

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Michael and All Angels Catholic Primary
Number of pupils in school	203 (primary age)
Proportion (%) of pupil premium eligible pupils	95 pupils 47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	Mrs S Ralph/Mrs A Bennison
Governor / Trustee lead	Rev. J. Birch (Vice CofG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,575
Recovery premium funding allocation this academic year	£13,775
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	£145,350

Part A: Pupil premium strategy plan

Statement of intent

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

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

When identifying strategies and allocating funding to projects, we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation. We are committed to using a range of measures to evaluate the impact of the funding as an ongoing process throughout each academic year. The focus for 2021-2024 will be on achieving the best outcomes for our pupils and supporting their wellbeing. Our intention is that each pupil reaches their potential regardless of their background or barriers to learning. We aim to reduce any barriers through the delivery of our curriculum enhanced by enrichment opportunities, made available to all.

Objectives for our disadvantaged children:

- To ensure that any external factors such as a family's financial circumstances are not a barrier to a child's success – there is success in every St Michael's child
- To ensure that each child's different learning needs are met successfully through quality first teaching, appropriate staffing provision and placement and through targeted interventions
- To foster a life-long love of reading
- To ensure that all children gain the fundamental literacy skills – phonics, inference, vocabulary, confident speech and language – which are the building blocks for future success
- To ensure that children are supported to be ready for learning – through social and emotional support, family support, attendance support
- To ensure that the educational and wider school experience of disadvantaged children is as rich as that of their peers

How we work to achieve those objectives:

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

This will include:

- 1:1 / small groups in English and maths
- additional learning time
- 1:1 tutoring and 3:1 tutoring
- additional phonics support

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

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Head teacher and DHT responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The SLT regularly evaluates pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

Challenges

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

Challenge	Detail of challenge
1	Low attainment on entry especially in communication, language & literacy & weak oracy skills for older children as evidenced through WELCOMM and Voice 21 assessments.
2	The gap in attainment in English and Maths compared to non-PP Pupils has grown in some year groups as evidenced in termly standardised assessments.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Weaker writing skills and low attainment in writing of children eligible for pupil premium compared to non-pupil premium pupils.
5	Low attendance and persistent absenteeism of some PP/disadvantaged children.
6	Some of our families face many social and economic challenges particularly as the cost of living has increased resulting in lack of cultural capital and wider experiences.
7	Mental health, resilience and emotional regulation. Some pupils and their families have social & emotional difficulties, including medical and mental health issues. Some have a number of ACE’s and significant barriers to learning. This is evidenced through Pupil Progress Meetings, Leuven Scales, ELSA Pyramid of Needs, SEND and Attainment & Trauma registers, learning walks and pupil voice.

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 improve language and communication outcomes for pupils at end of EYFS. Children in receipt of PP will be identified and targeted support will be implemented in EYFS. SALT to work with children and set targets for staff	Language and communication outcomes for PP children at the end of F2 will improve and be in line with non-PP children.

to implement. CPD opportunities will be in place for support and teaching staff.	
To improve all children's oral language skills and vocabulary and empower all children to use their voice for success in school and in life. Through a high-quality oracy education pupils learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	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. The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children to make progress in the four strands of oracy outlined in the Oracy Framework.
Evidence of tuition and focused consistently good teaching enabling disadvantaged children to make good progress in English and maths.	Evidence of accelerated progress in English and Maths as a consequence of tuition.
To ensure the proportion of PP pupils achieving the expected & higher levels in writing matches the national average for non- PP pupils in writing. Disadvantaged children to achieve above National Average Progress score in writing.	The % of Pupil Premium children achieve EXP+ and the higher levels at the end of KS2 will exceed the national average for non-disadvantaged.
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and some pupils in receipt of pupil premium funding. Reduce Proportion of pupils in receipt of Pupil Premium classed as persistent absentees Attendance Target: 96% for all pupils.
Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences. Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality literature and models for reading and writing, theatre, music and sport. Children will also benefit from an enriched SMSC, PSHE curriculum pertinent to the identified needs of our context and community, Investment in cultural capital will impact on children's overall	Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences. Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality literature and models for reading and writing, theatre, music and sport. Children will also benefit from an enriched SMSC, PSHE curriculum pertinent to the identified needs of our context and community, Investment in cultural capital will impact on children's overall
Children receive appropriate well-being and social and emotional support so that they feel happy, can care for themselves and for others and can approach their learning with confidence and resilience. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and we will do this by continuing to promote the positive mental health of PP pupils through a range of interventions and strategies and improve the self-esteem, confidence and resilience of children.	Vulnerable children are given the emotional support and the tools they need for emotional resilience, allowing them to successfully access the social and academic elements of school. Pupil voice demonstrates development in wellbeing and resilience. Behaviour records demonstrate improvements in social skills / learning skills and that tools are used effectively. All children can access the full curriculum because their emotional needs are being supported effectively. A range of assessments are used to, in addition to teacher/staff observations. These

include: Therapist reports and Strength and Difficulty Questionnaires (SDQs) Pupil voice. Behaviour tracking

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: £75,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching supported by additional CPD for teachers, and regular CPD for support staff. ECT Mentor & coach.</p> <p>Instructional Coaching</p> <p>A focus particularly on CPD in the teaching of writing</p>	<p>EEF Mastery (Teaching & Learning Toolkit) +5 months EEF Effective Professional Development (Guidance Report) EEF Special Educational Needs in Mainstream Schools (Guidance Report) Regular CPD through INSET, courses, coaching, etc. informed by performance management reviews, monitoring and school improvement plan priorities ensuring standards of teaching are always good or better. EEF Report 'Closing the Attainment Gap' states that <i>what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.</i> <i>EEF Toolkit: The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment, quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact.</i></p> <p>Release Time for Staff & CPD - Cost: £8000</p>	2, 3 & 4
<p>Additional Teachers</p> <p>Year 6 cohort of one class split in to 2 groups of approximately 15 children with 2 class teachers and 1 TA & specialist teachers in Music, PE & MFL</p>	<p>Targeted teaching matched to pupils needs ensures all learners are appropriately challenged.</p> <p>EEF Teacher Toolkit: Reducing class size: "allows teachers to develop new skills and approaches" "increasing the amount of high quality feedback or 1:1 attention learners receive" EEF Toolkit: As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months additional progress for pupils, on average. <i>EEF - The attainment Gap Research Jan. 2018</i> Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Additional Teachers Deploying Staff effectively Reducing class size Cost: £58,000</p>	2 & 4
<p>Whole school focus on extending children's vocabulary across</p>	<p>EEF Communication and Language Approaches (EYFS Toolkit) +6 months EEF Oral Language Interventions (Teaching & Learning Toolkit) +6 months.</p>	1 & 3

<p>all curriculum subjects “Voice 21”. Welcomm assessments in EYFS. Speech & Language. Oracy Leads and Oracy Champions in each key stage- leading CPD and coaching.</p>	<p>Voice 21 research and EEF teaching toolkit both highlight key evidence regarding the impact of oracy as a driver for learning. Voice 21 project had an independent review by EEF.</p> <ul style="list-style-type: none"> • Whole school CPD to develop pedagogy and practice. • Revised subject aims with explicit essentials for oracy. • Use of oracy assessment • SSE feedback that evaluates the impact of that work. <p>Cost: £4600</p>	
<p>English – CLD & Writing</p> <p>Prioritise the development of communication and language in EYFS and ensure high quality teaching across the curriculum develops extensive vocabulary.</p> <p>Ensure there is a consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases.</p> <p>Continue to develop writing.</p> <p>Provide training for ECT and teachers new to year groups. Staff to identify and share good practice.</p>	<p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>Improving literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Improving literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>The EEF guidance acknowledges that: Pupils’ writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help.</p> <p>Cost: £1000</p>	<p>1, 2 & 4</p>
<p>Continued CPD for all staff delivering daily systematic phonics. Phonics lead to monitor and ensure consistency of delivery.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ Cost:£800 (release of staff for training)</p>	<p>2 & 4</p>
<p>Walkthrus CPD & coaching to further develop whole class / quality first strategies for modelling, scaffolding,</p>	<p>https://www.walkthrus.co.uk/ https://www.instructionalcoaching.com/wp-content/uploads/2016/03/Jim-knight_Workbook_7_14_KUCRL.pdf Cost: £500</p>	<p>2 & 4</p>

retrieval, question- ing		
Use standardised and diagnostic tests	Standardised and diagnostic tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support in class and through interventions: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Strategies such as individualised instruction and small group tuition work best when they are targeted at pupils' specific needs. These needs can be identified with the support of standardised tests. Cost: £2400	

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

Budgeted cost: £58,606.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ealy speech and language interventions through the employment of a Speech and Language Therapist half a day a week to work 1:1 with PP children and work with Liverpool SIP focusing on S&L interventions	EYFS toolkit shows that early support for speech and language is one of the most important strands for child support. Estimate impact is up to +6 months. Joseph Rowntree Trust report on Special Educational Needs demonstrated that children in receipt of FSM are 2.3 times more likely to have a speech and language need. As well as whole school strand, we have ensured that children with specific needs have high quality specialist support. Access to NHS services is at crisis point. Evaluations of NELI intervention have been positive from Nuffield Institute evaluation and EEF evaluation . DfE have supported access to training as part of the national recovery plan. Liverpool S&L: £11,637.50	1
Voice 21 Implementation of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Develop vocabulary and Oracy skill by implementing the 'Oracy Framework' across the school, in partnership with 'Voice 21'. Appointment of 'Champions' to attend Train the Trainer sessions and deliver in school staff development.	EEF – Oral language interventions. Very high impact for very low cost based on extensive evidence. 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) Cost: See above	3
Phonics keep up/catch up small group and 1-1 interventions	Little Wandle, Letters and Sounds Revised draws on the latest research into how children learn best to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers.	2 & 4

	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EE</p> <p>One to One targeted tuition has a strong evidence base for accelerating progress</p> <p>1-1 tuition EEF Toolkit</p> <p>Cost: £800</p>	
<p>Funding of Additional TA's in EYFS – high adult ratio so support can be focused and targeted with S&L interventions being delivered.</p>	<p>The number of children identified with early language difficulties is too high for the S&L to be able to support on a weekly basis, therefore trained staff are able to deliver appropriate quality S&L interventions that will increase the rate of progress in language and communication <i>EEF Guidance Report 'Preparing for Literacy'</i> recommends that <i>high quality targeted support can ensure that children falling behind catch up quickly as possible.</i></p> <p><i>EEF Toolkit: Early Years Intervention</i> is highly effective (+5months). EEF has evidence that Oral Language Development is also effective (+5months)</p> <p>Cost = £6,000</p>	1, 2, & 4
<p>Year 6 Extended Writing Group to provide support for small groups of writers not on track to make the required progress through KS2</p>	<p><i>Applying EEF guidance on small group tuition, remote tuition & 1-1 tuition</i></p> <p>EEF Toolkit +5 months</p> <p>Small group tuition:</p> <p>“greater feedback from teacher” “more sustained progress”</p> <p>“work closely matched to learner need”</p> <p>Overall, our aim is for high quality tuition that is linked to their curriculum and closes gaps in attainment.</p> <p>Working with national tuition partners and trained internal tutors to deliver tuition. All of tuition will be provided as additional support provided from Year 1 to Year 6.</p> <p>Cost to school: £6169</p>	2 & 4
<p>Part Funding of TAs attached to each year group enabling targeted interventions for more able PP learners led by teachers/ TAs. Interventions to include Nesy, Dyslexikit, Probes, Reading and Comprehension.</p> <p>Effective deployment of staff, teaching assistants. Additional staffing in place across EYFS to support early language and in Year 6 to support attainment. SENCo non-classed based to support growing number of SEN children.</p>	<p>Targeted intervention has been successful over the last year and enables work to be focused and challenging, targeting individuals needs and gaps in the curriculum.</p> <p>Individual, personalised high quality interventions have been proven in our school to have a positive impact on the attainment & progress of our pupils. <i>EEF Report 'Closing the Attainment Gap'</i> states that <i>targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i></p> <p>Use of TAs to help pupils develop independent learning skills and manage their own learning. Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Cost = £28,500</p>	2 & 4

<p>Funding for additional access to nursery provision beyond 15 hours DfE funding. Targeted at families known as eligible for pupil premium.</p>	<p><i>Early Years Toolkit</i> shows that an earlier start for children can add up to +6 months to EYFS outcomes. Evidence shows that significant gaps are already evident for children before they start based on their socio/economic backgrounds. Research from the <i>Nuffield Institute</i> highlights the impact that access to early years education can have to close that gap.</p> <p><i>2021 Changing Patterns Report</i> illustrates that child poverty rates for families where the youngest child is under five are now 36% of families. This is higher than for those with older children, reflecting the fact that they tend to be larger families with higher needs and lower levels of employment.</p> <p><i>2018 Education Select Committee</i> report for life chances highlighted importance of Early year's support. Included the <i>Effective Provision of Pre-School Education Project (EPPSE)</i> suggest that pre- school provides an opportunity for effective intervention for the reduction of special educational needs, especially for the most disadvantaged children.</p> <p><i>Ofsted's Bold Beginnings Report</i> highlights the emphasis on high quality early years' provision and avoiding looking at 'catch up' as a KS1/KS2 priority. We have rigorously implemented the findings and recommendations in the report.</p> <p>Cost: £2500</p>	<p>1</p>
<p>Licences: Times Table Rockstars, Mathletics, Numbots, IDL & NESSY</p>	<p>EEF - Using Digital Technology to Improve Learning – Recommendation 3: Technology offers ways to improve the impact of pupil practice</p> <p>Cost: £3000</p>	<p>2 & 4</p>

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

Budgeted cost: £47,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment Activities Subsidising school trips including residential & enrichment activities including theatre, art gallery trips, music activities & tuition in school etc all of which will help enhance the curriculum and ensure engagement of all through financial support.</p>	<p>Previous educational visits have enriched pupils' learning through curriculum based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience. School trips have supported children in developing increased confidence, greater independence and collaborative skills. They help enhance pupil participation, experience, enjoyment and opportunities. They will broaden the life experiences and stimuli for vulnerable pupils.</p> <p>Giving children the opportunity to learn a musical instrument enhances pupil opportunities and experiences, broadens life experiences and stimuli for vulnerable pupils. Learning a musical instrument develops concentration, creativity and listening.</p> <p>EEF states that <i>arts participation including music activities that are part of the curriculum do have a positive impact. There is some evidence of a positive link between music and spatial awareness. There are also wider benefits such as more positive attitudes to learning and increased well-being.</i></p> <p>Cost = £22,500</p>	<p>6</p>

<p>Enrich and develop pupil's cultural capital through the implementation of a basic entitlement to a wide range of enrichment activities.</p> <p>Diocese Music for Schools Programme</p>		
<p>Extra-Curricular Activities including Sports & Curriculum Linked Activities</p> <p>Offer of free extra-curricular activities for all PP children.</p>	<p>Continue to ensure all pupils get equal opportunity to be involved in all aspects of school and that no pupils are disadvantaged by not being able to pay. Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills.</p> <p>We are able to offer children a wide range of Sports experiences. Encouraging pupils to be fit, healthy, and promote children's well-being.</p> <p>Cost = £800</p>	6
<p>Outdoor Learning Opportunities & Forest School Sessions</p> <p>The further development of the school's outdoor learning forest school to improve resilience and self-esteem.</p>	<p>EEF Toolkit:</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development</p> <p>Research from the New Economics Foundation (NEF) shows that Forest School makes a difference in the following ways:</p> <p>Confidence: children have the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development is prompted by the children's sensory experiences Motivation: the woodland tends to fascinate the children and they develop a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements are characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children develop an interest in the natural surroundings and respect for the environment.</p> <p>Cost = £6,500</p>	6
<p>Part funding of Attendance Admin</p> <p>Worker role & incentives used to promote good attendance</p>	<p><i>Ofsted's Inspection Framework</i> research highlights the importance of good attendance on wellbeing and educational outcomes for children. Cost = £5,500</p>	5
<p>Targeted Extended School Places</p> <p>Free toast club places offered to PP children with poor punctuality/attendance</p>	<p>EEF Working with parents to support children's learning (Guidance Report) Improved punctuality and attendance for PP children where this has previously been a concern.</p> <p>DfE National Breakfast Club Programme:</p> <p>'It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour'</p> <p>Cost = £2000</p>	5
<p>Mental Health Support</p>	<p><i>Department for Education's State of the Nation</i> highlights the more challenging outcomes for disadvantaged families in respect of mental health</p>	7

<p>Employment of a Counsellor and ELSA</p> <p>To improve the self-esteem, confidence and resilience of children whilst supporting children's positive mental health.</p>	<p>and physical well-being. Disadvantaged children also report lower life satisfaction than their peers.</p> <p>ELSA intervention builds PP pupil's social skills, self-esteem, confidence & management of emotion. Children also gain an increased sense of resilience.</p> <p>It supports PP pupils who are demonstrating challenging behaviour and pupils with social and communication needs.</p> <p>Pupils able to express their emotional state and communicate their feelings. A person with well developed emotional literacy is therefore able to recognise and respond to the emotional states of others. This is considered a hallmark of healthy relationships.</p> <p>EEF research identifies that <i>social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p> <p>EEF - Social and Emotional Learning in Primary Schools</p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <ul style="list-style-type: none"> • Self-awareness: expand children's emotional vocabulary and support them to express emotions. • Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. • Social awareness: use stories to discuss others' emotions and perspectives. • Relationship skills: role play good communication and listening skills. • Responsible decision-making: teach and practise problem solving strategies. <p>Cost = £9600</p>	
<p>Mental Health Support</p> <p>PSHE/My Happy Mind programmes and resources to improving resilience, social skills, and confidence whilst reducing anxiety</p>	<p>EEF Toolkit:</p> <p>They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.</p> <p>Cost: £800</p>	7

Total budgeted cost: £ 181,606.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Please see Impact/Review Report of PP Strategy Plan for 2022-2023

1. **To improve language and communication outcomes for pupils at end of EYFS Children in receipt of PP will be identified and targeted support will be implemented in EYFS.**
 - Accelerated progress from low starting point for targeted children with low vocabulary and speech and language skills on entry.
 - S&L Therapy delivered 1:1 therapy sessions for pupils in EYFS to support specific needs.
 - S & L Training given to members of staff in EYFS to deliver specific interventions.
 - Wellcom Screening allowed us to immediately Baseline children in terms of their Speech and Language development and as a result put specific actions and interventions in place for those identified as in need of them.
 - The additional funding of TAs in EYFS has enabled us to put a range of SALT interventions in place for identified children. The S&L therapist has trained TAs and teachers in delivering specific programmes of intervention. All children who have accessed SALT interventions have made measured progress.
 - 2022-2023 End of year data for Communication & Language:
Listening, Attention & Understanding: All children 54%, PP 57%, Non PP 53%.
Speaking: All children 62%, PP 71%, Non PP 58%.
2. **To improve all children's oracy skills and empower all children to use their voice for success in school and in life.**
 - Voice 21 project has had a positive impact. Data indicates PP children particularly have made significant progress in oracy.
 - A recent LA review highlighted how oracy is a strength across the school.
 - In the school's Denominational Inspection in June 2023, oracy was also identified as a strength.
3. **Evidence of tuition and focused teaching enabling disadvantaged children to make good progress and achievement in English and maths.**
 - Identified PP have benefited from weekly English and Maths tuition which has enabled them to make accelerated progress.
 - GLD: All Pupils 46%, PP 43%, Non PP 47% - Difference -4
 - KS1 Reading EXP+: All Pupils 61%, PP 38%, Non PP 70% - Difference -32
KS1 Writing EXP+: All Pupils 61%, PP 38%, Non PP 70% - Difference -32
KS1 Maths EXP+: All Pupils 61%, PP 38%, Non PP 64% - Difference -26
 - KS2 Reading EXP+: All Pupils 82%, PP 81%, Non PP 83% - Difference -1
KS2 Writing EXP+: All Pupils 65%, PP 56%, Non PP 72% - Difference -14
KS2 Maths EXP+: All Pupils 88%, PP 75%, Non PP 89% - Difference -14

4. To ensure the proportion of PP pupils achieving the expected & higher levels in writing matches the national average for non- PP pupils in writing.

2023

56% of PP children achieving EX+S at the end of KS2 compared to the 72% of non PP children.

GAP -16

0% of PP children achieving GD at the end of KS2 compared to the 22% of non PP children.

GAP -22

2022

65% of PP children achieving EXS+ at the end of KS2 compared to the 67% of non PP children.

GAP -2

20% of PP children achieving GD at the end of KS2 compared to the 0% of non PP children.

GAP +20

5. To increase rates of attendance and punctuality for children eligible for PP.

- Our attendance admin officer works hard to improve the attendance of our pupil premium children.
- Attendance continues to be monitored closely by the Headteacher and the School Attendance lead. Good attendance is promoted in school through assembly and through the school ethos and school values. The Attendance lead, follows up low attendance and where needed pupils will have an attendance action plan
- The role of the school counsellor and family support worker allowed any concerns from children or
- There are some positive individual case studies of PP children. Families have benefitted from daily contact and support where necessary.
- Meetings with Local Attendance officers provide support and advice.
- Free toast club places have been offered to PP children with poor attendance/punctuality.
- Policy and guidance has been reviewed throughout the year and has been implemented rigorously.
- Attendance meetings and agreement of expectations for PA ensure school / parents can work together in a supportive manner.

6. Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences.

- We have a full program of trips and extra-curricular activities for all our children. This includes the offer of an extracurricular club for all our children that attract pupil premium funding and leaders track which children attend the clubs.
- Pupils speak positively about the opportunities provided to broaden their experiences. They have the chance to take part in sporting, choir, art, outdoor and reading clubs. They go on a range of educational trips to learn new things.
- Enrichment activities were planned to give pupils the experiences to further develop their vocabulary and imagination and this has had a positive experience. We have provided our pupils with a wide range of first-hand experiences that they might otherwise not have the opportunity to take part in. This has included a range of subsidised trips including –
Year 2 & 3 trip to Eureka
Year 3 & 4 Trip to Martin Mere
Foundation 2 Theatre Trip
Little Angels visit to the Pumpkin Patch
Year 3 residential to Barnstondale
Year 5 residential to Colomendy
Year 6 residential to PGL, Shropshire
- PP and other children in school have also accessed enrichment activities that have included –
Science workshops through Chester University & Elinor Atkinson

Hi Impact Science and Computing Workshops

Music Tuition – all Year 4 children have had weekly Guitar Lessons from a specialist music teacher.

- Our outdoor curriculum offer has been strengthened this year through Forest School and work in science. Funds have been invested in the outdoor area. The feedback from both children and staff has been excellent, as well as parental feedback. This additional layer for learning will be further developed next year.
- Forest School Sessions developed Pupil Premium children holistically and led to increased self-esteem and motivation.

7. To continue to promote the positive mental health of PP pupils through a range of interventions and strategies and improve the self-esteem, confidence and resilience of children.

- This academic year, a number of PP children accessed interventions to support them in their emotional wellbeing and mental health.
14 PP children accessed ELSA
6 PP children accessed MHST
This has in turn improved the behaviour of pupils who can draw on strategies to support them in managing their emotions and feelings.
- Our assessments and observations indicated that pupil engagement, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required with early evidence of improved focus, engagement and emotional regulation.

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

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