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|  | St Charles Catholic Primary SchoolPupil premium strategy statement 2024/25 |

## This statement details our school’s use of pupil premium (and recovery premium for the 2024-25 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

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| Detail | Data |
| School name | St Charles Catholic Primary School |
| Number of pupils in school | 226 (including nursery) |
| Proportion (%) of pupil premium eligible pupils | 51% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/24  2024/25  2025/26 |
| Date this statement was first published | December 2021 |
| Date this statement was reviewed | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Geraldine Hampton, Executive Headteacher |
| Pupil premium lead | M. Troyano,  Assistant Headteacher |
| Governor / Trustee lead | Dave Hallbery |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year (24/25) | £148000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £148000 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We aim to ensure that all pupils, including our disadvantaged pupils, have the skills and knowledge they need to access the curriculum and achieve highly. We believe that our disadvantaged pupils should experience a broad and inspirational curriculum and have access to a wide range of opportunities such as clubs and trips, so that they can develop their cultural capital. No child should be disadvantaged by their background. As well as high academic aspirations, we believe in supporting the emotional and social needs of all children. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.  We know that many of our pupils have been, and continue to be, adversely affected by the disruption to education brought about by coronavirus and the Grenfell tragedy, including vulnerable, disadvantaged and non-disadvantaged pupils. Our pupil premium strategy recognises this and seeks to address any issues that have arisen, both emotional and academic. Our strategy is closely allied to our school improvement priorities.  High quality teaching is at the heart of our approach. We will focus on areas where our disadvantaged pupils require the most support, including early reading, phonics, handwriting and maths. Additionally, we will continue to support the social, emotional and mental health of our pupils. These skills are fundamental to progress and future success. Focussing on these areas has been proven to have the greatest impact on closing the disadvantaged attainment gap while also benefitting all pupils in our school. We will invest in high quality professional development to ensure all our staff have the knowledge to support our pupils in achieving well.  Our approach will be responsive to common challenges and individual needs. We will use trusted evidence and research, and robust diagnostic assessment to ensure it has impact. 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 are 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.

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| Challenge number | Detail of challenge |
| 1 | Addressing gaps in basic skills for PPG (and other pupils) which persist from the Covid-19 pandemic and as a result of other factors such as poor attendance.  The proportion of pupils in EYFS achieving a good level of development was lower than the national average (64% compared to 69% in the local authority). These pupils have now started KS1 with gaps. New children arriving in the school (whether children with English as an additional language and those transferring from other schools) have significant gaps in basis skills which is adding to the pressure of delivering interventions. There are ongoing gaps between PPG and non-disadvantaged pupils in phonics, writing and key maths skills. |
| 2 | Pupils’ language, listening and communication skills in EYFS and KS1 are low. Vocabulary is poor. Language for pupils joining EYFS and KS1 is particularly low as assessed through Language for Thinking and the EY framework. Part of this is due to the ongoing effects of Covid-19 and factors such as the cost of living and lack of parental and community support. The children in our Early Years were born during Covid-19 and missed out support from Health Visitors and opportunities to socialise and develop language and listening skills. Consequently, focus and concentration levels among these pupils is poor. Additionally, some pupils experience frustration as they cannot articulate feelings, and can lead to behavioural issues. |
| 3 | Lower attendance for PPG pupils. Although attendance was affected lower than our target last year, attendance of PPG pupils was 91.7% for 2023/24 (up from 90.9% the previous year) but lower than the school average of 93%. Lateness was also much higher for PPG pupils compared to the average level for the school. Attendance is further impacted for PPG pupils who also have SEND. For these pupils, attendance was only 89.7% which was an improvement on the previous year. |
| 4 | Gaps in attainment between PPG pupils and their peers in many year groups. |
| 5 | Lack of engagement of PPG parents. |
| 6 | PPG Children in EYFS and KS1 have less developed skills for socialisation than their peers. Current pupils in EYFS were born during the Covid-19 pandemic and did not have access to opportunities for socialisation which has exacerbated the situation. |
| 7 | Low self-esteem and emotional distress amongst some disadvantaged pupil accompanied by lack of self-regulation relating to emotions, which can lead to them struggling to follow the behaviour expectations. |
| 8 | Ongoing issues with poor handwriting and fine motor skills are evident in KS1 and EYFS, with some instances persisting in KS2. Although this affects most pupils, it is particularly evident for PPG and other vulnerable pupils. This is impacting on outcomes in writing. |
| 9 | Financial impact on PPG families of the cost of living crisis and other changes to income/benefits. |

## 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.

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| Intended outcome | Success criteria |
| Gaps in basic skills (phonics, maths) for PPG and other pupils (including new arrivals) close  Children in EYFS achieve ARE in literacy and maths | % of pupils with good grasp of basic skills (times tables, phonics, four operations, handwriting, sentence writing, fluency and comprehension in reading) increases  Interventions deliver improvement in outcomes for children  % of pupils passing screening is in line with or above national figures  % of pupils achieve ARE in Literacy and Maths in line with other similar children and with outcomes nationally |
| Improved communication and vocabulary for PPG pupils in EYFS and also in KS1. | In Assessments and observations, pupils demonstrate improved vocabulary in all subjects  Maintain Communication and Language outcomes EYFS at 75%+  All pupils in KS1 demonstrate progress in Language for Thinking after intervention  All pupils make progress from starting point following WELLCOM intervention  Improved levels of focus and concentration in Reception and KS1 observable during lessons  Key pupils to be able to articulate feelings clearly |
| Improved attendance and punctuality for PPG pupils  Reduction in unauthorised absences | Over period of the strategy:  Improved attendance for all groups including PPG and the disadvantaged to be in line with target of 96%  Attendance for targeted pupils (those with attendance less than 90%) improves compared to previous year  Reduction in % of pupils with persistent absence reduces from 21%  Reduction in unauthorised attendance for PPG and other pupils  Improved punctuality for PPG and other pupils |
| Improved attainment for PPG pupils in Reading, Writing and Maths | Over period of the strategy:  Mastery in number to ensure pupils from years 1-5 demonstrate improved knowledge of key number facts  Statutory Outcomes to be in line with or above national average circa 65%  Average scaled scores to be in line with national average 104/105  Progress for PPG pupils in line or better than peers |
| Improved engagement from parents of PPG pupils | Conversations with parents, parent/teacher consultations and other indicators show that parents better support pupils to engage with learning at home, completion of homework improves.  Improved behaviour for targeted pupils |
| EYFS and KS1 are able to form meaningful relationships with peers and adults  Positive behaviour in the playground and in classes | Assessments and observations show that over the period of this strategy:  75%+/80%+ of pupils able to form good relationships in EYFS in line with national  Positive play in playground  Reduction of behaviour incidents in playground – monitored using CPOMS |
| PPG pupils show increased self- confidence and resilience. They show engagement with learning | Gauged through surveys and impact on learning  Impact of ELSA, Learning Mentor and therapy groups is evident following evaluations of interventions |
| Improved handwriting and fine motor skills | 65% of Reception children use appropriate grip and form letters correctly  Most children in KS1 write with neat cursive script by the end of Year 1  Interventions for pupils in Year 2, Year 3 and other years where necessary |
| Children have basic needs of food, clothing, warmth met.  Children have equal access to all opportunities and are not disadvantaged by economic factors | All PPG pupils have access to clubs, trips, Magic Breakfast  PPG pupils supported economically as necessary  All children to have access to at least one trip or workshop each term to improve cultural capital |

**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: £62,750

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted professional development for teachers to address specific needs, develop subject knowledge so that they can support pupils emotionally and academically.  Targeted CPD for support staff to support learning in class and the emotional development of pupils  Make the most of Federation-wide CPD opportunities to disseminate best practice and expertise | High quality professional development is key to ensuring that all staff can support pupils academically and emotionally. Support staff play a key role in supporting learning and emotional development so training will be provided for them.  Professional development is most effective when it addresses school priorities and specific needs.  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development>  [Effective Professional Development | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development)  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants>  [EEF’s COVID-19 support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/) | 1, 2, 4, 8 |
| Regular, targeted monitoring of pupil progress (including release time for teachers and leaders and CPD)  Including at least termly pupil progress meetings and termly monitoring for core subjects | [The EEF Guide to the Pupil Premium | Education Endowment Foundation](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053)  Close monitoring of outcomes and progress ensures that gaps are addressed and closed. It allows support to be provided where necessary to ensure pupils achieve to their full potential | 1, 2, 4, 8 |
| Delivery of consistent and effective Phonics programme across the school  Ensuring quality teaching and carrying out monitoring of Early Reading and Reading generally across the school – monitoring and observations at least half-termly  Promote reading for pleasure  Ongoing CPD for staff on Early Reading and Phonics  Parental workshops on phonics, reading, writing | 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 | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  CPD is key to ensuring consistent delivery of phonics and early reading to all pupils. It is also important to establish clear monitoring practices around reading and phonics.  Includes release time for staff to attend CPD meetings, carry out monitoring, training and observations and disseminate good practice more widely inlcluding to parents  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development>  The Reading Framework  [The reading framework - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy)  [Our response to research showing a fall in reading for pleasure | EEF](https://educationendowmentfoundation.org.uk/news/education-endowment-foundation-eef-comment-falling-number-of-children-reading-in-spare-time?utm_source=/news/education-endowment-foundation-eef-comment-falling-number-of-children-reading-in-spare-time&utm_medium=search&utm_campaign=site_search&search_term=reading%20for%20pleasure) | 1, 4 |
| Improve pedagogy in maths, including around fluency, reasoning and problem solving and share best practice; initiatives to improve basic skills in maths (number bonds, mulitiplication and division facts, etc)  Includes release time for staff to attend CPD meetings, embed practices, deliver training and disseminate good practice more widely  Includes support from consultant to deliver CPD and raise standards | Participation in the Maths Hub/Mastery in Number programmes provides high quality, evidence-based CPD for staff which has been proved to raise standards and to embed a mastery approach. There will be a particular focus on developing mastering number from EY to Y5 which will then have an impact as children move through the school and to ensure good foundations in maths.  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development>  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  ['They can see it straight away': the impact of Mastering Number | NCETM](https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/)  [Improving Mathematics in the Early Years and Key Stage 1 | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths) | 1, 4 |
| Consultant support to develop broad, balanced and inspirational curriculum that meets the needs of all pupils  Consultant support to help raise standards in writing  Consultant support to develop EY provision to address gaps in learning and knowledge  Consultant support for school improvement | Delivering a broad, balanced and inspirational curriculum is key focus for schools (Ofsted – EIF/DfE). We will continue to improve our curriculum with support from consultants to be broad, inspirational and meet the needs of our children.  [The importance of a knowledge-rich curriculum - GOV.UK](https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum)  [Improving Literacy in Key Stage 1 | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  [Improving Literacy in Key Stage 2 | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  [Preparing for Literacy | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years) | 1, 4. 2, 8 |

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

Budgeted cost: £57,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Booster sessions for pupils, including 6, to address any gaps and further challenge pupils  Booster sessions for phonics for children who need additional phonics support | Evidence from EEF and Sutton trust demonstrate the effectiveness of small group interventions groups on progress and on addressing gaps in learning  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 4, 2, 8 |
| Improving language proficiency and vocabulary in EY and KS1  Delivery of Wellcom intervention  Other language interventions – Language for thinking/Elklan/Talk Boost  CPD for staff for these interventions and cover to allow them to attend training and network meetings | <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language>  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.  Improving language acquisition and proficiency in EY/KS1 will support learning and progress later. Also poor language skills can impact on behaviour as well as learning.  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 2, 6 |
| Delivery of Mastering number from EYFS to year 5  Participation in Maths Hub’s Teacher Research Group to improve maths teaching and outcomes  Cover for staff to attend these half-term | EEF guidance on maths  Mastery in maths research  Ensuring children know key mathematical facts will support pupils to understand the relationships between numbers, develop their number sense and will give them more confidence to apply these to other areas of maths. Closing gaps in knowledge of key maths facts will improve maths outcomes more widely  ['They can see it straight away': the impact of Mastering Number | NCETM](https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/) | 1, 4, 2 |
| Additional support from Educational Psychologist to provide support for PPG and SEND pupils. Ed Psych to work with families and pupils to improve outcomes | Specialist support from Educational Psychologist is fundamental to allow the needs of the most vulnerable to be addressed. | 5, 2, 1, 4, 6, 7, 8 |
| Handwriting and fine motor skills interventions for identified children | Having well-developed fine motor skills and good handwriting has been identified as being important for children to access the wider curriculum, develop reading and achieve well in English  [The effect of fine motor skills, handwriting, and typing on reading development - ScienceDirect](https://www.sciencedirect.com/science/article/pii/S0022096523000504) | 1, 2, 4 |
| Structured interventions across the school to support reading (including early reading), EAL interventions, SEND interventions and other interventions to close gaps | Evidence from EEF and Sutton trust for small group interventions groups  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy>  EEF reports into literacy and maths support | 1, 2, 4, 6, 8, 9 |
| Staff cover to provide opportunities for SEND children to access sensory rooms at other sites | Some of our pupils need access to sensory rooms to meet their learning needs. As we do not currently have this on site, we will fund for them to attend at other sites close by. | 1, 6 |
| Develop children’s self-efficacy, resilience, develop behaviours for learning and improve engagement with learning through support from Learning Mentor and ELSAs.  Cover for ELSAs to attend network meetings | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>  Hattie’s work on metacognition  EIF highlights the importance of effective learning behaviours on learning and progress | 4, 6, 7 |

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

Budgeted cost: £28,250

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for staff to support children’s emotional wellbeing to improve outcomes and attendance:  Mind, ELSA, trauma-informed approaches  Continue to deliver Healthy Schools Gold Action Plan which focusses on wellbeing | Our current cohort of EY children were born during lockdown and missed out on opportunities to develop their emotional and social development. Locally, Grenfell has had an impact on pupils and staff. Pupils including PPG and vulnerable pupils are demonstrating difficulties with relationships. This is having an impact on attendance for some pupils.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>  KCSIE focus on Pupil wellbeing  Ofsted framework and briefings/reports on Covid-19 KCSIE | 7,3,9 |
| Fund learning mentor and ELSA time to support pupils with learning, behaviour and emotional needs and to support families with high absence | Learning mentor and ELSAs works closely with pupils to address learning barriers, behaviour and emotional needs.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>  KCSIE focus on Pupil wellbeing  Ofsted framework and briefings/reports on Covid-19 KCSIE | 7, 3 |
| Funding therapist to provide emotional support for pupils including support post Grenfell | To support emotional needs of pupils as a result of Grenfell Tragedy and other issues such as bereavement and family breakdown. | 7 |
| Support staff wellbeing | DfE focus on reducing workload and supporting staff wellbeing  @well being charter [The Education Staff Wellbeing Charter - November 2021 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/6194eb37d3bf7f0551f2d1a5/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf) |  |
| Half-termly monitoring of attendance and punctuality followed by meetings with parents to improve attendance and outcomes and ensure children are safeguarded | Best practice advice from LA school improvement partner and attendance officer  [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities)  DfE statutory guidance [Working together to improve school attendance - GOV.UK](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) | 3 |
| Welfare support for vulnerable families  Funding for supporting families with cost of uniform, school journey, breakfast club and club/music fees for PPG pupils  Funded breakfast club places to support with improving attendance and punctuality for PPG pupils | Many of our PPG and vulnerable pupils are struggling to meet financial challenges of uniform, clubs, trips etc. We believe that no child should be prevented to taking part in the wider school curriculum because of financial pressures.  PPG conditions of grant  NFER research into support for vulnerable pupils and the children of key workers | 9 |
| Targeted lunchtime play support | Targeted lunchtime play support has proved to be effective in reducing behaviour and bullying issues.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> | 6, 7, 2 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £** *148,000*

# 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 2021 to 2022 academic year.

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| *Our internal assessments during 2023/24 show that although pupils in receipt of PPG achieved below their non-disadvantaged peers in some year groups, their outcomes improved from the previous year, and they made good progress. Outcomes for pupils in receipt of PPG improved in writing and maths, particularly in Key Stage 2. In some year groups, children in receipt of PPG achieved well above their peers. The outcomes in Reading for pupils in receipt of PPG were strong.*  *Pupils in receipt of PPG achieved well overall in statutory assessments. Their outcomes were in line or above national averages. This has been achieved through targeted support (including the delivery of school-led tutoring, boosters and other interventions), rigorous monitoring and high-quality teaching. Despite these successes, the long-term impact of Covid-19 and persisting gaps continue to affect some of our disadvantaged pupils.*  *In Key Stage 2 statutory outcomes, pupils in receipt of PPG achieved above the national average in all subjects, for scaled scores and for Reading, Writing and Maths combined (67% for PPG at St Charles, 61% nationally). The percentage of pupils in receipt of PPG achieving at the higher level in writing was well above that of their non-disadvantaged peers (17% compared with 14% and 13% nationally). In phonics, all but three pupils in receipt of PPG passed the phonics screening. In Early Years, outcomes for pupils in receipt of PPG were particularly strong with children out-performing their non-disadvantaged peers in all areas which had been highlighted for this year. Although the factors behind the ongoing gaps between disadvantaged pupils and their peers are complex, we note that achievement of pupils in receipt of PPG is most significantly affected when this is combined with SEND or poor attendance.*  *Progress has been made against the outcomes we aimed to achieve in our previous strategy. While gaps in attainment persist between PPG pupils and their peers, for many pupils, the gaps have closed and they have made accelerated progress over the last year. In Year 6, PPG pupils made greater progress than their peers in English and Maths, leading to their excellent outcomes in statutory assessments. We have noticed that pupils joining us (many of whom are in receipt of PPG or have EAL) come with significant gaps in basic skills. This increases the need to for interventions and will be a challenge going forward.*  *Additionally, the cost of living crisis has placed our disadvantaged families under increased financial pressure. This continues to be the case and will be a focus going forward. The School ensured that we supported them with the provision of food, uniform and subsidised fees and charges. The PPG funding was used to provide breakfast club to some families in receipt of PPG to successfully improve punctuality and support the wellbeing of children and parents.*  *Similarly to schools nationally, we continued to see our attendance affected in 2023/24. Our attendance of 93.0% was well below our target of 96% and in line with the national figures of 92.8%. Attendance for some pupils in receipt of PPG continued to be challenging and continued to be over 1% lower than the school average (91.7%).*  *For a number of disadvantaged pupils, attendance continues to be a challenge, affected by medical conditions and mental health issues in both parents and pupils. A number of disadvantaged families had high levels of persistent and unauthorised absence. The school worked closely with these families to improve attendance, making use of outside agencies where necessary. One of the targets in our strategy for 2023/24 was to reduce the proportion of pupils with persistent absence of 10% or more. This has been achieved and has reduced from 26% to 21.9%. Additionally, the proportion of pupils in receipt of PPG with persistent absence of over 10% has decreased from 36% to 31%. This will continue to a focus going forward.*  *Our processes and actions around attendance last year had positive impact on the attendance of a number of pupils in receipt of PPG. For a number of pupils who had historically had very poor attendance increased by almost 10%; for others the improvement was between 3% and 5%. These have been great successes.*  *Our assessments and observations indicate that pupil behaviour, resilience, concentration and wellbeing and mental health continue to be impacted by a range of issues. In particular, we have seen a sharp increase in cases of domestic abuse and family breakdown, which have an ongoing and profound effect on our children and families. The number of pupils on the safeguarding register at child in need and child protection also increased this year. There has been an increased need for Team around the Child/Team around the family meetings to support children and their families; this will need to continue. The use of the PPG funding and pastoral and behaviour support have led to improvements in these over the course of the year. For some disadvantaged pupils, pastoral and therapeutic support offered led to increase attendance, for some as much as 10%. Pupils told us in the pupil survey that they are happy and safe at school.*  *We continued to invest heavily during 2023/24 in providing emotional, wellbeing and mental health support to pupils including the disadvantaged through therapists, learning mentors, ELSA support etc. All therapeutic support at all levels have waiting lists ELSA’s, MIND, Catholic Children’s Society. This will be a challenge going forward. We propose continuing some of this support going forward to ensure the long-term wellbeing and resilience of our pupils.*  *Programmes such as Language for Thinking, Talk Boost and Wellcom had an impact in improving language development and vocabulary skills for pupils in EY and KS1. For example, we had set a target in our strategy for 2023/24 for 75% pupils in receipt of PPG to achieve the Early Learning Goal (ELG) in Communication and Language; 82% was achieved. Communication Champions working across the school to support SCLN. Our baseline assessments in Early Years in the 2024/25 academic year show particular needs relating to Communication and Language and PSED. Only 55% of pupils in our Nursery this year are working at age-related expectations for self-regulation. As a result, so we will continue to use funding to support pupils in these areas.*  *Handwriting was a focus in this strategy. The pandemic, lockdowns and disruption to education has impacted on fine motor skills and handwriting. Although this focus and related interventions delivered improvements across the school, it will need to continue to be a focus for the year 24/25 particularly for some of our pupils in receipt of PPG and our SEND pupils in KS1 and Year 3.*  *Our phonics programme delivered excellent outcomes in phonics for all our pupils. Our outcomes in 23/24 were significantly above the national average (86% compared with 79% nationally). The whole school phonics focus on phonics and reading has delivered strong outcomes in this area across the school. 77% of our disadvantaged pupils passed the phonics screening. Of the 3 PPG pupils who did not pass the screening, one is unable to access it and another has severe medical problems but is on track to pass it in year 2. We will continue to prioritise reading in the coming year, engaging with parents with strategies to support at home. We will also deliver the Mastering Number programme and other interventions in maths to ensure gaps in basic knowledge continue to close.* |

*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*

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| Programme | Provider |
| Wellcomm Language Programme |  |
| Language for Thinking |  |
| Essential Letters and Sounds | OUP |
| Aspire | Fischer Family Trust |
| Mathematics Mastery | Ark |
| Mastering Number | NCETM |