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	Bishop Ellis Catholic Voluntary Academy
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	16.27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Andrew Monaghan
Pupil premium lead	Sarah Franklin
Governor / Trustee lead	Joe White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46390
Recovery premium funding allocation this academic year	£0
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	£46390

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 Sarah Franklin alongside the Head teacher Andrew Monaghan and assistant headteacher Ginny Shaw. 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)** Focusing on attendance, punctuality and parental confidence is crucial because pupils cannot benefit fully from high-quality teaching if they are not present and ready to learn. Strong home support, including regular reading and homework, reinforces classroom learning and builds positive habits. Improving these areas helps reduce barriers to achievement, increases engagement, strengthens home-school partnerships and enables disadvantaged pupils to achieve outcomes in line with their peers. Although attendance is improving, monitoring shows that children in receipt of PP attend less well than their peers.

2	**Pastoral/social/emotional barrier to learning** Pastoral, social and emotional barriers can significantly affect pupils' attendance, behaviour, wellbeing and readiness to learn. Targeted support enables pupils to develop resilience, self-regulation and positive relationships, ensuring they can fully access the curriculum. This strategy aims to increase attendance for identified pupils, reduce behaviour incidents and exclusions, improve pupil wellbeing measures and increase the proportion of disadvantaged pupils achieving age-related expectations, ensuring they are better equipped to succeed both academically and personally.
3	**Widening gap comparative to peers in core subjects- focus on phonics and arithmetic** A widening attainment gap in core subjects, particularly phonics and arithmetic, limits pupils' ability to access the wider curriculum and achieve age-related expectations. Targeted intervention ensures gaps are identified and addressed early, building pupils' fluency, confidence and foundational knowledge. Success will be measured through increased phonics screening outcomes, improved arithmetic assessment scores, a reduction in attainment gaps between disadvantaged pupils and their peers, and an increased proportion of pupils achieving age-related expectations in reading and mathematics.
4	**Recall of knowledge – know and remember more** Disadvantaged pupils can be less likely to retain and retrieve previously taught knowledge due to gaps in learning experiences and reduced opportunities for reinforcement outside school. A sustained focus on retrieval practice, vocabulary development and curriculum recall will help pupils know more, remember more and apply their learning with increasing confidence. Success will be evidenced through improved attainment in curriculum assessments, increased rates of knowledge retention over time, a reduction in attainment gaps between disadvantaged pupils and their peers, and a greater proportion of disadvantaged pupils achieving age-related expectations across the curriculum.

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 the attendance of PP children is in line with both national expectations and school targets and that episodes of lateness are reduced.	- ***Sustained high attendance in PP groups by 2027-28 demonstrated by overall absence rate for all pupils being no more than 5%.*** - ***Timely communication with parents to promote the importance of strong attendance and punctuality.*** - 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. - Support from MHST (Mental Health Support Team) with CBT focusing on school anxiety. *PP/FSM still feature of low-attendance and persistent absentee list* 25-26 %

	Present (year average)
Not FSM Ever 6	96.78%
FSM Ever 6	92.62% Improvement of (2% compared to previous academic year)

- School and CMAT attendance staff will play a vital role in supporting pupils/families with attendance and punctuality, taking into consideration the individual circumstance.
- Attendance levels for PP-eligible children are maintained or improved in comparison to non-eligible peers and audits at key points will reflect this.
- Use of the Family Society for parental support linked to punctuality and attendance, including meet and greet and sessions at the beginning of the school day.
- Use of MHST to support children and their families to promote positive views of school.
- Early involvement of Attendance officer (SK) 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) alongside SLT and the SENDco.
- Parents are provided with opportunities to engage in their children's learning in school (events, exhibitions, school performances, school trips etc.)
- Opportunties to raise aspirations for children and their families through science and arts week careers day.
- 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)
- Where pupils struggle to complete homework tasks due to parental support/lack of devices, school can support with devices.
- *Two provided for home so far this year and offered to more*
- Parents invited to attend trips with children where possible. Ensure this is offered wherever 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.

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.	- **Sustain higher levels of wellbeing from 2025-26 to 2027/2028 demonstrated by qualitative data from Ofsted and Catholic Schools Inspections, student voice and parent surveys, reduction in incidences of bullying and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.** - 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). - Engagement from parents with the work of MHST to allow families to access appropriate and timely support. - Engagement with Virtual School who will provide professional development for all staff in school. - Investigate the opportunity to create an ELSA role in school. - Regular contact with PCSO for the area will highlight key features of demographic and anti-social behaviour. - Pupils will access the curriculum and Personal Development curriculum. Inclusion will remain a high priority. Staff CPD will support this and subject monitoring feedback will support further development *(Links to Walkthrus focus – high ceiling, low threshold.)* - Key transition times and dates will be planned far in advance to allow for as much preparation as possible. - There will be further 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 outside of school 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 alongside a toolkit which helps them to develop independence. - Children will have further success in both academic and social situations - A growing number of children will be representing the school e.g. school council, eco-warrior, chaplaincy and sports. - The 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. - MHST support as part of the school's graduated response to pastoral needs. - 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. This

	will be reflected in lesson visits and coaching sessions in school. - The Family Society is 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. - Trained staff will deliver supportive interaction groups to help build pupil confidence in a variety of situations. - Cultural capital is at the forefront of our refined curriculum offer. 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 as well as telephone calls from the school office. - Support can be offered to parents who may find completing application forms more of a challenge (e.g. for PP forms and school applications). - Continue to utilise MARF and First Response Children's Duty if needed - referrals shared with parents for MARF (see % children's social care involvement).
Improved attainment both at and exceeding the expected standard in core subjects so it is closer to that of all children. Children to accurately understand and use appropriate maths terminology, know basic maths skills and number facts such as times tables. Phonics gaps will reduce due to the use of a DfE approve systematic synthetic phonics programme, with a focus on 'keep up, not catch up' and ambitious vocabulary.	- ***Pupils will achieve the expected outcome in their phonics screening check (Y1) – at least 95% of pupils will achieve the pass mark.*** - ***EYFS, KS1 and KS2 outcomes in 2027-28 show that more than 80% of disadvantaged pupils met the expected standard or above.*** - Pupils eligible for PP make as much progress and attainment, 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. *In 24/25 significant gaps remain between PP and non PP children. In 25/26 although the mean average score improved by 1.17, there remain gaps between PP and non PP children* - Times tables rockstars intervention carried out daily by PP eligible children and number facts/times tables scores/engagement will increase over time (shown in weekly half test). For KS1 pupils the focus will be on

	building number facts/number bonds knowledge and the ability to subitise using the Numbots application and Mastering Number. Pupils in KS2 will also work on the mastering number project (Y3-5) NCETM stats show that of those eligible for the PP who had high engagement in the programme, up to 60% at the expected standard in line with MTC. - 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. The school uses gaps analysis from previous tests to ascertain key foci/gaps. - PP children to have their books reviewed first and receive intervention when needed to address any gaps in attainment after whole class quality first teaching (keep up, not catch up). -
Pupils will make accelerated progress in English and Maths in comparison to their peers and targets set for pupils will reflect this ambition.	- ***Pupils in disadvantaged groups will make expected progress in English and Maths. KS1/KS2 reading and grammar outcomes show that more than 80% of pupils met the expected standard.*** - The Fischer Family Trust (FFT) will be utilised for ambitious 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 by the PP lead to reflect current attainment and reviewed during pupil progress meetings. - 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). - 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, outcomes of National tests (KS1 SATs, KS2 SATs) and through moderation. - 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. - PP children to have their books reviewed 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 working at or below the expected standard 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. KS2 mastering number project Y3-5 - 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.
High quality CPD will be a focus for all staff with a clear focus on pedagogy for teaching staff and the effectiveness of quality first teaching linked to this will be consistently monitored.	- ***By 2027/28, significantly improved vocabulary in disadvantaged groups and an ongoing focus on CPD for improving teaching and learning will be embedded culture within the school.*** - 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 support. – *Link: Metacognitive Talk Walkthru and staff CPD on metacognition/ science of learning* - 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.

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: £7448

(CPD, learning support subscriptions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and support staff CPD – pedagogical approaches – sustain and embed principles	*"Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge* *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."* https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-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. 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.* https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ EEF blog: What exactly is explicit instruction? | EEF (educationendowmentfoundation.org.uk) "Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice." SEN in Mainstream guidance report, EEF, 2020	3, 4, 5, 6
Whole staff CPD Little Wandle Phonics training refresher	*"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.* *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."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4,5, 6

Staff CPD linked to Walkthrus and Rosenshine's principles of instruction	*"…to ensure that "all teachers can have "24÷7 access to … a compilation of the best of the profession's practices."* Teaching WALKTHRUS by Tom Sherrington… | St. Matthew's Research School *"The principles provide a hugely valuable framework for the process of instruction"* Beyond-Rosenshine.pdf (thinkingmatters.com)	4, 5 ,
Purchase of standardised diagnostic assessments (NFER)	*Tests for years 1-6 enable reliable attainment and progress monitoring. Developed by experts in collaboration with teachers and used by thousands of schools.* EEF Blog: Assessing learning in the new academic year (Part 1… | EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6
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.	Listed as recommendations in improving outcomes in maths (EEF) *"Enable pupils to develop a rich network of mathematical knowledge.* *Emphasise the many connections between mathematical facts, procedures, and concepts.* *Ensure that pupils develop fluent recall of facts."* https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/#recommendation-1 Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 | EEF (educationendowmentfoundation.org.uk) 491667_1_En_Print.indd (oapen.org) – Supporting mastery maths (Hubs and WR provision)	3, 4, 5
Renewal of a DfE validated systematic synthetic phonics scheme (Little Wandle) to secure stronger phonics teaching for all pupils.	*"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.* *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."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4, 5, 6
Recruitment and retention of teaching staff – CMAT/school wellbeing	'*What happens in the classroom makes the biggest difference; improving teaching quality generally leads to greater improvements at lower cost than structural changes."* *"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."*	4, 5

strategy developed alongside mental health lead and wellbeing governor	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	
Release time for effective embedding of coaching model linked to the SIP	Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk) Instructional Coaching CPD and the Early Career Framework (learningcultures.org)	5
Supporting lowest 20% and SEND/PP crossover – TA targeted support and time for targets linked to SEND passport.	EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) *Recommendations 3 and 4* *The evidence review for this guidance report found strong evidence that high quality teaching for pupils with SEND is firmly based on strategies that will either already be in the repertoire of every mainstream teacher or can be relatively easily added to it. Teachers should develop a repertoire of these strategies that can be used flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils.*	3, 4, 5, 6
Use of the School Cloud to communicate with parents regarding pupil progress and to offer parent support	3. Communicate effectively with families | EEF (educationendowmentfoundation.org.uk) *The evidence suggests that communications with parents are likely to be more effective if they are personalised, linked to learning (or making the link between attendance and learning explicit), and framed positively.*	1, 4

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

Budgeted cost: £22,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid catch up sessions linked to Little Wandle	*"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.*	4, 6

Phonics Programme	*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."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Targeted academic support in Y5 and 6	*"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."* https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	3, 4, 5
Provision of devices to support pupils with SEND needs who are also eligible for the PP (and subscriptions which support high-quality provision to take place)	Using technology to support pupils with SEND EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 4, 5
TA PP/SEND support (7.5hrs)	Complement high quality teaching with carefully selected small-group and one-to-one interventions EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) *High quality teaching should reduce the need for extra support for all pupils. Nevertheless, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress. This chapter suggests that schools adopt a tiered approach to support and carefully consider when targeted interventions might be appropriate and when they may want to seek additional specialist support.* *Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. – 33% of pupils within the PP eligible demographic are also on the SEND record.*	3, 4, 5, 6

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

Budgeted cost: £13212

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of social worker from family society	*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."* https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ *"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 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."* https://educationendowmentfoundation.org.uk/the-tiered-model/3-wider-strategies/ https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-School-Transitions-Tool.pdf	1, 2
School to work in partnership with MHST	*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."* https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ *"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.* *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."* Prioritise social and emotional learning to avoid "missed… | EEF (educationendowmentfoundation.org.uk)	1.2

ELSA (emotional literacy support assistant- staff trained -6 days of training from Educational Psychologists on aspects of Emotional Literacy. -6 sessions of group supervision with Educational Psychologists. £600	*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."* https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ *"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.* *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."* Prioritise social and emotional learning to avoid "missed… | EEF (educationendowmentfoundation.org.uk)	1,2
Draw and Talk provision with trained adult (SEMH support) 7 hrs	*"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.* *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."* Prioritise social and emotional learning to avoid "missed… | EEF (educationendowmentfoundation.org.uk) *Monitoring the careful implementation of SEL in school should involve considerations around staff training, curriculum time and the impact of bespoke interventions. The teaching of SEL should be explicit, including simple activities, routines and strategies aligned with everyday class teaching. Five core competencies at the heart of SEL include:*	1, 2

	- *Self-awareness;* - *Self-regulation;* - *Social awareness;* - *Relationship skills; and* - *Responsible decision making* *These competencies can be explicitly taught in a series of lessons when schools plan their curriculum or adopt an evidence-based programme. It is beneficial to share these strategies with families so they can support self-regulation at home: setting goals, planning and managing time, effort and emotions.* EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net) **More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.** *The average impact of successful SEL interventions is an additional **four months'** progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.*	
Attendance officer (school based) and CMAT involvement at the earliest opportunity to support with attendance.	Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk) Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1
Liaison with Operation Encompass and local PCSO in area to identify demographic and anti-social behaviour characteristics	*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."* https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	2
Whole staff training on behaviour management linked to school policy with the aim of developing our school ethos and	Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk) Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net) *A key theme from these recommendations is the importance of knowing individual pupils well, so that schools and teachers know which factors might affect*	2

improving behaviour across the school.	*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.*	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involved training and release time for staff to develop and implement new procedures.	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) *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.*	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to the needs that have not yet been identified.	2, 4
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 and residential trips) Includes Brilliant Club project	'Cultural capital': what Ofsted is looking for | The Key Leaders (thekeysupport.com) *... 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.* *"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."* *https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/school-uniform/* *See also- enrichment strategy*	2
Support and intervention including continued advice, training and specialist teacher sessions from the Specialist Teaching Service and educational psychologist (to	*Assessments, groups, advice and support have enabled the school to improve the personalisation of learning for individuals – CMAT Educational* psychologist will be used to evaluate and support pupils where needed.	1, 2, 4

include bespoke assessments and therapies based on individual need).		
Alternative provision/external provider for child missing in education (SEND/PP)	SEND and Alternative Provision Improvement Plan (publishing.service.gov.uk)	1, 2, 4
Pastoral support group training	*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."* https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	1, 2

Total budgeted cost: £ 42985

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 2025-26 academic year.

Attendance and punctuality continues to be a focus. Though this improved, it is not yet at the target threshold of 95% and pupils entitled to PP feature on the persistent absentee list. However, there are outliers in the data which affect these percentages so individual families need to be considered when targeting support. There has been a strategic approach to monitoring attendance, punctuality and persistent absenteeism, with weekly supervision in SLT meetings and support from the St Thomas Aquinas Catholic Multi Academy Trust as well as statistics shared weekly with key stakeholders. Staff have also been employed in the mornings to support children with meet and greet to ease the transition into school and support those who find this a challenge pastorally. This meet and greet has greatly improved pupil punctuality and is an important focus for families, including those within the most vulnerable groups.

24-25	% Present (year average)
Not FSM Ever 6	96.0%
FSM Ever 6	90.62% Improvement of (0.1% compared to previous academic year) *2 pupil mitigating factor affecting attendance which brings group average down.*

25-26	% Present (year average)
Not FSM Ever 6	96.78%
FSM Ever 6	92.62% Improvement of (2% compared to previous academic year)

This represents an increase of 4.27% from 2022/23 to 2025/26 and a decrease in persistent absence from 29.73% to 16.22%.

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. Where needed, pupil premium funds have supported this for individuals, including for the provision of residential trips to enhance the Catholic life of the school. Parents have been invited to attend local trips where possible. Uptake of after school clubs and in-school opportunities remains a priority. We recognised the lack of variety in the offer of club provision after school (external providers) and therefore have introduced clubs within school, such as boardgame club, the continuation of choir and further prayer and Catholic life focus (such as the Mini Vinnies). This ensures that pupils have access to extra-curricular within the school day and at no cost to families, supporting the most vulnerable and disadvantaged groups. Within the pupil premium eligible group, 85% attended extra-curricular provision across the 25/26 academic year. Devices have been made available to pupils entitled to the pupil premium to support with interventions and homework with the support of the CMAT.

25-26 Audit of participation

- Individual parents contacted– 85% engaged in extracurricular overall
- Coverage of curriculum/mission certificates very high 100% of eligible pupils received both certificates.
- 13.51% school representative groups such as school council, eco warriors. PP eligible/ 18% non-PP eligible. This remains a focus for 26/27
- Other activities – e.g. sporting/inclusivity events 38%
- Opportunities for all children to take part in lunchtime clubs which nurture their talents and interests (enrichment) in addition to local/low-cost trips for all children each year. Residential trips which nurture the Catholic life of the pupils are offered and subsidised in Y6. (100% of eligible pupils attended residentials and school trips.
- 94% of y5 and 6 children undertook a leadership role in school. (92% all children)

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 families. This has also been supported by in-house ‘Draw and Talk’ provision with a trained member of staff four times per week. Regular review of this support has been undertaken by the trained member of staff and SLT and this has been mapped onto a vulnerability map as part of weekly safeguarding supervision. 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. As part of our training regarding mental health and wellbeing (Senior Mental Health Lead), we use a tiered system regarding universal, in-house and external support.

- Family society - 43% support focused on PP pupils (surplus to this, a number of children are within the SEND demographic)
- Draw and talk – 33% of support focused on PP pupils

The continuation of the Little Wandle 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. This is reflected in the improved pupil progress within the small (2 children) Pupil Premium eligible group, 1 child met the phonics screening check and one narrowly missed the year 1 met phonics screening check which represents strong progress based on starting points.

Results below show % attainment within the same cohort of pupils when they were in Year 2 (22-23), Year 3 (23-24) and Year 4 (24-25). Added value for reading is 35.7% within the PP group and attainment exceeds that of pupils not within the pupil premium eligible group.

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

Y3	Reading	Writing	Maths
PP	83.8%	66.7%	66.7%
Not PP	66.7%	63.6%	72.7%

Y4 2025	Reading	Writing	Maths
PP	70%	60%	70%
Non PP	63.3%	63.3%	63.3%

Y5 2026	Reading	Writing	Maths
PP	85.7%	42.9%	57.1%
Non PP	79.3%	62.1%	51.7%

Boosters for reading and maths within the pupil premium eligible group were conducted inside school hours to mitigate attendance issues in previous academic years and on the bases of positive outcomes in the 23-24 academic year. Results below show % attainment within the same cohort of pupils when they were in Year 5 (24-25) and Year 6 (25-26). Added value for reading 20% writing 24% and Maths 3%.

Y5 2025	Reading	Writing	Maths
PP	57.1%	42.9%	85.7%
Non PP	88.6%	65.7%	74.3%

Y6 2025	Reading	Writing	Maths

PP	77.8%	66.7%	88.9%
Non PP	70.6%	64.7%	76.5%

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, particularly as a homework tool and in class as a daily intervention for those entitled to the pupil premium. There has been continuation of a daily arithmetic approach across the school as well as weekly testing from YR to Y6 to embed arithmetical proficiency and fluency in maths lessons. In addition to this, the YR-Y2 and Y3-5 cohorts engaged with the mastering number programmes at KS1 and KS2 and staff have been trained and support through the Maths Hub Sustaining Group and Work Group sessions to support with staff CPD and quality first teaching as standard.

A continued focus on CPD and quality first teaching is integral to this strategy and coaching as a method for ensuring this is utilised across the school.

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

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

Further information (optional)