

## 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 Joseph's RC Voluntary Academy
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	72.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25; 2025-26; 2026-27
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs Carole Carlile, Headteacher
Pupil premium lead	Mr Jack Carr, Assistant Headteacher
Governor / Trustee lead	Mrs Katie Dennett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96,960

## Part A: Pupil premium strategy plan

### Statement of intent

St Joseph's RC Voluntary Academy is a community where pupils are encouraged to thrive and develop within a nurturing Catholic environment. We will provide an environment in which the dignity of each person as a child of God is recognised and developed; and promote the full potential of each child through our curriculum which develops spiritual, academic, social and emotional growth. It is our school priority that every child feels safe, happy, respected, cared for and has a sense of belonging.

We aim to close the gap between disadvantaged pupils and other pupils in the school. This will be achieved by ensuring all pupils receive high quality teaching and are provided with the most effective targeted support to achieve well in all subjects. As a Catholic school, our mission is to reach the most vulnerable and disadvantaged members of our community, academically, socially and emotionally.

At St Joseph's, the proportion of disadvantaged pupils across the school is significantly higher than average with an increasing number of pupils requiring intervention from external services in recent years. This strategy aims to provide support for all vulnerable children regardless of whether they are statistically disadvantaged. Attendance has improved considerably since 2022, however, this is an area that can never be far from focus due to the impact caused if pupils are not in school. We will therefore continue to track and monitor attendance very closely. Persistent absence remains an issue for a small number of our disadvantaged pupils and this impacts on their progress and development.

The school pupil premium strategy works towards achieving these objectives by following 3 areas as recommended by EEF:

- Quality First teaching for all pupils
- Effective targeted support
- Wider strategies including pastoral support and access to wider opportunities

In order to effectively create and implement the Pupil Premium Strategy we have used EEF tools and research reports. Funding will also be used to continue to boost the skills of teaching staff and teaching assistants within school. High quality teaching is the most important tool we have in school to improve outcomes for disadvantaged pupils as well as using Pupil Premium to improve and benefit all students, raising expectations and aspirations for all pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils do not attend school as often as they could. This automatically affects pupils' outcomes and is a high priority at St Joseph's. Whilst we have seen strong improvements in attendance and punctuality within our disadvantaged pupils groups, this is an area we must continue to monitor to ensure academic, social and emotional progress can be made.
2	We have seen a deterioration in behaviour for a small minority of pupils (including those eligible for PPG). We need to understand children's starting points emotionally and be able to support them with self-regulation.
3	Levels of resilience, low self-esteem and social emotional and mental health (SEMH) for some pupils (including those eligible for PPG) are not as strong as they could be; this leads to fixed mind sets and an over-reliance on adults and a detrimental effect on academic progress, with children feeling defeated when faced with challenging tasks.
4	Accelerating progress for communication and language, especially oral language skills in EYFS. Speech, language and communication skills are less developed by disadvantaged pupils.
5	Pupils in writing who are eligible for PP are making less progress than other pupils across the school. Building confidence to think creatively, with appropriate language as well as structure writing within sentences and paragraphs whilst working within contrasting genres will be focussed on through a whole school writing project, based on EEF Research.
6	Pupil confidence and engagement with the Mastery approach to maths has dipped as a result of time away from learning during the pandemic and disadvantaged pupils have gaps in their conceptual knowledge which need to be filled.
7	Social and economic factors-including life experiences with significantly high levels of deprivation are barriers to learning for some disadvantaged pupils. The difficulties include ensuring families engage with school and accept support from multi-agencies as required.
8	Our assessments (including wellbeing survey) have highlighted social and emotional issues for many disadvantaged pupils. Extra-curricular provision as well as before and after school clubs can provide additional support in these areas if parents are able to support children to attend these activities.

## 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
Achieve and sustain improved attendance of all pupils, in particular disadvantaged pupils	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance for all pupils being more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced or sustained if insignificant</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils not significantly different or better</li> </ul>
To achieve and maintain high expectations of behaviour for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of good behaviour by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher feedback</li> <li>• an overall reduction in the number of behaviour incidents and the comparison between disadvantaged pupils and their non-disadvantaged peers being reduced or sustained if insignificant.</li> </ul>
To achieve and sustain improved self-esteem and social and emotional and mental health (SEMH) for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• qualitative data from myhappymind.org and self esteem surveys</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Speech and language assessments indicate the gap is closing between DP and non-DP pupils, particularly in EYFS and KS1 (early language focus)	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Engagement with NELI, ELKLAN and LINGO speech and language programmes indicates the language gap between DP and NDP is closing or no longer significant</li> </ul>

<p>Improved writing attainment in disadvantaged pupils across school; gap closing at the end of KS2.</p>	<ul style="list-style-type: none"> <li>• KS2 reading outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.</li> <li>• KS2 writing outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.</li> </ul>
<p>Improved family engagement of disadvantaged pupils with access to wider opportunities which builds relationships between family and school.</p>	<ul style="list-style-type: none"> <li>• Parental feedback indicates that they feel supported in their role as the primary educator</li> <li>• Increased opportunities for informal family support to engage 'hard to reach' families in strategies to address barriers</li> <li>• Sustained high attendance by 2026/27</li> </ul>
<p>Improved attendance at extra-curricular and enrichment experiences across the school, particularly our disadvantaged pupils.</p>	<p>Sustained high participation by 2026/27 in experiences beyond the classroom with a minimum of a 50:50 split for registers of participants.</p>

## 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: £55,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of dedicated Pupil and Family Support Staff to engage families, support pupils in improving wellbeing and early intervention for mental health and barriers to learning.	EEF Social and Emotional Learning: There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	1, 2, 3, 7 and 8
Programme of study delivered to whole staff (MyHappyMind backed by NHS – teaching staff delivered by JS Zones of Regulation training Led by JS Additional Designated Safeguarding Lead Training	EEF Social and Emotional Learning: There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	1, 2, 3, 7 and 8
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time such as RWI Online Portal and Development Day for Talk through Stories,	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Time for Talking / Oral language interventions / Talk through Stories/ Year group RSE lessons / Toolkit Strand / Education Endowment Foundation / EEF NELI engagement and participation including training/ELKAN Training	1, 2, 3, 4 and 5
Develop a greater understanding and implement the strategies behind Talk for Writing to narrow the vocabulary gap and to improve writing.	EEF Improving Literacy in Key Stage 1 and Key Stage 2 / EEF Writing Training. CPD provided by Pie Corbett to be completed by all teachers.	4 and 5

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

Budgeted cost: £14,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF (educationendowmentfoundation.org.uk)	2, 3, 4 and 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local development lead from RWI.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF School uses a DfE approved systematic synthetic phonics scheme.	4 and 5
Embed assessment system with strategic pupil progress monitoring to ensure that progress, engagement and attitude are regularly monitored for DP. Clear identification of DP pupils, with strategies for closing gaps.	Assessment strategies developed to clearly identify progress in relation to ARE with risk assessment at termly points for disadvantaged pupils. Use of EEF Research 'Best use of Teaching Assistants' for targeted intervention. Groups within DP pupils clearly identified and monitored – EAL, gender, summer born.	4 and 5

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

Budgeted cost: £26, 045

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Continue with Forest Schools.	1 and 2

<p>develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>Develop a clear system of pastoral support including early intervention, specific support for children with identified mental health difficulties including anxiety, dysregulation and regression. Support for families to address unmet needs at home.</p>	<p>EEF Social and Emotional Learning: There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Creation of Nurture room as a safe space for pupils and families with staff who have been trained in Mental Health First Aid Training. Mental Health Leader training for members of SLT and Pastoral support.</p> <p>MyHappyMind Programme of Study</p> <p>IOU Residential and Summer school opportunities</p> <p>Outward Bound Summer Residentials</p>	<p>1, 2, 3 and 7</p>
<p>To implement evidence based practices for behaviour to create a school wide culture where pupils and staff can thrive, underpinned by the Catholic ethos of the school.</p>	<p>NPQLBC already undertaken by Assistant Headteacher.</p> <p>Behaviour in Schools Guidance produced by DfE February 2024.</p> <p>Zones of Regulation to be undertaken as a whole school.</p> <p>Teaching Assistants equipped with necessary training to enable pupils to be nurtured and engaged when showing signs of dysregulation.</p> <p>Teaching assistants trained to safely hold pupils to protect them if ever this should be necessary.</p> <p>Additional training for new teaching assistants.</p> <p>EEF Social and Emotional Learning strategies</p> <p>PSHE Association Programme of Study and associated research used to deliver whole school support.</p>	<p>2 and 3</p>
<p>Develop systems of support to further develop and improve safeguarding practice, including use of</p>	<p>NSPCC Safeguarding research and resources</p> <p>Schools Safeguarding MAST / Networking meetings and supervisions for Safeguarding</p>	<p>1, 2 and 7</p>

<p>Safeguarding Leads networks within the Trust, including half termly supervision, Safeguarding Board Attendance as part of the LA Cluster and wider systems of support. Parent groups to be planned and developed to engage and empower parents in their roles as primary educator.</p>		
<p>Develop a system of intervention for pastoral and wellbeing needs with clear identification of pupils, barriers to learning, challenges outside of school and early help need.</p>	<p>Barriers to learning / Reach2Teach assessments, using information from research into meeting needs of disadvantaged pupils (CLA, Previously CLA, CSC pupils)</p> <p>Funded places for enrichment experiences including paid extra-curricular activities for DP pupils, subsidised trips, Summer Schools and Residential Experiences in Summer 24 for disadvantaged pupils, forest schools for all pupils.</p>	<p>1, 2, 3, 7 and 8</p>

**Total budgeted cost: £ 96,960**

## 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.

Data from 2024-25

#### Early Years

(3 children, 3 disadvantaged children)

	CL	PSE	PD	L	M	GLD
Saint Joseph's	66.7%	66.7%	66.7%	66.7%	66.7%	66.7%
Saint Joseph's PP	66.7%	66.7%	66.7%	66.7%	66.7%	66.7%
Saint Joseph's Not PP	N/A	N/A	N/A	N/A	N/A	N/A
Local Authority	77.2%	79.2%	82%	67.4%	74%	65.3%
Local Authority PP	68.3%	70.6%	74.1%	50%	60.6%	48.5%
Local Authority Not PP	82.9%	85%	86.9%	73.8%	80.4%	71.9%

Note: The 1 child that was not meeting GLD no longer attends St Joseph's.

Phonics

Year 1

(13 children, 10 disadvantaged children)

St J	St J PP	St J Not PP	LA	LA PP	LA Not PP
61.5%	60%	66.7%	81.1%	68.5%	84.8%

End of Key Stage 2

(16 children, 13 disadvantaged children)

Expected

	Reading	Writing	Mathematics	RWI
Saint Joseph's	68.8%	68.8%	68.8%	56.3%
Saint Joseph's PP	61.5%	61.5%	61.5%	46.3%
Saint Joseph's Not PP	100%	100%	100%	100%
Local Authority	74.7%	70.4%	74.1%	61.5%
Local Authority PP	63.6%	58%	61.3%	47.1%
Local Authority Not PP	79.5%	75.9%	79.7%	67.8%

Aim	Progress to date												
<p>Achieve and sustain improved attendance of all pupils, in particular disadvantaged pupils</p>	<p>Attendance</p> <p>Academic Year 24/25</p> <p>PP 94.61%</p> <p>Not PP 94.75%</p>												
<p>To achieve and maintain high expectations of behaviour for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Behaviour incidents: a breakdown of total incidents:</p> <table border="1" data-bbox="719 622 1061 725"> <thead> <tr> <th colspan="2">Year 24/25</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>89.5%</td> </tr> <tr> <td>Not PP</td> <td>10.5%</td> </tr> </tbody> </table> <table border="1" data-bbox="719 757 1061 860"> <thead> <tr> <th colspan="2">Aut 1</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>90.2%</td> </tr> <tr> <td>Not PP</td> <td>9.8%</td> </tr> </tbody> </table> <p>Note: There has been a 68.9% reduction in behaviour incidents when compared Aut 1 (25) to Aut 1 (24).</p> <p>Behaviour incidents are closely monitored and discussed by senior leaders.</p>	Year 24/25		PP	89.5%	Not PP	10.5%	Aut 1		PP	90.2%	Not PP	9.8%
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<p>To achieve and sustain improved self-esteem and social and emotional and mental health (SEMH) for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Staff dedicate significant time to support the self-esteem and SEMH of our disadvantaged pupils. There has been significant CPD offered for all staff on Zones of Regulation. Money has also been spent on resources to support Zones of Regulation across the school (e.g. displays, teaching resources, and practical resources for children). The SENCo gathers information on the SEMH of all children including disadvantaged children. This information is shared at staff meetings. It also helps inform the school's Barriers to Learning document. This document highlights the specific areas of need for individual disadvantaged children, which then informs interventions. Our family support worker has been assigned time with each class throughout the week to lead on these interventions. The impact of My Happy Minds was acknowledged in our recent Ofsted inspection.</p>												
<p>Speech and language assessments indicate the gap is closing between DP and non-DP pupils, particularly in EYFS and KS1 (early language focus)</p>	<p>All children disadvantaged.</p>												
<p>Improved reading and writing attainment in disadvantaged pupils across school; gap closing at the end of KS2.</p>													

	<p><u>Reading:</u></p> <p>Year 3 – Year 6</p> <table border="1"> <thead> <tr> <th></th> <th>Aut 24</th> <th>Sum 25</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>39.1%</td> <td>40.4%</td> </tr> <tr> <td>Not PP</td> <td>56.3%</td> <td>50%</td> </tr> <tr> <td>Difference</td> <td>-17.2%</td> <td>-9.6%</td> </tr> </tbody> </table> <p>End of Key Stage 2</p> <table border="1"> <thead> <tr> <th></th> <th>Aut 24</th> <th>Sum 25</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>46.2%</td> <td>61.5%</td> </tr> <tr> <td>Not PP</td> <td>33.3%</td> <td>100%</td> </tr> <tr> <td>Difference</td> <td>+12.9%</td> <td>-38.5%</td> </tr> </tbody> </table> <p>The school are involved in a Reading Fluency programme run by our local English Hub. This programme is aimed at supporting reading in ks2 and supporting children in the transition from phonics to comprehension.</p> <p><u>Writing:</u></p> <p>Year 3 – Year 6</p> <table border="1"> <thead> <tr> <th></th> <th>Aut 24</th> <th>Sum 25</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>28.3%</td> <td>25.5%</td> </tr> <tr> <td>Not PP</td> <td>31.3%</td> <td>31.3%</td> </tr> <tr> <td>Difference</td> <td>-3%</td> <td>-5.8%</td> </tr> </tbody> </table> <p>End of Key Stage 2</p> <table border="1"> <thead> <tr> <th></th> <th>Aut 24</th> <th>Sum 25</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>38.5%</td> <td>61.5%</td> </tr> <tr> <td>Not PP</td> <td>33.3%</td> <td>100%</td> </tr> <tr> <td>Difference</td> <td>+5.2%</td> <td>-38.5%</td> </tr> </tbody> </table> <p>Teachers are received CPD for Talk for Writing in Aut 1. We are also participating in CPD on the new Writing Framework provided by English Hubs.</p>		Aut 24	Sum 25	PP	39.1%	40.4%	Not PP	56.3%	50%	Difference	-17.2%	-9.6%		Aut 24	Sum 25	PP	46.2%	61.5%	Not PP	33.3%	100%	Difference	+12.9%	-38.5%		Aut 24	Sum 25	PP	28.3%	25.5%	Not PP	31.3%	31.3%	Difference	-3%	-5.8%		Aut 24	Sum 25	PP	38.5%	61.5%	Not PP	33.3%	100%	Difference	+5.2%	-38.5%
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<p>Improved pupil confidence in Maths mastery which results in improved attainment at the end of each year and a higher proportion of DP at ARE.</p>	<p><u>End of key stage 1:</u></p> <table border="1"> <thead> <tr> <th></th> <th>Aut 24</th> <th>Sum 25</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>71.4%</td> <td>83.3%</td> </tr> <tr> <td>Not PP</td> <td>66.7%</td> <td>50%</td> </tr> <tr> <td>Difference</td> <td>+4.7%</td> <td>33.3%</td> </tr> </tbody> </table> <p><u>Key Stage 2:</u></p> <table border="1"> <thead> <tr> <th></th> <th>Aut 24</th> <th>Sum 25</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>41.3%</td> <td>44.7%</td> </tr> <tr> <td>Not PP</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>Difference</td> <td>-8.7%</td> <td>-30.3%</td> </tr> </tbody> </table>		Aut 24	Sum 25	PP	71.4%	83.3%	Not PP	66.7%	50%	Difference	+4.7%	33.3%		Aut 24	Sum 25	PP	41.3%	44.7%	Not PP	50%	75%	Difference	-8.7%	-30.3%																								
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<p>Improved family engagement of disadvantaged pupils with access to wider opportunities which builds relationships between family and school.</p>	<p>The school's Barriers to Learning document is regularly updated by class teachers. Family engagement has been identified as a barrier for some of our disadvantaged children, but positive relationships continue to grow and this no longer remains a barrier for some disadvantaged children. The Barriers to Learning document helps teacher identify which parents may require support in attending events such as parents evening or help with engaging their child's learning at home.</p>												
<p>Improved attendance at extra-curricular and enrichment experiences across the school, particularly our disadvantaged pupils.</p>	<p>Clubs are run at no cost to families, however where costs are incurred, these can be subsidised by the Pupil Premium grant. 71.4% of the children attending Orchestra club are Pupil Premium. 62.5% of the children attending Football club are Pupil Premium.</p> <p>We continue to aim to offer experiences to all children, including Pupil Premium children. For example, Oak Class visited Turf Moor for a workshop and tour of the stadium with no charge to families. Staff have attended a meeting with Manchester Museum regarding an interactive programme. Due to out % of Pupil Premium, we will have a fully funded trip and funding towards travel. We have planned a 5 day residential for children in Year 6, which is heavily subsidised, and our Family Support Worker works with families to apply for grants for any that require additional support.</p> <p>Our PE Coordinator is working with Tag, who will be delivering PE sessions to Cedar and Elm but will also provide free after school clubs and holiday clubs to disadvantaged children. This will begin in the Spring Term (2026).</p>												

## 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
Rapid Reading	Pearson
Power Maths	Pearson
Picture News	Picture News
Ten:Ten Life to the Full (RSE)	Ten:Ten
White Rose Maths	White Rose Maths
Times Table Rock Star	Maths Circle Ltd
Kapow: Music, Art, DT and Foreign Languages	Kapow
Mastering Number	NCETM
SATs Companion	Thinkbox Education Ltd

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

### **Additional activity**

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

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- developing pupil leadership through establishing more roles and responsibilities for children in Year 4 – 6 with the aim of increasing engagement in the life of the school, developing confidence and aspiration in all pupils. Disadvantaged children will be encouraged and supported undertaking these roles.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.