

Pupil Premium Strategy Statement – Saint Bernadette’s Catholic Primary Voluntary Academy

This statement details our school's use of Pupil Premium (and Recovery Premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027 (Year 1 of a new 3-year strategy)
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mark Strong (Headteacher)
Pupil premium lead	Emma McIlvaney
Governor / Trustee lead	Janice Moran (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,836.14
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023-2024 cannot be carried forward beyond August 31, 2024</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£99,836.14

Part A: Pupil Premium Strategy Plan

Statement of intent

At St. Bernadette's, all members of staff and the governing body are fully committed to meeting the pastoral, social, and academic needs of all pupils. This will be enabled through the provision of a high quality curriculum and through the daily experience of a loving, caring and nurturing environment rooted in Gospel values. Our clear intention is to enable all pupils, regardless of background, circumstance, or ability, to achieve to their full potential with regard to both attainment and progress, and to foster within our children a love of learning and an inner-desire to achieve their very best.

We carefully target the use of the Pupil Premium Grant to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible, successful citizens of the future. We strive to raise lifelong aspirations and focus on removing any challenges or barriers to learning, in order to close the disadvantage attainment gap. Through a culture of shared leadership, all staff within the academy are dedicated in their responsibility to support pupils in looking after their social and emotional well-being and to develop their confidence and resilience.

Our Pupil Premium Strategy follows the EEF 3-tiered approach (teaching, targeted academic support, and wider strategies). It is centred around high-quality first teaching, with use of additional actions and approaches to supplement this, where needed. Integral to our approach is the aim to recognise and address the main barriers to learning our children face, and through rigorous tracking, careful planning, and targeted support and intervention, to provide all children the access and opportunities to enjoy academic success, regardless of their ability or point of learning.

Our strategy is also integral to wider school plans for continued education recovery for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1) Social and Emotional Support	<p>The education and well-being of many of our disadvantaged pupils was impacted by the Covid pandemic, as it was nationally for such pupils. The social and emotional support required by some of our pupils since the pandemic has been unprecedented and continues to be the case for some of our pupils.</p> <p>Our assessments, observations, and discussions with pupils and families have identified social and emotional issues for a significant number of pupils since the start of the pandemic. Support with social and emotional well-being significantly increased during this time and remains at a high level. This has particularly been the case for our younger pupils joining the academy in Early Years. We continue to believe that our pupils' mental health and well-being is of paramount importance in them being ready to learn.</p>
2) Phonics Attainment	<p>As a result of assessments, observations, and discussions with pupils, it is often very apparent that some disadvantaged pupils may begin school with poorer language and communication skills. This can affect the child as they learn Phonics and can negatively impact their development as readers and therefore their understanding across the curriculum as a whole.</p> <p>During our last 3-year Pupil Premium Strategy, the number of Pupil Premium pupils achieving the required standard increased from 56% in July 2021 to 73% in June 2024. Despite this, there is still a 9% gap between Pupil Premium and Non-Pupil Premium pupils reaching the standard, and so we wish to build on this further in the next 3-year plan (was a 23% gap in 2021).</p>
3) Reading Attainment	<p>Analysis of assessment data indicates that Reading attainment among disadvantaged pupils remains below that of non-disadvantaged pupils.</p> <p>Gaps between Pupil Premium and Non-Pupil Premium pupils closed by 13% in the last 3-year plan (32% in July 2021 to 19% in July 2024) and attainment of all pupils has increased with the introduction of the Little Wandle scheme. We would like to continue to raise attainment and close the gaps further in Reading for Pupil Premium pupils.</p>

4) Writing Attainment	<p>Attainment in Writing is generally lower across all pupils in the academy. Overall attainment in Writing for Pupil Premium pupils is the lowest of all the subjects and the gap between Pupil Premium and Non-Pupil Premium pupils is the greatest.</p> <p>During the last 3-year plan, gaps between Pupil Premium and Non-Pupil Premium pupils closed the least of all subjects. Only 50% of Pupil Premium pupils were at age-related expectations for Writing in July 2024, compared to 58% in Mathematics and 63% in Reading. Therefore, writing intervention and support will be of the highest priority in the next 3-year plan.</p>
5) Mathematics Attainment	<p>Assessments and data analysis continues to show that attainment in Mathematics among disadvantaged pupils is generally below that of non-disadvantaged pupils.</p> <p>Gaps between Pupil Premium and Non-Pupil Premium pupils closed by 10% in the last 3-year plan (33% in July 2021 to 23% in July 2024). Attainment in Mathematics across all pupils has increased with the introduction of the White Rose Maths scheme. We would like to continue to raise attainment and close the gaps further in Mathematics for Pupil Premium pupils.</p>
6) Attendance	<p>Attendance of disadvantaged pupils is typically lower than non-disadvantaged pupils. Although this gap narrowed during the last 3-year plan, attendance of pupils remains a priority area. Attendance has an impact on pupils' education, well-being and overall development. We are aware that work needs to continue in the next 3-year plan to support the regular attendance of some disadvantaged pupils.</p>
7) Involvement in extracurricular activities	<p>Participation in extracurricular activities is important in the overall development and general wellbeing of our pupils. The number of Pupil Premium pupils attending after-school clubs has started to increase, but a more targeted approach to this will raise numbers further during the next plan.</p>

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 achieve and continue to sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils.	Sustained high levels of wellbeing by 2026-2027 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved Phonological awareness among disadvantaged pupils in order to raise attainment and close the gap between disadvantaged pupils and non-disadvantaged pupils.	The gap between Pupil Premium and Non-Pupil Premium pupils has continued to close over time, and the percentage of Pupil Premium pupils reaching the required standard in Phonics by the end of Year 1 has increased.
Continue to improve overall Reading attainment of disadvantaged pupils, and close the gap between disadvantaged pupils and non-disadvantaged pupils.	KS2 Reading outcomes in 2026-2027 show that the attainment of disadvantaged pupils is higher and the gap between disadvantaged and non-disadvantaged pupils is closing. Overall attainment of Pupil Premium pupils across the academy has increased over time.
Improve Writing attainment and close the gap between disadvantaged pupils and non-disadvantaged pupils.	KS2 Writing outcomes in 2026-2027 show that the attainment of disadvantaged pupils is now higher and the gap between disadvantaged and non-disadvantaged pupils is closing. Overall attainment of Pupil Premium pupils across the academy has increased over time.
Continue to improve Mathematics attainment in order to close the gap between disadvantaged pupils and non-disadvantaged pupils.	KS2 Mathematics outcomes in 2026-2027 show that the attainment of disadvantaged pupils is higher and the gap between disadvantaged and non-disadvantaged pupils is closing. Overall attainment of Pupil Premium pupils across the academy has increased over time.
Continue to improve whole-school attendance.	For overall attendance to be at least in line with the national average, including for disadvantaged pupils. Gap in attendance between disadvantaged and non-disadvantaged pupils has continued to close over time.
Increased participation in extracurricular activities.	For overall participation in extracurricular activities and after-school clubs to have increased, particularly for disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £59,800.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Developing high quality teaching, assessment, and a curriculum which responds to the needs of pupils</u></p> <p>Quality first teaching underpins our strategy and provision and this is being implemented by prioritising training and professional development of all staff throughout the academy. Working with other academies in our trust also enables us to share and develop practice.</p> <ul style="list-style-type: none">• CPD funding provision a high priority. Timetable of CPD for the year created and shared with staff.• Further purchase of Little Wandle extension reading books and Spelling resources.• Continued training for schemes introduced in the previous academy year (Computing, PE, and Music).• Training for new staff joining the academy (TA positions).• Support programme for 2 second-year ECTs, including the provision of mentor support and weekly timetabled support sessions, following the My Ambition Programme.	<p>EEF research shows that what happens in the classroom makes the biggest difference to children's progress – improving teaching quality generally leads to greater improvements at a lower cost than structural changes.</p> <p>There is particularly good evidence around the potential impact of teacher professional development. Good teaching for all pupils has a particular benefit for disadvantaged pupils.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2, 3, 4, 5

<p><u>Recruitment and retention of teaching staff</u> Provision of TA2/3 in-class support to complement and support quality first teaching.</p> <p>Provision of staff (teacher and teaching assistants) to lead and run Little Wandle Keep-up and Catch-up Programmes across all phases of the academy.</p>	<p>Children should remain in the classroom and have direct access to quality first teaching as much as possible. However, sometimes withdrawing pupils for quality one-to-one or small group intervention enables more targeted and focused support. Effective support involves TAs having a clear understanding of their role, complementing the work of the teacher, and supporting pupils to develop independent learning skills and to manage their own learning. TAs provide targeted support, but are also mindful that pupils do not become dependent on their support.</p> <p>Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5</p>
<p><u>Professional development on evidence-based approaches</u> Continuation of training on the development of long-term memory, focusing on Barak Rosenshine's 'Principles of Instruction'. Focus of training for new staff.</p> <p>Retrieval Practice (Kate Jones) training and resources.</p>	<p>Barak Rosenshine's set of research-based principles, The Principles of Instruction, are based on how the brain acquires and uses new information, successful teaching and learning strategies and classroom practices of highly successful teachers. Development of long-term memory and retrieval will help all pupils, but will particularly benefit disadvantaged pupils.</p> <p>Principles of Instruction - Research-based Strategies, Barak Rosenshine</p> <p>Improving Working Memory EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £13,568.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Interventions to support language development, literacy, and numeracy</u></p> <p><u>Teaching assistant deployment and interventions</u></p> <p>Target reading groups, new extension books matched to child's phonic ability (Little Wandle Programme). Pupils heard read 3 times a week (Early Years and KS1).</p> <p>Little Wandle Keep-up and Catch-up Programmes for identified pupils, including disadvantaged pupils in Early Years, KS1 and KS2.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions show to be more effective when delivered as regular sessions. Evidence of 5 months progress.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p><u>Interventions to support language development, literacy, and numeracy</u></p> <p><u>One to one and small group tuition</u></p> <p>A timetable of targeted one to one and small group intervention work across a range of year groups and subjects to be implemented in Reading, Writing, and Mathematics, where the attainment gaps are the largest. The main priority in this new 3-year plan is Writing.</p> <p>A significant proportion of the pupils who receive this intervention will be disadvantaged. These interventions are fluid, changing depending on the current needs across the academy at a given time.</p>	<p>Interventions and targeted support where needed. Evidence of 5 months progress.</p> <p>one-to-one-tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence of 4 months progress.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5

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

Budgeted cost: £26,467.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <p>HLTA Nurture Team and Mental Health Champion to support disadvantaged and most vulnerable pupils in all areas required. Family support through Early Help, when required.</p> <p>Increase in the provision of the number of TA2 support staff to lead in-class social and emotional support, particularly in Early Years and KS1.</p>	<p>Support with Mental Health and any anxiety/emotional issues.</p> <p>Evidence of 4 months progress.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1
<p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <p>Increase in the provision of the number of TA2 support staff to lead in-class behavioural support and behaviour type interventions.</p>	<p>Evidence of 4 months progress.</p> <p>Behaviour Intervention (educationendowmentfoundation.org.uk)</p>	1
<p><u>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</u></p> <p><u>Breakfast clubs</u></p> <p>Enhancing opportunities by facilitating a range of school trips and experiences, including after-school clubs in order to broaden experiences and aspirations.</p> <p>Targeted approach for disadvantaged pupils to attend after-school clubs.</p>	<p>Participation in after-school clubs can enhance involvement opportunities, resilience and confidence. EEF research states that essential life skills or character development are important in determining life chances.</p> <p>Arts Participation (https://educationendowmentfoundation.org.uk)</p>	1 and 7, but potentially all
<p><u>Supporting attendance</u></p> <p>Initiatives to raise attendance of all pupils across the academy.</p>	<p>Whole-school approach.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	6, but to impact all

<p>Continuation of attendance awards and trophy each week in assembly.</p> <p>Regular reminders to parents around the importance of attendance including on newsletters.</p> <p>Sending personalised letters out to parents to improve attendance, as per the Trust Attendance Policy.</p> <p>Academy adopted new Trust policy.</p>		
<p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <p>Continue to develop and improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches embedded into classroom routines and supported by professional development and training of staff.</p>	<p>Evidence of 4 months progress.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and indirectly, 6</p>
<p><u>Communicating and supporting parents</u></p> <p>Contingency fund for acute issues. Support with clubs, uniform.</p>	<p>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.</p>	<p>Potentially all</p>

Total budgeted cost: £99,836.14

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

NATIONAL STATUTORY DATA

EARLY YEARS

	End of EYFS - Achieving GLD					
	2024		2023		2022	
	Academy	National	Academy	National	Academy	National
All Pupils	73%	68%	80%	67%	76%	65%
Pupil Premium	75%	52%	N/A	52%	N/A	49%
Non-Pupil Premium	73%	72%	N/A	72%	N/A	69%

KEY STAGE ONE

KS1 Phonics

	Year 1 Phonics					
	2024		2023		2022	
	Academy	National	Academy	National	Academy	National
All Pupils	80% (36/45)	80%	78% (27/35) 34 took check	79%	73% (33/45) 44 took check	75%
Pupil Premium	73% (8/11)	68%	67% (6/9)	66%	50% (6/12)	62%
Non-Pupil Premium	82% (28/34)	84%	83% (30/36)	83%	81% (27/33)	80%

KEY STAGE TWO**Year 6 SATS**

	End of KS2 SATS 2024					
	Reading		Writing		Maths	
	Academy	National	Academy	National	Academy	National
All Pupils (47)	81% (38/47)	74%	79% (37/47)	72%	70% (33/47)	73%
Pupil Premium (9)	56% (5/9)	62%	44% (4/9)	58%	33% (3/9)	59%
Non-Pupil Premium (38)	87% (33/38)	79%	87% (33/38)	78%	79% (33/39)	79%

	End of KS2 SATS 2023					
	Reading		Writing		Maths	
	Academy	National	Academy	National	Academy	National
All Pupils (47)	86% (37/43)	73%	91% (39/43)	71%	81% (35/43)	73%
Pupil Premium (11)	80% (12/15)	60%	93% (14/15)	58%	67% (10/15)	59%
Non-Pupil Premium (36)	89% (25/28)	78%	89% (25/28)	77%	89% (25/28)	79%

	End of KS2 SATS 2022					
	Reading		Writing		Maths	
	Academy	National	Academy	National	Academy	National
All Pupils (47)	85% (40/47)	75%	81% (38/47)	69%	74% (35/47)	71%
Pupil Premium (11)	64% (7/11)	62%	55% (6/11)	55%	36% (4/11)	56%
Non-Pupil Premium (36)	92% (33/36)	80%	89% (32/36)	75%	86% (31/36)	78%

TEACHER ASSESSMENT JULY 2024 - KS1 and KS2

	Whole School - EXP (and above) in READING - 2023-2024																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pent	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost
All Pupils	N/A	83% (35/42)	77% (34/44)	80% (36/45)	80% (35/44)	58% (26/45)	60% (27/45)	76% (34/45)	69% (27/39)	49% (19/39)	66% (27/41)	71% (29/41)	68% (30/44)	65% (30/46)	67% (31/46)	76% (37/49)	71.4% (30/42)	61% (25/41)	73% (30/41)	80% (32/40)	83% (40/48)	72% (34/47)	75% (35/47)	81% (38/47)
Pupil Premium		73% (8/11)	64% (7/11)	67% (8/12)	75% (6/8)	25% (2/8)	28% (3/8)	63% (5/8)	40% (4/10)	22% (2/9)	50% (5/10)	40% (4/10)	63.7% (7/11)	64% (7/11)	55% (6/11)	75% (9/12)	53.85% (7/13)	43% (6/14)	43% (6/14)	69% (9/13)	56% (5/9)	38% (3/9)	50% (4/8)	56% (5/9)
Non Pupil Premium		87% (27/31)	81% (27/33)	85% (25/33)	81% (29/36)	65% (24/37)	65% (24/37)	79% (29/37)	79% (23/29)	57% (17/30)	71% (22/31)	81% (25/31)	69.7% (23/33)	66% (23/35)	71% (25/33)	76% (28/37)	79.31% (23/29)	70% (19/27)	89% (24/27)	85% (23/27)	90% (35/39)	79% (31/39)	79% (31/39)	87% (33/38)

	Whole School - GREATER DEPTH in READING - 2023-2024																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pen	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost
All Pupils	N/A	21% (9/42)	27% (34/44)	31% (14/45)	21% (9/44)	16% (7/45)	24% (11/45)	31% (14/45)	26% (10/39)	10% (4/39)	10% (4/41)	17% (7/41)	13.64% (6/44)	11% (5/46)	15% (7/46)	27% (13/49)	19% (8/42)	17% (7/41)	32% (13/41)	30% (12/40)	40% (19/48)	15% (5/47)	30% (14/47)	51% (24/47)
Pupil Premium		9% (1/11)	64% (7/11)	17% (2/12)	0% (0/8)	0% (0/8)	0% (0/8)	0% (0/8)	10% (1/10)	11% (1/9)	10% (1/10)	10% (1/10)	18% (2/11)	9% (1/11)	9% (1/11)	17% (2/12)	15.4% (2/13)	14% (2/14)	29% (4/14)	23% (3/13)	0% (0/9)	0% (0/8)	0% (0/8)	11% (1/9)
Non Pupil Premium		26% (8/31)	81% (27/33)	37% (12/33)	25% (9/36)	19% (7/37)	30% (11/37)	38% (14/37)	31% (9/29)	10% (3/30)	10% (3/31)	19% (6/31)	12.12% (4/33)	11% (4/35)	17% (6/35)	30% (11/37)	21% (9/29)	19% (5/27)	33% (9/27)	30% (12/40)	48.7% (19/39)	18% (7/39)	36% (14/39)	61% (23/38)

	Whole School - EXP (and above) in WRITING - 2023-2024																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost
All Pupils	N/A	36% (15/42)	57% (25/44)	78% (35/45)	72.7% (32/44)	62% (28/45)	64% (29/45)	64% (29/45)	67% (26/39)	44% (17/39)	61% (25/41)	73% (30/41)	57% (25/44)	39% (18/46)	48% (22/46)	55% (29/49)	69% (29/42)	54% (22/41)	73% (30/41)	80% (32/40)	66% (32/48)	72% (34/47)	75% (35/47)	79% (37/47)
Pupil Premium		18% (2/11)	27% (3/11)	50% (6/12)	62.5% (5)	25% (2/8)	25% (2/8)	25% (2/8)	40% (4/10)	22.5% (2/9)	40% (4/10)	50% (5/10)	45.45% (5/11)	37% (4/11)	45% (5/11)	50% (6/12)	7.7% (1/13)	43% (6/14)	57% (8/14)	69% (9/13)	22.25% (2/9)	38% (3)	25% (2/8)	44% (4/9)
Non Pupil Premium		42% (13/31)	67% (22/33)	88% (29/33)	75% (27/38)	70% (26/37)	73% (27/37)	73% (27/37)	76% (22/29)	50% (15/30)	67% (21/31)	81% (25/31)	60% (20/33)	40% (14/35)	49% (17/35)	57% (21/37)	6.9% (2/29)	59% (16/27)	81% (22/27)	85% (23/27)	76.9% (30/39)	80% (31/39)	85% (33/39)	87% (33/38)

	Whole School - GREATER DEPTH in WRITING - 2023-2024																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pentecos t	Advent	Lent	Pentecos t	Previous Pentecos t	Advent	Lent	Pentecos t	Previous Pentecos t	Advent	Lent	Pentecos t	Previous Pentecos t	Advent	Lent	Penetecos t	Previous Pentecos t	Advent	Lent	Pentecos t	Previous Pentecos t	Advent	Lent	Pentecos t
All Pupils	N/A	5% (2/42)	9% (4/44)	9% (4/45)	14% (6/44)	2% (1/45)	4% (2/45)	11% (5/45)	8% (3/39)	0% (0/39)	0% (0/41)	10% (4/31)	4.65 (2/44)	0% (0/46)	0% (0/46)	10% (5/49)	7.14% (3/42)	2% (1/41)	7% (3/41)	13% (5/40)	16.7% (8/48)	13% (6/27)	25% (12/47)	28% (13/47)
Pupil Premium		0% (0/11)	9% (1/11)	8% (1/12)	0% (0/8)	0% (0/8)	0% (0/8)	0% (0/8)	10% (1/10)	0% (0/9)	0% (0/10)	10% (1/10)	6% (2/33)	0% (0/11)	0% (0/1)	8% (1/12)	7.7% (1/13)	0% (0/14)	7% (1/14)	8% (1/13)	0% (0/9)	0% (0/8)	0% (0/8)	0% (0/9)
Non Pupil Premium		6% (2/31)	9% (3/33)	9% (3/33)	17% (6/36)	3% (1/37)	5% (2/37)	14% (5/37)	6.9% (2/29)	0% (0/30)	0% (0/31)	10% (3/31)	4.6% (2/44)	0% (0/35)	0% (0/35)	11% (4/37)	6.9% (2/29)	4% (1/27)	7% (2/27)	15% (4/27)	20.5% (8/39)	15% (6/39)	31% (12/39)	34% (13/38)

	Whole School - EXP (and above) in VGPS - 2023-2024																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost
All Pupils	N/A	38% (16/42)	59% (26/44)	64% (29/45)	70.455 (31/44)	62% (28/45)	62% (28/45)	64% (29/45)	64.1% (25/39)	47% (18/39)	61% (25/41)	76% (31/41)	63.6%2 (8/44)	41% (19/46)	50% (23/46)	555 (27/49)	71.43% (30/42)	39% (16/41)	63% (26/41)	75% (30/40)	75% (36/48)	68% (32/47)	74% (34/46)	77% (37/47)
Pupil Premium		18% (2/11)	27% (3/110)	33% (3/12)	62.55 (%)	25% (2/8)	25% (2/8)	25% (2/8)	40% (4/10)	22% (2/9)	40% (4/10)	50% (5/10)	54.5% (6/11)	37%4/1 (1)	45% (5/11)	50% (6/12)	46.2% (6/13)	215 (3/14)	50% (7/14)	76% (29/38)	33% (3/9)	25% (2/8)	25% (2/8)	33% (3/9)
Non Pupil Premium		45% (14/31)	70% (23/33)	765 (25/33)	72.25 (26/36)	70% (26/37)	70 (26/37)	73% (27/37)	72.4% (21/29)	53% (16/30)	67% (21/31)	84% (26/31)	66.7% (22/33)	43% (15/35)	51% (18/35)	57% (21/37)	82.8% (24/29)	48% (13/27)	70% (19/27)	78% (21/27)	84.6% ((33/39)	77% (30/39)	84% (32/38)	87% (33/38)

	Whole School - GREATER DEPTH in VGPS - 2022-2023																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost
All Pupils	N/A	0% (20/42)	11% (5/44)	9% (4/45)	13.7\$ (6/44)	7% (3/45)	13% (6/45)	18% (8/45)	15.38 % (6/39)	0% (0/39)	0% (0/41)	10% (4/41)	4.5% (2/44)	0% (0/46)	0% (0/46)	16% (8/49)	2.4% (1/42)	20% (8/41)	12% (5/41)	23% (9/40)	37.5% (18/48)	17% (8/47)	30% (14/46)	51% (24/47)
Pupil Premium		0% (0/11)	9% (1/11)	8% (1/12)	0% (0/8)	0% (0/8)	0% (0/8)	0% (/8)	10% (1/10)	0% (0/9)	0% (0/10)	10% (1/10)	0% (0/11)	0% (0/11)	0% (0/1)	17% (2/12)	0% (0/13)	7% (1/14)	7% (1/14)	16% (2/13)	0% (0/9)	21% (8/39)	0% (0/8)	115 (1/9)
Non Pupil Premium		0% (0/31)	12% (4/33)	9% (3/33)	18.7% (6/36)	8% (3/37)	16% (6/37)	22% (8/37)	17.3% (5/29)	0% (0/30)	0% (0/31)	10% (3/31)	6% (2/33)	0% (0/35)	0% (0/35)	16% (6/37)	3.45% (1/29)	26% (7/27)	15% (4/27)	26% (7/27)	46.2% (18/39)	17% (8/47)	37% (14/38)	62% (23/38)

	Whole School - EXP (and above) in MATHS - 2023-2024																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Penteco st	Advent	Lent	Penteco st	Previous Penteco st	Advent	Lent	Penteco st	Previous Penteco st	Advent	Lent	Penteco st	Previous Penteco st	Advent	Lent	Penteco st	Previous Penteco st	Advent	Lent	Penteco st	Previous Penteco st	Advent	Lent	Penteco st
All Pupils	N/A	52% (22/42)	80% (35/44)	89% (40/45)	84.1% (37/44)	69% (31/45)	76% (34/45)	80% (36/45)	71.8% (28/39)	67% (26/39)	78% (32/41)	78% (32/41)	70.45 % (31/44)	54% (25/46)	63% (29/46)	63% (31/49)	71.4% (30/42)	78% (32/41)	76% (31/41)	73% (29/40)	75% (36/48)	64% (30/47)	66% (31/47)	70% (33/47)
Pupil Premium		27% (3/11)	64% (7/11)	75% (9/12)	755 (6/8)	38% (%)	50% (4/8)	63% (%)	40% (4/10)	44% (4/9)	60% (6/10)	60% (6/10)	81.82 % (9/11)	55% (6/11)	55% (96/11)	58% (7/12)	46.25 (6/13)	57% (8/14)	50% (7/14)	54% (7/13)	33.35 (3/9)	38% (%)	38% (%)	33% (3/9)
Non Pupil Premium		61% (19/31)	85% (28/33)	94% (31/33)	86.1% (31/36)	76% (28/37)	81% (30/37)	84% (31/37)	83% (24/29)	73% (22/30)	84% (26/31)	84% (26/31)	66.7% (22/33)	54% (19/35)	665 (23/35)	65% (24/37)	82.85 (24/29)	895 (24/27)	89% (24/27)	82% (22/27)	84.6% (33/39)	69% (27/39)	72% (28/39)	79% (33/39)

	Whole School - GREATER DEPTH in MATHS - 2023-2024																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pentecos t	Advent	Lent	Pentecos t	Previous Pentecos t	Advent	Lent	Pentecos t	Previous Pentecos t	Advent	Lent	Pentecos t	Previous Pentecos t	Advent	Lent	Pentecos t	Previous Pentecos t	Advent	Lent	Pentecos t	Previous Pentecos t	Advent	Lent	Pentecos t
All Pupils	N/A	12% (5/42)	18% (8/44)	24% (11/45)	9% (4/44)	9% (4/45)	16%(7/45)	18% (8/45)	23% (9/39)	13% (5/39)	12% (5/41)	17% (7/41)	18.18 % (8/44)	15% (7/46)	15% (7/46)	33% (18/49)	12% (5/42)	22% (9/41)	32% (13/41)	35% (14/40)	39.6% (19/48)	11% (5/47)	23% (11/47)	40% (19/47)
Pupil Premium		18% (2/11)	18% (2/11)	17% (2/12)	0% (0/8)	0% (0/8)	0% (0/8)	0% (0/8)	10% (1/10)	11% (1/9)	105 (1/10)	10% (1/10)	18.18 % (2/11)	0% (0/11)	0% (0/11)	33% (4/12)	7.695 (1/13)	14% (2/14)	14% (2/14)	8% (1/13)	05 (0/9)	0% (0/8)	0% (0/8)	0% (0/9)
Non Pupil Premium		10% (3/31)	18% (6/33)	27% (9/33)	11.15 (4/36)	11% (4/31)	19% (7/37)	22% (8/37)	28% (8/29)	13% (4/30)	135 (4/31)	19% (6/31)	18.18 % (6/33)	30% (7/35)	20% (7/35)	33% (12/37)	13,795 (4/29)	26% (7/27)	41% (11/27)	48% (13/27)	48.7% (19/39)	13% (5/39)	28% (11/38)	50% (19/38)

Review of activity in the previous academic year (2023-2024) and end of 3-year plan (2021-2024)

1. Teaching (for example, CPD, recruitment and retention)

Activity	Outcome	Challenge number(s) addressed
<p><u>Developing high quality teaching, assessment, and a curriculum which responds to the needs of pupils</u></p> <p>Quality first teaching underpins our plan and provision and this is being implemented by prioritising training and professional development throughout the academy. Working with other academies in our trust also enables us to share and develop practice.</p> <ul style="list-style-type: none"> • CPD funding provision made a priority and surveys outlining staff CPD requirements completed. Timetable for CPD created and shared with staff. • Introduction of new Computing, PE, and Music schemes and relevant staff training. • Purchase of new extension reading books and Little Wandle resources for Spelling. • Ongoing training for schemes introduced in the previous academy year, eg White Rose Maths, Little Wandle. • Training for new staff joining the academy, including ECTs. • Support programme for 3 ECTs, including provision of mentor support and weekly timetabled support sessions, following the My Ambition Programme. 	<p>Continued uptake of CPD across the academy, including programme of support for three ECTs. This has led to staff being confident in their subject knowledge and an improvement in the quality of teaching for all pupils, including Pupil Premium pupils. Evidence in learning walks, scrutiny and assessment data.</p> <p>Additional time given throughout the year for staff to develop their leadership roles with a focus on developing MTPs for foundation subjects.</p> <p>Local and national courses attended by individuals and teams of staff, eg Talk for Writing course attended by KS2 staff.</p> <p>Curriculum MTPs have been developed further. Prior learning has been added to each plan and adaptive teaching for each lesson is being added in phase teams.</p> <p>Pupils in the second year of their phase (Year 2, 4 and 6) have taken their subject exercise books up into the next class with them. This has helped to embed their learning journeys over the 2-year cycle.</p> <p>Continued training for staff of the new aspects of Little Wandle as further resources and interventions have been produced throughout the year.</p> <p>Specific training has been arranged for individual staff members as needed, for example, additional Mathematics training for one of the ECTs.</p> <p>New schemes have been introduced and staff have received CPD on these (Computing, PE, and Music).</p> <p>Pupil Progress Meetings carried out termly by PP and SEND lead, monitoring pupil progress and provision mapping across the academy. All Pupil Premium pupil support is tracked, monitored and evaluated on provision maps.</p>	<p>2, 3, 4, 5</p>

End of 3-year strategy review

Over the last three years, a great deal of time and effort has been put into developing our curriculum. This has included CPD and time to allow subject leaders and teachers to develop and write curriculum plans.

Our grading of the Quality of Education was rated 'Good' by Ofsted in our inspection in May 2024.

'Leaders and staff have worked effectively with colleagues from the trust and local authority to develop an ambitious curriculum. Pupils find this new curriculum relevant and enjoyable.'

<p><u>Recruitment and retention of teaching staff</u></p> <p>Provision of TA2/3 in-class support to complement quality first teaching.</p> <p>Provision of staff (teacher and teaching assistants) to lead and run Little Wandle Keep-up and Catch-up Programmes.</p>	<p>An increase in the number of staff has provided additional support within the classroom. In particular, this has helped support the Little Wandle programme in Early Years, KS1, and for those pupils in KS2 still requiring support.</p> <p>Funding has enabled Little Wandle Keep-up and Catch-up Phonics interventions to take place.</p> <p>Support for those who have not met the required standard will continue in September 2024.</p>	<p>2, 3, 4, 5</p>
<p>End of 3-year strategy review</p> <p>A great deal of time and effort has gone into adopting and embedding our Little Wandle Phonics Scheme in the last three years. Over the last three years, the number of Pupil Premium pupils achieving the required standard has increased from 56% in July 2021 to 73% in June 2024. In 2021, the gap between Pupil Premium and Non-Pupil Premium reaching the required standard was 23% (PP 56%, Non-PP 79%). There is now a 9% gap between Pupil Premium and Non-Pupil Premium pupils reaching the required standard.</p>		
<p><u>Professional development on evidence-based approaches</u></p> <p>Continuation of training on the development of long-term memory, focusing on Barak Rosenshine's 'Principles of Instruction'. Focus of training for new staff.</p> <p>Retrieval Practice (Kate Jones) training.</p>	<p>CPD has continued this year for all staff, including on Barak Rosenshine's set of research-based principles and Retrieval Practice.</p> <p>Materials used effectively to develop long-term memory of pupils and regular retrieval practice within lessons.</p> <p>Continued development of retrieval practices within lessons, evidenced in learning walks and pupil voice responses. The development of long-term memory and retrieval has helped all pupils, but particularly has benefited disadvantaged pupils.</p>	<p>2, 3, 4, 5</p>
<p>End of 3-year strategy review</p> <p>The academy has adopted and developed many retrieval practices over the last three years, from ways individual lessons are structured (retrieval questions form the basis of how every lesson opens), to how retrieval techniques are used through sequences of lessons and from one topic to another. Further to this, weekly memory mash-up quizzes form an important part of each class timetable.</p>		

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

Activity	Outcome	Challenge number(s) addressed
<p><u>Interventions to support language development, literacy, and numeracy</u></p> <p><u>Teaching assistant deployment and interventions</u></p> <p>Target reading groups, new extension books matched to child's phonic ability (Little Wandle Programme). Pupils heard read 3 times a week (Early Years and KS1).</p> <p>Little Wandle Keep-up and Catch-up Programmes for identified pupils, including disadvantaged pupils in Early Years, KS1, and KS2.</p>	<p>Little Wandle interventions have had a very positive impact on all pupils, but especially those from disadvantaged backgrounds who do not read regularly at home or are not supported with homework. The repetitive and regular nature of the Little Wandle programme has been beneficial for these pupils and has enabled them to make sustained progress.</p> <p>Evidenced in Little Wandle assessment and tracking information.</p>	2
<p>End of 3-year strategy review</p> <p>The targeted and regular Little Wandle Keep-up and Catch-up intervention sessions have clearly contributed to the raising of Phonics attainment and the closing of the gap between Pupil Premium and Non-Pupil Premium pupils.</p> <p>May 2024 Ofsted report states:</p> <p><i>'Phonics is taught effectively from when pupils start in Reception. Staff benefit from effective training, guidance and support. This means that staff skilfully use their strong subject knowledge to help any pupils who fall behind to catch up. As a result, pupils develop secure phonics knowledge and become confident and fluent readers.'</i></p>		
<p><u>Interventions to support language development, literacy, and numeracy</u></p> <p><u>One to one and small group tuition</u></p> <p>A timetable of targeted one to one and small group intervention work across a range of year groups and subjects will be implemented in Reading, Writing, and Mathematics, where the attainment gaps are the largest. A significant proportion of the pupils who receive this</p>	<p>Funding has been used for Mathematics and English interventions in target year groups over the last year. The development of intervention feedback forms and an intervention tracker has ensured more rigorous monitoring of interventions this year.</p> <p>Our pupils were above national averages in Reading and Writing at the end of KS2 in July 2024. In previous years, KS2 Pupil Premium pupils have outperformed those nationally. However, this year this has not been the case, due to the fact that a high number of our Year 6 Pupil Premium pupils also had SEND.</p>	4, 5

intervention will be disadvantaged. These interventions are fluid, changing depending on the current needs across the academy at a given time.		
End of 3-year strategy review Reading – Gaps have closed over time since Pentecost 2021 by 13% (32% gap reduced to 19% gap). Writing – Gaps have closed steadily over time since Pentecost 2021 by 6% (34% gap reduced to 28% gap). Mathematics – Gaps have closed over time since Pentecost 2021 by 10% (33% gap reduced to 23% gap).		
<u>One to one and small group tuition</u> Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring. All Pupil Premium Pupils, regardless of their ability will receive some intervention at some point of the year.	Gaps have narrowed between Pupil Premium and Non-Pupil Premium pupils across the whole academy. With a focus on quality first teaching for all pupils, attainment in general has risen for all groups of pupils. Interventions have been targeted at certain year groups and subjects, based on analysis of data each term. Intervention support has been focused on the year groups where there have been greater gaps between Pupil-Premium and Non-Pupil Premium pupils, or where attainment of Pupil-Premium pupils has been lower. Despite this specific and targeted approach, we have ensured that all Pupil Premium pupils from Years 1-6 have received some intervention support at some point this year, regardless of their ability.	3, 4, 5
End of 3-year strategy review See previous box.		

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

Activity	Outcome	Challenge number(s) addressed
<p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <p>HLTA Nurture Team and Mental Health Champion to support disadvantaged and most vulnerable pupils in all areas required. Support through Early Help, when required.</p> <p>Increase in the provision of the number of TA2 support staff to lead in-class social and emotional support, especially since 2022-2023.</p>	<p>The Nurture Team has continued to support a high number of pupils across the academy since the pandemic and continues to support a number of pupils with their social and emotional needs. Support has been provided on anxiety, emotional issues and other areas of mental health.</p> <p>This has enabled pupils to be ready to learn in the classroom and to access the curriculum fully.</p>	1
<p>End of 3-year strategy review</p> <p>May 2024 Ofsted report states:</p> <p><i>'The provision for pupils' personal development is a strength of the school.'</i></p> <p><i>'Positive relationships and a culture of care permeate the school. Procedures for identifying pupils' individual needs are thorough.'</i></p>		
<p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <p>Increase in the provision of the number of TA2 support staff to lead in-class behavioural support, especially since 2022-2023.</p> <p>Behaviour support interventions.</p>	<p>Staff trained in Positive Behaviour Management (Team Teach) and are confident in using strategies, if and when required.</p> <p>Support interventions have been needed for some pupils in the academy. The increase in staffing and support has supported these pupils in the most appropriate ways. Outside agency support and expertise has also been utilised.</p>	1
<p>End of 3-year strategy review</p> <p>May 2024 Ofsted report states:</p> <p><i>'Adults put effective support in place for pupils who need it. Most pupils respond positively to this support. Pupils know what is expected of them and how they should behave. They are eager to learn and come to school enthusiastically.'</i></p>		

<p><u>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</u></p> <p><u>Breakfast clubs</u></p> <p>Enhancing opportunities by facilitating a range of school trips and experiences, including after-school clubs in order to broaden experiences and aspirations.</p>	<p>Trips and clubs have been subsidised, enabling Pupil Premium pupils to fully participate in a broad range of activities and experiences.</p> <p>Uptake of clubs for Pupil Premium pupils has doubled this year (2023-2024).</p> <p>There have been a wider variety of clubs this year due to teachers running after-school clubs. Some clubs have targeted specific pupils, including Pupil Premium pupils, for example, Phonics Club in Year 1.</p>	<p>1, but potentially all</p>
<p>End of 3-year strategy review</p> <p>May 2024 Ofsted report states:</p> <p><i>‘In the wider curriculum, pupils study a broad range of interesting subjects which are complimented by a wide range of after-school clubs, such as cookery and music.’</i></p> <p>Attendance of Pupil Premium pupils at after-school clubs is increasing. We now aim to target after-school clubs at Pupil Premium pupils more strategically in the next 3-year plan.</p>		
<p><u>Supporting attendance</u></p> <p>Initiatives to raise attendance of all pupils across the academy.</p> <p>Attendance awards and trophy each week in assembly. Raising profile.</p> <p>Regular reminders to parents around the importance of attendance, including on newsletters.</p> <p>Sending personalised letters out to parents to improve attendance.</p> <p>Attendance Officer completed accredited 12-module course.</p>	<p>Attendance awards in assembly have been very successful with pupils and the profile of the importance of good attendance has been raised substantially as a result.</p> <p>Letters have been issued to individual parents when necessary and reminders have been included on newsletters throughout the year.</p> <p>Policy adopted and ongoing training is supporting more robust approaches to attendance.</p>	<p>5, but to impact on all</p>

Academy adopted new Trust policy when released by Trust DPO.		
End of 3-year strategy review Although attendance figures are positive and improving, and persistent absence is now well below average, we nevertheless recognise in the next 3-year plan that further work is required in supporting the regular attendance of some disadvantaged pupils. This was also quoted in the May 2024 Ofsted Inspection.		
<u>Supporting pupils' social, emotional and behavioural needs</u> Continue to develop and improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into classroom routines and supported by professional development and training of staff.	SEL approaches have continued to be embedded in all classes, and to the benefit of all pupils.	1
End of 3-year strategy review May 2024 Ofsted report states: <i>'The carefully constructed personal, social, health, citizenship and economic education curriculum supports pupils to become confident, independent and resilient. For example, they know the importance of not giving-up when work becomes challenging. Pupils talk confidently about fundamental British values and have a broad understanding of the protected characteristics. They understand these are important if they are to value and respect others.'</i>		
<u>Communicating and supporting parents</u> Contingency fund for acute issues. Support with clubs, uniform.	Families supported as required.	Depending on need
End of 3-year strategy review This support has been put into place over the last three years as required and will continue to be there in the next 3-year plan.		

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
To be confirmed for 2024-2025	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information

Leaders have evaluated practice and pupil outcomes from the last academic year, alongside outcomes of the last three years since this plan was first written, in order to examine the effectiveness of the range of strategies used in the academy. Multiple sources of evidence, including data, book scrutiny, conversations with parents, pupils, and teachers, have all been used to identify the challenges faced by disadvantaged pupils and areas in which pupils can be supported further going forward.

Alongside this, we have further analysed guidance produced by the Education Endowment Foundation and other educational research articles, detailing the effectiveness of different methodologies in supporting pupils to overcome barriers to learning, and this has further guided the strategy and our future planning for use of the funding.

The above has fed into the evaluation of the final year of our 3-year strategy plan and overall review of outcomes of the last three years. As with previous years, we have ensured that priorities and strategies adopted within this document carefully align with the whole school priorities identified in our Academy Development Plan. All staff are aware of the aims, strategies, and intended outcomes contained within our new Pupil Premium strategy and are working towards their success.

Regular evaluation of our strategy will continue for its duration and plans will be adjusted if necessary to better support outcomes for our pupils, or if educational research articles from the Education Endowment Fund change.