of positive impacts including improved behaviour and attitudes, improved attainment, and reductions in emotional distress.”</i></p> <p>Prioritise social and emotional learning to avoid “missed... EEF (educationendowmentfoundation.org.uk)</p>	1, 2
EWO involvement at the earliest opportunity to support with attendance.	<p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	1
Liaison with Operation Encompass and local PCSO in area to identify demographic and anti-social behaviour characteristics	<p><i>On average, SEL 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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	2
Whole staff training on behaviour management linked to school policy with the aim of	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 4

<p>developing our school ethos and improving behaviour across the school.</p>	<p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p> <p><i>A key theme from these recommendations is the importance of knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave. It is also good that many simple approaches that don't take much time or money to implement—like providing breakfast clubs, or greeting pupils individually before a lesson—can have a really positive impact on behaviour.</i></p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.</p>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p><i>Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.</i></p>	1
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to the needs that have not yet been identified.</p>	2, 4
<p>Fund for enrichment and associated transport costs so that pupils from a disadvantaged background are able to access enrichment activities which build cultural capital (including access to external clubs in school)</p>	<p>'Cultural capital': what Ofsted is looking for The Key Leaders (thekeysupport.com)</p> <p><i>... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.</i></p> <p><i>"There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation."</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/school-uniform/</p>	2
<p>Support and intervention including continued advice, training and</p>	<p>Assessments, groups, advice and support have enabled the school to improve the personalisation of learning</p>	1, 2, 4

specialist teacher sessions from the Specialist Teaching Service and educational psychologist (to include bespoke assessments and therapies based on individual need).	for individuals – CMAT Educational psychologist will be used to evaluate and support pupils where needed.	
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Total budgeted cost: £ 43,279

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 2022-23 academic year.

Attainment of pupils entitled to the PP continues to be below that of non-disadvantaged peers. However, there are some pupils making accelerated progress and many more achieving at a greater depth standard. Assessment has been monitored closely using in accordance with the FFT and has been reviewed in pupil progress meetings every term at assessment deadlines. Across the school, although some pupils have made accelerated progress, some pupils have made less than expected progress so this remains a key focus in closing the attainment gap with a focus on 'keep up, not catch up'.

Attainment 22/23

Y1	Reading	Writing	Maths
PP	60%	60%	40%
Not PP	71.9%	75%	84.4%

Y2	Reading	Writing	Maths
PP	50%	50%	66.7%
Not PP	67.6%	61.8%	70.6%

Y3	Reading	Writing	Maths
PP	60%	60%	100%
Not PP	66.7%	66.7%	75.8%

Y4	Reading	Writing	Maths
PP	50%	25%	37.5%
Not PP	69.2%	69.2%	80.8%

Y5	Reading	Writing	Maths
PP	75%	50%	50%
Not PP	90.5%	61.9%	90.5%

Y6	Reading	Writing	Maths
PP	64.6%	54.5%	45.5%
Not PP	76.5%	82.4%	82.4%

Average points progress

Y2	Reading	Writing	Maths
PP	6.3	6.3	6.8
Not PP	6.2	6.0	5.8

Y3	Reading	Writing	Maths
PP	6.4	6.2	5.4
Not PP	6.6	6.1	5.9

Y4	Reading	Writing	Maths
PP	5.1	6.8	5.1
Not PP	6.1	6.0	5.8

Y5	Reading	Writing	Maths
PP	6.8	5.8	7.0
Not PP	6.0	6.4	6.5

Y6	Reading	Writing	Maths
PP	7.0	7.7	8.1
Not PP	6.5	6.6	6.5

Attendance and punctuality continues to be a focus. Though this improved, it is not yet at the target threshold and pupils entitled to PP feature on the persistent absentee list.

In terms of cultural capital, the school put on many trips which helped to develop cultural capital and were linked to the ambition of the curriculum. Uptake of after school clubs and in-school opportunities greatly improved with 46% engaged in a club over the year.

An increasing number of pastoral needs have been identified or continue to be a need in school and as such the positive impact of our connection with The Family Society has been instrumental in supporting pupils and therefore this support will continue. This has been particularly pertinent with individual programmes for pupils, support in coming in to school and developing a toolkit of strategies, including CBT and understanding of emotions.

The refinement of the systematic synthetic phonics programme and high-quality training associated with this has a positive impact on the learning and outcomes for pupils in KS1 and beyond. A focus on mathematical facts has begun to be embedded and engagement in school is more evident through the use of applications to support fact learning and retention such as TTRS and Numbots. The use of a booster group for mathematical methods and developing confidence in application had a positive impact on pupil outcomes with those who attended on a regular basis. Attendance and other factors affecting pupils/ ability to attend was a barrier here.

Considerations will be made regarding additional sessions before and after school to ensure that staffing is not a barrier to this support.

A continue focus on CPD and quality first teaching is integral to this strategy.

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
School led tutoring grant (50% of tutoring cost)	
Little Wandle Systematic Synthetic Phonics scheme	
White Rose Maths SOL	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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
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Further information (optional)

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