



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust

## 3 Year Pupil Premium Strategy Plan 2023 – 2026

Saint Mary's CVA, Glossop

### SUMMARY INFORMATION

#### PUPIL PREMIUM LEADERSHIP INFORMATION 2023/2024

Pupil Premium Lead	Sarah Rudd	Governor Lead	Samantha Buller	Trust Lead	Tracey Churchill
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#### CURRENT PUPIL INFORMATION 2023/2024

Total number of pupils in school:	104	Total pupil premium allocation:	£67,624	Date of most recent PP Review:	March 2023
Number of pupils eligible for pupil premium:	37	Pupil Premium carried forward from 2022/23:	£0	Publish Date:	18.12.23
Proportion of disadvantaged pupils %:	36%	National Tutoring Programme (50% contribution)	£0	Statement authorised by:	Bernadette Quirke

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	17	46%
Girls	20	54%
SEN support	4	11%
EHC plan	1	3%
EAL	0	0

### Statement of Intent

St. Mary's CVA Pupil Premium Strategy Plan is based on ensuring all children are provided with the best possible education so that they can achieve their full potential. All staff and governors are committed to the importance of the Pupil Premium agenda and strategic plan and will ensure that no pupils are disadvantaged because they are 'disadvantaged'. Our focus is upon the whole child and the expectation that all pupils make clear progress and attainment within their education.

To achieve this aim, we will ensure the provision of Quality first teaching in all classes, address barriers to learning, and ensure that interventions are put in place for when progress is not at the expected standard. The school will also work hard with parents and carers to ensure that they fully engage in the education of their child.

BARRIERS TO FURTHER ATTAINMENT		
In-School Barriers (such as poor literacy skills, SEMH)		
A	Language and communication skills and understanding of number are often poor upon entry to school.	
B	A number of PP pupils also have additional SEN that create barriers to learning- also linked to attendance.	
C	PP pupils do not always have access to music or sports provision and enriched curriculum opportunities.	
External Barriers (such as poor attendance)		
D	Persistent absence of Pupil Premium pupils	
E	Some Pupil Premium pupils do not enter Reception 'school ready' and parental engagement is inconsistent, affecting progress in Early Reading.	
Desired Outcomes/Aim for each barrier		
	Outcome/Aim	Success Criteria
A	To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.	Gaps between Key Stage 2 PP pupils and National Averages for non-PP pupils closes in reading, writing and maths. PP pupils achieve their FFT targets.
B	SEN and vulnerable pupils' needs met through targeted support and involvement of external agencies where appropriate.	All needs of PP pupils are clearly identified with appropriate support put in place, which is reviewed termly.
C	To provide support for emotional, social, and mental well-being of PP pupils. Boxall profiles to be completed for all pupils.	Pupils are happy and confident learners, keen to come to school and show resilience to tackle a range of activities.
D	Additional support for PP pupils is provided in school for those pupils not receiving regular support at home, through use of lunchtime clubs, and SMASH.	PP pupils are not disadvantaged by limited support at home.

E	Targeted support for EYFS and Year 1 PP pupils through Phonics catch up, daily reading and targeted language support.	Ensure that there are no gaps between PP and non-PP children in early oracy, language skills and Phonics as they move into Year 2.
F	To increase attendance rates for pupils eligible for PP through daily monitoring of attendance and putting support in place when needed.	Attendance for PP pupils to be in line with national averages.

### 3 YEAR PUPIL PREMIUM STRATEGY

#### TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible: BQ/SR

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
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<p><b>Quality First Teaching for all</b></p>	<p>Language and communication skills and understanding of number are often poor upon entry to school. Therefore, the school needs to focus on ensuring that more disadvantaged pupils achieve at the expected level and beyond in each year group.</p>	<p>All classes to have teaching assistant support to improve outcomes for PP children. There has been a staff re-structure, however it has been ensured that provision is allocated to need.</p> <p>BQ and SR to monitor, coach and support teaching and learning throughout the school.</p> <p>Subject leaders to monitor and continually improve teaching, learning and progress in their subject areas.</p>	<p>September 2023</p> <p>Ongoing throughout the year. Regular learning walks, book scrutinies, pupil voice by middle leaders and SLT. Reviewed at termly pupil progress meetings.</p> <p>Termly monitoring in all subject areas Termly Pupil Progress Meetings to analyse data and</p>	<p>£54,939 (£164,817 over 3 years)</p>	<p>Improved outcomes for all groups.</p> <p>Monitoring shows that the pupils are fully engaged on task and making good progress.</p> <p>Pupils to make good progress in all subject areas- see Insight and statutory assessments.</p>
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			discuss progress and attainment of pupils.		
		<p>To further embed mastery Maths. Increase efficient recall of key facts across all year groups. This to include utilising Maths Shed and Century in preparation for Year 4 Multiplication check and KS2 SATS</p> <p>Continue to utilise gap analysis termly specifically question level analysis from SATs-ASP and NFER termly tests.</p> <p>White Rose Maths introduced in September 2023 to support in the teaching of mixed age classes in Maths. TAs used for the teaching of Maths in some KS2 classes.</p>	September 2023	£300 (£900-3 years)	Increased mastery of Mathematics across the school. Increased progress of pupils in Maths- see Insight and statutory assessments.
		<p>English Lead to focus on refining the teaching and assessment of Writing across the school.</p>	January 2024	£3000 (over 3 years)	
		<p>Teachers to refine timetables to ensure that Phonics is being taught daily, and that Guided Reading sessions are taking place at least 3 times a week.</p>	October 2023		

<p><b>To continue to refine and embed the curriculum and assessment procedures in light of mixed aged group classes.</b></p>	<p>Language and communication skills and understanding of number are often poor upon entry to school. Therefore, the school needs to focus on ensuring that more disadvantaged pupils achieve at the expected level and beyond in each year group.</p>	<p>White Rose Maths to be introduced across the school to support in teaching Maths in mixed year groups.</p> <p>English Lead to focus on refining the teaching and assessment of Writing across the school.</p> <p>New Assessment policy to be put in place.</p>	<p>September 2023</p> <p>January 2024</p> <p>November 2023</p> <p>Total estimated costings-</p>	<p>£ 168,717 (Over 3 years)</p>	<p>Increased mastery of Mathematics across the school. Increased progress of pupils in Maths- see Insight and statutory assessments.</p> <p>Improved outcomes for PP pupils in Reading, Writing and SPaG.</p> <p>Teachers will have a fully embedded understanding of assessment procedures and the new assessment framework, in order to measure the progress and gaps in learning of pupils.</p>

## TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: BQ/SR

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
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Live working document



<p><b>A. To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.</b></p>	<p>Language and communication skills and understanding of number are often poor upon entry to school. Some Pupil Premium pupils do not enter Reception 'school ready' and parental engagement is in consistent, affecting progress in Early Reading.</p>	<p>SLT to provide regular monitoring of children's progress. Analysis and tracking of PP pupils to their FFT targets. All teachers aware of their FFT predictions.</p> <p>Precision teaching to be used for targeted intervention groups of pupils in KS2.</p> <p>All PP pupils to read daily to an adult in class.</p> <p>Phonics catch up and Rapid catch up (Little Wandle) interventions for those pupils with Phonics gaps and at risk of not passing the end of Y1 Phonics check.</p> <p>Little Wandle assessments and Phonics tracker to be used to assess and track pupils' Phonic</p>	<p>SLT to monitor termly.</p> <p>All groups to be in place by November 2023</p> <p>September 2023</p> <p>October 2023</p> <p>October 2023</p>	<p>Improved outcomes for PP children from KS1 to KS2.</p> <p>Improved progress for PP pupils against their FFT scores.</p> <p>Improved fluency and comprehension skills in reading for PP pupils.</p> <p>A higher proportion of PP pupils will pass their Phonics check at the end of KS1 and continue to improve their reading skills through KS2- see Insight, statutory assessments and Phonics tracker.</p>
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		<p>knowledge in Reception, KS1 and Lower KS2.</p> <p>Teaching assistant led lunchtime clubs x 3 a week for Y4-Y6 with a focus on pupils accessing their spellings on Spelling Shed and MTC on Maths shed.</p> <p>In KS2, teachers to use Century in the mornings and as homework in Maths and SPaG. This will also work as a diagnostic tool and provide activities that relate to the pupil's gaps in learning and their specific needs.</p>	<p>November 2023</p> <p>January 2024</p>	<p>Ed Shed- £185</p> <p>(£555 over 3 years)</p> <p>Century-£800</p>	<p>Improved outcomes for PP pupils in weekly spelling tests, MTC and termly Writing and Maths assessments.</p> <p>Improved outcomes for PP pupils in termly tests and statutory assessments.</p> <p>Higher engagement in homework.</p>
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<p><b>B. SEND and vulnerable pupils' needs met through targeted support and involvement of external agencies where appropriate.</b></p>	<p>A number of PP pupils also have additional SEN that create barriers to learning- also linked to attendance.</p>	<p>SLT and SENDCo to meet regularly to identify those children who are both PP and SEND and ensure needs are being met.</p> <p>SENDCo to identify support required from external providers and submit referrals wherever needed</p>	<p>PP and SENDCo to meet half termly to discuss provision.</p> <p>As and when required.</p>	<p>Targeted provision for PP pupils who also have a SEND consideration.</p> <p>The needs of PP/SEND pupils will be fully met in order to improve their outcomes and ensure good progress is made.</p>
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live working document

<p><b>C. To provide support for emotional, social, and mental well-being of PP pupils.</b></p>	<p>A number of PP pupils need support with their emotional health and wellbeing in order for them to achieve their potential academically.</p>	<p>Termly meetings SLT and class teachers to discuss overall PP provision, including the emotional, social and mental well-being of PP pupils.</p> <p>Class teachers to undertake Boxall Profiles for targeted groups of PP pupils for Art Therapy, Lego therapy and other emotional support sessions. Class teacher to liaise with Pastoral Lead to set clear targets for the pupils in relation to their social and emotional wellbeing.</p> <p>Targeted Nurture groups with the Pastoral Lead once a week, with ongoing check ins with pupils.</p> <p>Forest School provision- each class will access Forest School for at least a half term.</p> <p>Lego therapy with targeted groups of PP pupils to be led by a teaching assistant.</p> <p>External provider to lead an Art Therapy group for targeted groups</p>	<p>Termly, starting in November 2023</p> <p>December 2023</p> <p>January 2024</p> <p>September 2023</p> <p>January 2024</p> <p>January 2024</p>	<p>£5400 (£16,200 over 3 years)</p> <p>£1000 (£3000 over 3 years)</p>	<p>Greater levels of confidence, resilience and self-esteem measured by PASS surveys and regular pupil voice of PP pupils.</p> <p>Improvements to work attitudes and achievements across the curriculum- seen through monitoring of lessons, data and books.</p> <p>Boxall profile assessments at the start and end of the group will show progress against specific targets set for individual pupils.</p>
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		of pupils- 6 weeks of weekly sessions.		Approx costings over 3 years- £20,555	
<b>WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)</b>					
Member of staff responsible: SLT, Pastoral Lead and office team					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure

Live working document

<p><b>F. To increase attendance rates for pupils eligible for PP through daily monitoring of attendance and putting support in place when needed.</b></p>	<p>Persistent absence of PP pupils impacting on their social and emotional wellbeing and academic outcomes.</p>	<p>Individual tracking of attendance by office staff. Refine the protocol and procedures for following up on absent pupils. All parties to be aware of the clear procedures in place.</p> <p>Attendance policy to be followed and stages followed rigorously.</p> <p>Attendance Policy to be shared weekly on school newsletter.</p> <p>SLT and Pastoral Lead to meet with parents to discuss persistent problems with absence/punctuality and put an agreed action plan in place– relevant external agencies contacted where necessary.</p> <p>Half termly award certificate for full attendance given and bronze, silver and gold badges awarded throughout the year for full termly attendance.</p> <p>Weekly class attendance trophy shared in weekly celebration assembly.</p>	<p>December 2023- Reviewed termly</p> <p>Ongoing</p> <p>September 2023- weekly</p> <p>Termly- starting in January 2024</p> <p>September 2023- half termly and termly.</p> <p>September 2023- weekly</p>	<p>The attendance rates of PP children will improve and be in line with national averages of PP attendance.</p>
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<p><b>A. To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.</b></p> <p><b>D. Additional support for PP pupils is provided in school for those pupils not receiving regular support at home.</b></p>	<p>Pupils not receiving regular support at home in the completion of homework.</p>	<p>Targeted PP pupils will be provided with funded places at SMASH and breakfast club to support them with their daily reading and completion of homework.</p> <p>School will hold regular workshops in relation to Maths, Phonics and Reading to provide parents with the resources and tools to support their child's learning at home.</p>	<p>September 2023</p> <p>January 2024</p>	<p>£1000 (£3000 over 3 years)</p>	<p>Improved outcomes for PP pupils in termly tests and statutory assessments.</p> <p>Higher engagement in homework.</p>
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<p><b>E. Additional support for PP pupils is provided in school for those pupils not receiving regular support at home.</b></p> <p><b>C. To provide support for emotional, social, and mental well-being of PP pupils.</b></p>	<p>PP pupils do not always have access to music or sports provision and enriched curriculum opportunities.</p>	<p>Pupils will be provided with the opportunity to attend funded sports' clubs and peripatetic music lessons.</p> <p>School will fund or make contributions towards school trips for PP pupils, and the Y6 residential to Whitehall.</p>	<p>September 2023-review termly</p> <p>September 2023-review termly.</p>	<p>Approximately £1000 a year (£3000 over 3 years)</p> <p>Approximately £2000 a year. (£6000 over 3 years)</p> <p>Approx cost over 3 years- £12,000</p>	
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## PUPIL PREMIUM ACTION PLAN: 2023/24

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1. (A) Quality First Teaching for all	To ensure that more disadvantaged pupils achieve at the expected level and beyond in each year group.	<p>All classes to have teaching assistant support to improve outcomes for PP children. There has been a staff re-structure, however it has been ensured that provision is allocated to need.</p> <p>BQ and SR to monitor, coach and support teaching and learning throughout the school.</p> <p>Subject leaders to monitor and continually improve teaching, learning and progress in their subject areas.</p>	<p>“School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.” – <i>EEF – Making Best use of TAs 2018</i></p> <p>“It is important that we are exposing children to concepts (words) within subjects and studying them in more depth in order to strengthen their understanding of topics and allow</p>	<p>Monitoring through learning walks, pupil voice, book looks, lesson observations and termly pupil progress meetings to ensure that PP pupils are making at least good progress.</p> <p>Staff meeting time given to subject leaders to disseminate new approaches and embed current practice in the</p>	SR	<p>BQ</p> <p>December 2023</p> <p>April 2024</p> <p>July 2024</p>

		<p>To further embed mastery Maths. Increase efficient recall of key facts across all year groups. This to include utilising Maths Shed and Century in preparation for Year 4 Multiplication check and KS2 SATS</p> <p>Continue to utilise gap analysis termly specifically question level analysis from SATs-ASP and NFER termly tests.</p> <p>White Rose Maths introduced in September 2023 to support in the teaching of mixed age classes in Maths. TAs used for the teaching of Maths in some KS2 classes.</p> <p>English Lead to focus on refining the teaching and assessment of Writing across the school.</p> <p>Teachers to refine timetables to ensure</p>	<p>them to build on knowledge acquired in previous year groups. The stronger a child's understanding of a certain word is, the more likely they will be able to attach new vocabulary and knowledge on top."- <i>Marcus Jones, Huntington Research School.</i></p> <p>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</p>	<p>teaching of English, Phonics and Maths.</p>		
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		that Phonics is being taught daily, and that Guided Reading sessions are taking place at least 3 times a week.	disadvantaged backgrounds. (EEF)			
1. To continue to refine and embed the curriculum and assessment procedures in light of mixed aged group classes.	To ensure that more disadvantaged pupils achieve at the expected level and beyond in each year group.	<p>White Rose Maths to be introduced across the school to support in teaching Maths in mixed year groups.</p> <p>English Lead to focus on refining the teaching and assessment of Writing across the school.</p> <p>New Assessment policy to be put in place.</p>		<p>Monitoring through learning walks, pupil voice, book looks, lesson observations and termly pupil progress meetings to ensure that PP pupils are making at least good progress.</p> <p>Staff meeting time given to subject leaders to disseminate new approaches and embed current practice in the teaching and assessment of</p>	SR	<p>BQ</p> <p>December 2023</p> <p>April 2024</p> <p>July 2024</p>

				<p>core subject areas.</p> <p>Class teachers to be given time to work together to plan work for mixed age classes.</p>		
TOTAL estimated budgeted cost:						£ 57,224
Of which from NTP funding:						0

### TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
2 (B)	SEND and vulnerable pupils' needs met through targeted support and involvement of external agencies	<p>SLT and SENDCo to meet regularly to identify those children who are both PP and SEND and ensure needs are being met.</p> <p>SENDCo to identify support required from</p>	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	<p>Regular review meetings between SENCO, class teacher and other stakeholders.</p> <p>SENCO to monitor provision</p>	NB	<p>BQ/SR</p> <p>December 2023</p> <p>April 2024</p> <p>July 2024</p>

	where appropriate.	external providers and submit referrals wherever needed  Use of Edu key-timetabled review meetings of IEPs.  Provision Mapping - recorded on Insight.	free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. (EEF)	on Insight and IEPs through Edukey		
3.(C)	To provide support for emotional, social, and mental well-being of PP pupils.	Termly meetings SLT and class teachers to discuss overall PP provision, including the emotional, social and mental well-being of PP pupils.  Class teachers to undertake Boxall Profiles for targeted groups of PP pupils for Art Therapy, Lego therapy and other emotional support sessions. Class teacher to liaise with Pastoral Lead to set clear targets for the pupils in relation to their social and emotional wellbeing.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF)  SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF)	Monitoring of sessions and pupil voice.  PASS survey results  Boxall Profile assessments  Monitoring of timetables related to the provision.  Regular meetings with Pastoral lead in relation to the progress of the children.	SR	BQ  December 2023  April 2024  July 2024

		<p>Targeted Nurture groups with the Pastoral Lead once a week, with ongoing check ins with pupils.</p> <p>Forest School provision- each class will access Forest School for at least a half term.</p> <p>Lego therapy with targeted groups of PP pupils to be led by a teaching assistant.</p> <p>External provider to lead an Art Therapy group for targeted groups of pupils- 6 weeks of weekly sessions.</p>	<p>Outdoor learning might provide opportunities for disadvantaged pupils to participate in activities that they might not otherwise be able to access. Through participation in these challenging physical and emotional activities, outdoor learning interventions can support pupils to develop non-cognitive skills, such as resilience, self-confidence and motivation. (EEF)</p>			
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TOTAL estimated budgeted cost: £6,400

Of which from NTP funding: 0

### WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is	Staff lead	Review Date & who is evaluating impact?
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				implemented well?		
4.(F)	To increase attendance rates for pupils eligible for PP through daily monitoring of attendance and putting support in place when needed.	<p>Individual tracking of attendance by office staff. Refine the protocol and procedures for following up on absent pupils. All parties to be aware of the clear procedures in place.</p> <p>Attendance policy to be followed and stages followed rigorously.</p> <p>Attendance Policy to be shared weekly on school newsletter.</p> <p>SLT and Pastoral Lead to meet with parents to discuss persistent problems with absence/punctuality and put an agreed action plan in place—</p>	Research from DFE points to an irrefutable between high attendance, progress and attainment.	<p>Daily monitoring of attendance.</p> <p>Attendance policy to be updated and used rigorously.</p> <p>Pastoral Lead and SR to work closely with families to engage with them and improve attendance and punctuality.</p>	SR	<p>BQ</p> <p>December 2023</p> <p>April 2024</p> <p>July 2024</p>

		<p>relevant external agencies contacted where necessary.</p> <p>Half termly award certificate for full attendance given and bronze, silver and gold badges awarded throughout the year for full termly attendance.</p> <p>Weekly class attendance trophy shared in weekly celebration assembly.</p>				
<p><b>1. (A)</b></p> <p><b>4. (D)</b></p>	<p>To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group. Additional support for PP pupils is provided in school for</p>	<p>Targeted PP pupils will be provided with funded places at SMASH and breakfast club to support them with their daily reading and completion of homework.</p> <p>School will hold regular workshops in relation to Maths, Phonics and Reading</p>	<p>Homework has a positive impact on average (+5 months).</p> <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete</p>	<p>Data from class teachers regarding the completion of homework in their classes and daily reading.</p> <p>Data from Ed Shed showing usage of PP pupils.</p>	SR	<p>BQ</p> <p>December 2023</p> <p>April 2024</p> <p>July 2024</p>



	those pupils not receiving regular support at home.	to provide parents with the resources and tools to support their child's learning at home.	homework and develop effective learning habits. These may increase the gap in attainment. <b>Homework clubs can help to overcome these barriers</b> by offering pupils the resources and support needed to undertake homework or revision (EEF)	Analysis of SMASH registers.  Analysis of the attendance of the parents/carers of PP pupils at workshops and events.  Monitoring of homework clubs at SMASH.		
4. (D)	Additional support for PP pupils is provided in school for those pupils not receiving regular support at home.  To provide support for emotional, social, and mental well-being of PP pupils.	Pupils will be provided with the opportunity to attend funded sports' clubs and peripatetic music lessons.  School will fund or make contributions towards school trips for PP pupils, and the Y6 residential to Whitehall.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.  The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (EEF)  Overall, the average impact of arts participation on other areas of academic learning appears to be	Target certain PP pupils to attend music lessons and sports clubs.  Monitor and analyse registers of extra-curricular clubs and compare with the attendance of all pupils- termly Headteacher's Report.  Attendance of PP pupils attending trips and the Y6 residential will be positive.	SR	BQ  December 2023  April 2024  July 2024

			<p>positive but moderate, about an additional three months progress.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF)</p>		
TOTAL estimated budgeted cost:					£4,000
Of which from NTP funding:					0

## REVIEW OF 3 YEAR STRATEGY [2022/23]

\*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Quality First Teaching for All	<p>The school ensured that all classes had teaching assistant support to improve outcomes for Pupil Premium children.</p> <p>Teachers also made use of Provision Mapping to ensure that provision for PP pupils was closely mapped out.</p>	<p><b>Medium Impact</b></p> <p>Pupil Premium pupils are well supported in lessons by teachers and teaching assistants. The quality of teaching in all classes continues to improve- seen through lesson observations, book looks, learning walks and pupil voice. However, this is not consistently reflected in end of year outcomes in all year groups.</p>	<p>The school will continue to ensure that quality first teaching is taking place in all subject areas in all classes across the school.</p> <p>Pupil Premium pupils will continue to be supported in small group work and extra support from class teachers and teaching assistants.</p> <p>Regarding the teaching of Maths- in September 2023, White Rose was</p>

		<p>In EYFS, 83% of Pupil Premium pupils achieved GLD and 63% of PP pupils passed their Phonics check at the end of Year 1, which was higher than the percentage of all pupils (57%).</p> <p>Maths results were good at the end of Year 1 with 75% of PP pupils achieving the expected standard. The outcomes of Pupil Premium pupils in Year 5 were strong at the end of the year, with 86% achieving the expected standard in Reading, 72% in Writing and 72% in Maths.</p> <p>However, this is not yet consistent between cohorts, and improvements need to be made to the outcomes of Pupil Premium pupils at the end of Key Stage 1 and Key Stage 2.</p>	<p>introduced which favours a mastery approach to Maths teaching. This new scheme now needs to be embedded and adapted across the school.</p> <p>The school is also focussing upon refining the writing curriculum and ensuring that there is a clear progression of skills when teaching each genre of writing. Well planned and sequenced writing opportunities will continue to develop writing fluency and stamina. The school will employ the expertise of a writing consultant DR, who provides planning and support for teachers. It will also be ensured that the English curriculum is planned to enable pupils to be exposed to quality non-fiction and poetry texts as well as fiction.</p> <p>Provision Mapping will continue to ensure that provision is strong and addresses the individual needs of the Pupil Premium Pupils. From September 2023, all provision will be recorded on Insight, this will range from quality first teaching, group work and 1:1 sessions. RH (Teaching assistant/Pastoral Lead) will work closely with class teachers to plan out the provision for PP pupils, and support them through targeted, bespoke programmes based on need, and through daily precision teaching.</p>
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Curriculum Design	All subject leaders refined the skills and vocabulary progression maps in all subject areas.	<p><b>High Impact</b></p> <p>All curriculum areas are planned, and knowledge sequenced from EYFS- Year 6, and as stated in the most recent Ofsted Inspection (Dec 2022) this means that <i>teachers regularly check how well pupils understand what they are learning. Teachers use this information effectively to identify any gaps in learning and to provide the right support. Most pupils build on their learning over time and can easily recall information.</i></p> <p>End of year data shows that a large percentage of Pupil Premium pupils are achieving the expected standard in Science and the foundation subject areas;</p> <p>Y1- at least 88% of PP pupils are achieving expected in all Foundation subject areas, with 100% in History.</p> <p>Y3- at least 60% of PP pupils are achieving expected in all Foundation subject areas, with 100% in History, Computing, DT, Music, PE and PSHE</p> <p>Y5- at least 71% of PP pupils are achieving expected in all Foundation subject areas, with</p>	<p>The school will continue to refine the progression of knowledge, skills and vocabulary in all subject areas, in light of the school moving to mixed age classes.</p> <p>The school is also focussing upon refining the writing curriculum and ensuring that there is a clear progression of skills when teaching each genre of writing. Well planned and sequenced writing opportunities will continue to develop writing fluency and stamina. The school will employ the expertise of a writing consultant DR, who provides planning and support for teachers. It will also be ensured that the English curriculum is planned to enable pupils to be exposed to quality non-fiction and poetry texts as well as fiction.</p>

		<p>100% in History, Computing, DT, Music, PE and PSHE</p> <p>Learning walks and pupil voice provide evidence that pupils are developing strong vocabulary related to subject areas, progressing and becoming more complex as they move through the school.</p>	
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
<p>To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.</p>	<p>The school planned for targeted intervention of English and Maths groups across Key Stage 1 and Key Stage 2 and ensured that Year 6 pupils had access to morning booster groups.</p> <p>Analysis and tracking of PP pupils to their FFT targets. All Key Stage 2 teachers aware of FFT predictions.</p> <p>Reading groups with teaching staff for those pupils not reading at home.</p>	<p><b>Medium Impact</b></p> <p>Year 6 booster groups were well attended and many Pupil Premium pupils made good progress from their starting points. However, the school is still working on improving outcomes for Pupil Premium pupils at the end of Key Stage 2, with a much stronger picture predicted for this academic year.</p> <p>The analysis and tracking of data, particularly FFT targets at the end of KS2, ensured that the class teacher was able to track the progress of pupils, and address any gaps in learning in a timely manner.</p>	<p>The school will continue to plan and put in place targeted interventions for Pupil Premium pupils- see information above regarding Provision Mapping.</p> <p>It is ensured that all Pupil Premium pupils are heard read every day, regardless of their ability. Some Pupil Premium pupils are also now being given the opportunity to attend SMASH after school, in order to receive support in completing their homework and daily reading.</p> <p>A lunchtime group has been set up, which is in place three times a week, providing opportunities for all pupils to access Maths Shed and Spelling Shed. It is ensured that Pupil Premium pupils attend at least twice a week.</p>

			<p>In the Lent term, early morning booster sessions will be introduced for Year 6 pupils (including PP pupils) in preparation and support for SATS in May 2024.</p> <p>The school continues to track the data of pupils using Insight, and the KS2 teachers are aware of their pupils' FFT targets, as are the pupils and their parents. FFT targets are looked at in detail during termly Pupil progress meetings, particularly the Year 6 pupil progress meetings. This will ensure that the class teacher is fully aware of which pupils are on track to achieve their target. Results of mock SATs tests have supported the teacher in addressing gaps, and planning the morning booster groups, based on pupils' current outcomes and targets.</p>
<p>SEND and vulnerable pupils' needs met.</p>	<p>Pupil Premium lead and SENDCo to meet termly to discuss provision for Pupil Premium pupils.</p> <p>The use of Edu key was implemented across the school and review meetings were timetabled throughout the year, between the SENCO, class teacher and parents.</p>	<p><b>Medium Impact:</b></p> <p>The training of teachers in their use of Edu Key, ensured that teachers developed a clear understanding of the tool and were able to use this to create IEPs with SMART targets for pupils with SEND.</p> <p>23% of disadvantaged pupils also have SEND barriers to learning which impacts on progress. The</p>	<p>The school will continue to offer quality first teaching and targeted interventions for all pupils, which will include SNIP, precision teaching, group maths mastery teaching and daily reading support.</p>

	<p>SENCO led a staff meeting to ensure that all teachers had a strong understanding of the use of Edu Key. Regular support meetings were also put in place to aid teachers in completing IEPs and reviewing targets and actions.</p> <p>The Pupil Premium lead and SENDCo also met termly to review referrals and submissions for PP/SEND pupils.</p>	<p>gaps in attainment for many of these pupils has narrowed and, in some cases, pupils have made accelerated progress. For example, by the end of Year 1 100% of the PP pupils with SEND had passed their Phonics check, and 100% of PP pupils with SEND in Year 5 achieved 100% expected or above in all core subject areas.</p>	
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## WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
<p>To increase attendance rates for pupils eligible for PP.</p>	<p>The school ensured that individual tracking of attendance was completed by office staff, and communication made daily with the parents/carers of absent pupils.</p> <p>The school continued to follow the updated attendance policy and ensured that letters were sent to parents and subsequent meetings arranged to address persistent problems with absence/punctuality and put action plans into place.</p>	<p><b>Medium Impact:</b></p> <p>The school has worked very hard to engage families and support them in improving their child's attendance. Support has also been available through the school's Student and Family support worker, particularly in supporting families at Early Help. However, the attendance rate of Pupil Premium pupils remains at below the national average at 89% which was the same figure in 2021/2022. The persistence absence rate has improved</p>	<p>The school will continue to use a rigorous approach to the monitoring of attendance and putting support in place for families when needed. Research from DFE points to an irrefutable between high attendance, progress and attainment.</p> <p>The school has a new Student and Family support team in place from December 2023, meetings will be arranged to ensure that families are supported in ensuring that the attendance rate of Pupil Premium pupils improves, particularly those pupils who are persistently absent from school.</p>

	<p>The school also involved relevant agencies when necessary.</p> <p>The school continued to promote the good attendance of pupils through half termly awards for full attendance, and book tokens at the end of the year for 100% attendance.</p>	<p>though, and was 19% at the end of 2022/2023, as opposed to 33% at the end of the academic year 2021/2022.</p>	<p>The school will continue with the current systems in place, but also develop a new flow chart to support the office staff on following up on first day absences in a timely manner.</p>
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### ENGAGING STAFF, GOVERNORS & PARENTS

<p>How has this document been shared with stakeholders?</p>	<p>The document has been shared with SLT, and teaching staff, and will feature as an item on the staff meeting agenda for January 2024. The document has also been shared with the Chair of Governors and will be disseminated to other governors at the next LGB meeting on 31.01.24.</p> <p>The document is available on the website for parents and carers to view.</p>
<p>How do you know staff understand the strategy and apply correctly?</p>	<p>Understanding of the strategy is seen through pupil progress meetings, and discussions regarding meeting the individual needs of PP pupils and ensuring that they make at least expected progress. It is also seen through the planning of learning and interventions for PP pupils.</p>