

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

This statement details our school's use of Pupil Premium funding to help improve the attainment of our Pupil Premium pupils.

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

School overview

Detail	Data
Number of pupils in school	325
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 2 of a 3-year strategy)
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
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	£107,894.24
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£107,894.24

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 in terms of 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 Pupil Premium 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.

Challenges

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

Challenge number	Detail of challenge
1) Social and Emotional Support	<p>The social and emotional support required by some of our pupils since the Covid pandemic has been unprecedented and continues to be the case for some of our pupils as they move through the academy.</p> <p>Our assessments, observations, and discussions with pupils and families have identified social and emotional issues for a significant number of pupils, including Pupil Premium pupils. Support with social and emotional well-being significantly increased during the pandemic and has remained at a high level since. This was particularly noticeable in the case of our younger pupils as they joined the academy in Early Years. Support continues for these pupils as they move through the academy. 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 Pupil Premium pupils 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>2024-2025 – Language and communication continues to be an area where pupils joining the academy in Early Years One (Nursery) require the most support. This support will continue as these pupils move into Early Years Two and for our new take of pupils in Early Years One in 2025-2026.</p> <p>Nationally, last year Pupil Premium pupils performed less well in the phonics screening check than other pupils, and the gap has increased this year by 1 percentage point.</p> <p>Phonics teaching has been adapted over the last year, with some aspects of the Little Wandle programme being repeated (Early Years) and some cohorts being split into smaller groups (Year One) in order to receive a targeted programme tailored to pupils' needs.</p> <p>Little Wandle Keep Up and Catch Up programmes will continue to be used to target individual pupils, including our Pupil Premium pupils.</p>

3) Reading Attainment	<p>Analysis of assessment data indicates that Reading attainment among Pupil Premium pupils remains below that of their peers.</p> <p>2024-2025 - Although attainment of Pupil Premium pupils is highest in Reading (64%), the gaps between this group and their peers is currently 17%.</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.</p> <p>2024-2025 - Writing intervention and support will continue to be of the highest priority in the next academic year as attainment in Writing is the lowest overall across the academy, including attainment of our Pupil Premium pupils (54%).</p>
5) Mathematics Attainment	<p>Assessments and data analysis continues to show that attainment in Mathematics among Pupil Premium pupils is generally below that of their peers.</p> <p>2024-2025 – Although attainment in Maths has increased over the last year, gaps between Pupil Premium and Non-Pupil Premium are currently the greatest in Maths (gap of 18%).</p>
6) Attendance	<p>Attendance of Pupil Premium pupils is typically lower than their peers. Although this gap has started to narrow, attendance of pupils remains a priority area. Attendance has an impact on pupils' education, well-being and overall development.</p> <p>2024-2025 Attendance of pupils lower down the academy was highlighted during Pupil Progress meetings in July 2025, including Pupil Premium pupils in these cohorts This will be monitored closely in the next academic year.</p>
7) Involvement in extracurricular activities	<p>Participation in extracurricular activities is important in the overall development and general wellbeing of all 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.</p> <p>2024-2025 The promotion of after school clubs and our new Wrap-Around care will be a priority in the next academic year.</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 Pupil Premium 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 Pupil Premium pupils.
Improved Phonological awareness among Pupil Premium pupils in order to raise attainment and close the gap between Pupil Premium pupils and their peers.	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 by 2026-2027.
Continue to improve overall Reading attainment of Pupil Premium pupils, and close the gap between Pupil Premium pupils and their peers.	KS2 Reading outcomes in 2026-2027 will show that the attainment of Pupil Premium pupils is higher and the gap between Pupil Premium pupils and their peers is closing. Overall attainment of Pupil Premium pupils across the academy has increased over time by 2026-2027.
Improve Writing attainment and close the gap between Pupil Premium pupils and their peers.	KS2 Writing outcomes in 2026-2027 show that the attainment of Pupil Premium pupils is higher and the gap between Pupil Premium pupils and their peers is closing. Overall attainment of Pupil Premium pupils across the academy has increased over time by 2026-2027.
Continue to improve Mathematics attainment in order to close the gap between Pupil Premium pupils and their peers.	KS2 Mathematics outcomes in 2026-2027 show that the attainment of Pupil Premium pupils is higher and the gap between Pupil Premium pupils and their peers is closing. Overall attainment of Pupil Premium pupils across the academy has increased over time by 2026-2027.
Continue to improve whole-school attendance.	For overall attendance to be at least in line with the national average, including Pupil Premium pupils. Attendance at 95% or higher. Gap in attendance between Pupil Premium pupils and their peers has closed over time.
Increased participation in extracurricular activities.	For overall participation in extracurricular activities and after-school clubs to have increased, particularly for Pupil Premium 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: £68,458.34

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 remains a high priority. Timetable of CPD for the year created and shared with staff, including annual Flick training courses and attendance at trust training events. • Launch of new RE scheme. Training for subject leader and then CPD for staff and ongoing support as the scheme is introduced across the academy. • Purchase of new Computing scheme and relevant training for staff. • Further purchase of Little Wandle resources. • Implementation of the new Writing framework and ongoing training for staff during the next academic year. 	<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 Pupil Premium 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></p> <p>Provision of TA2/3 in-class support to complement and support quality first teaching.</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</p>	2, 3, 4, 5

<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>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><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'.</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 particularly benefit Pupil Premium 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: £12,844.44

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, 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 Pupil Premium pupils in Early Years, KS1 and KS2.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on all pupils.</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 continues to be Writing.</p> <p>A significant proportion of the pupils who receive this intervention will be Pupil Premium pupils. 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, including Pupil Premium pupils being made a priority.</p> <p>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: £26,591.46

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 Pupil Premium pupils and the most vulnerable pupils in all areas. 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. New pupils with significant needs to begin in Early Years Two in September 2025.</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 Pupil Premium pupils to attend after-school clubs. Subsidised costs for Pupil Premium pupils highlighted on after-school clubs and wrap-around provision letters sent to parents.</p>	<p>Participation in after-school clubs can enhance involvement opportunities, resilience and confidence.</p> <p>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>Continuation of attendance awards and trophy awarded 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 Trust policy.</p>	<p>Whole-school approach.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	<p>6, but to impact all</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: £107,894.24

Part B: Review of the previous academic year

Outcomes for Pupil Premium pupils

NATIONAL STATUTORY DATA

EARLY YEARS – Good Level of Development (GLD)

	2025		2024		2023	
	Academy	National	Academy	National	Academy	National
All Pupils	67%	68%	73%	68%	80%	67%
Pupil Premium	63%	51%	75%	52%	N/A	51%
Non-Pupil Premium	68%	73%	73%	72%	N/A	71%

KEY STAGE ONE

KS1 Phonics

	2025		2024		2023	
	Academy	National	Academy	National	Academy	National
All Pupils	71%	80%	80% (36/45)	80%	78% (35/35) 34 took check	79%
Pupil Premium	67%	67%	73% (8/11)	68%	67% (6/9)	67%
Non-Pupil Premium	72%	84%	82% (28/34)	84%	83% (30/36)	83%

KEY STAGE TWO**Year 6 SATS**

	End of KS2 SATS 2025					
	Reading		Writing		Maths	
	Academy	National	Academy	National	Academy	National
All Pupils	82%	75%	77%	72%	74%	74%
Pupil Premium	77%	63%	62%	59%	54%	61%
Non-Pupil Premium	85%	81%	85%	78%	85%	80%

	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%

TEACHER ASSESSMENT JULY 2025 - KS1 and KS2

	Whole School - EXP (and above) in READING - 2024-2025																							
	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	76% (29/38)	68% (26/38)	71% (27/38)	80% (36/45)	60% (28/47)	72% (33/46)	78% (36/46)	76% (34/45)	58% (26/45)	62% (29/47)	73% (33/45)	71% (29/41)	63% (25/40)	64% (26/41)	73% (29/40)	76% (37/49)	65% (32/49)	71% (35/49)	88% (42/48)	80% (32/40)	60% (24/40)	77% (30/39)	79% (30/38)
Pupil Premium		67% (4/6)	33% (2/6)	67% (4/6)	67% (8/12)	27% (3/11)	50% (5/10)	70% (7/10)	63% (5/8)	25% (2/8)	22% (2/9)	38% (3/8)	40% (4/10)	50% (6/12)	50% (6/12)	58% (7/12)	75% (9/12)	67% (8/12)	83% (10/12)	81% (9/11)	69% (9/13)	46% (6/13)	62% (8/13)	67% (8/12)
Non Pupil Premium		78% (25/32)	75% (24/32)	72% (23/32)	85% (25/33)	69% (25/36)	78% (28/36)	81% (29/36)	79% (29/37)	65% (24/37)	71% (27/38)	81% (30/37)	81% (25/31)	68% (19/28)	69% (20/29)	79% (22/28)	76% (28/37)	65% (24/37)	68% (25/37)	89% (33/37)	85% (23/27)	67% (18/27)	85% (22/26)	85% (22/26)

	Whole School - GREATER DEPTH in READING - 2024-2025																							
	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	13% (5/38)	18% (7/38)	21% (8/38)	31% (14/45)	17% (8/47)	24% (11/46)	28% (13/46)	31% (14/45)	7% (3/45)	13% (6/47)	27% (12/45)	17% (7/41)	8% (3/40)	10% (4/41)	25% (10/40)	27% (13/49)	18% (9/49)	24% (12/49)	29% (14/48)	30% (12/40)	13% (5/40)	31% (12/39)	32% (12/38)
Pupil Premium		17% (1/6)	17% (1/6)	17% (1/6)	17% (2/12)	9% (1/11)	10% (1/10)	10% (1/10)	0% (0/8)	0% (0/8)	0% (0/9)	13% (%)	10% (1/10)	8% (1/12)	8% (1/12)	25% (3/12)	17% (2/12)	17% (2/12)	17% (2/12)	18% (2/11)	23% (3/13)	8% (1/13)	23% (3/13)	25% (3/12)
Non Pupil Premium		13% (4/32)	19% (6/32)	22% (7/32)	37% (12/33)	19% (7/36)	28% (10/36)	33% (12/36)	38% (14/37)	8% (3/37)	16% (6/38)	30% (11/37)	19% (6/31)	7% (2/28)	10% (3/29)	25% (7/28)	30% (11/37)	19% (7/37)	27% (10/37)	32% (12/37)	30% (12/40)	15% (4/27)	35% (9/26)	35% (9/26)

	Whole School - EXP (and above) in WRITING - 2024-2025																							
	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	40% (15/38)	61% (23/38)	58% (22/38)	78% (35/45)	58% (32/47)	70% (32/46)	70% (32/46)	64% (29/45)	56% (25/45)	62% (29/47)	67% (30/45)	73% (30/41)	38% (15/40)	46% (19/41)	58% (23/40)	55% (29/49)	59% (29/49)	63% (31/49)	67% (32/48)	80% (32/40)	75% (30/40)	77% (30/39)	76% (29/38)
Pupil Premium		17% (1/6)	33% (2/6)	33% (2/6)	50% (6/12)	37% (4/11)	40% (4/10)	40% (4/10)	25% (2/8)	38% (3/8)	22% (2/9)	25% (2/8)	50% (5/10)	42% (5/12)	42% (5/12)	58% (7/12)	50% (6/12)	67% (8/12)	58% (7/12)	91% (10/11)	69% (9/13)	62% (8/13)	62% (8/13)	58% (7/12)
Non Pupil Premium		44% (14/32)	66% (21/32)	63% (20/32)	88% (29/33)	78% (28/36)	78% (28/36)	78% (28/36)	73% (27/37)	60% (22/37)	71% (27/38)	76% (28/37)	81% (25/31)	36% (10/28)	48% (14/29)	57% (16/28)	57% (21/37)	57% (21/37)	65% (24/37)	59% (22/37)	85% (23/27)	81% (22/27)	85% (22/26)	85% (22/26)

	Whole School - GREATER DEPTH in WRITING - 2024-2025																							
	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% (0/38)	5% (2/38)	8% (3/38)	9% (4/45)	2% (1/47)	7% (3/46)	7% (3/46)	11% (5/45)	7% (3/45)	6% (3/47)	9% (4/45)	10% (4/31)	0% (0/40)	0% (0/41)	13% (5/40)	10% (5/49)	4% (2/49)	16% (8/49)	17% (8/48)	13% (5/40)	10% (4/40)	23% (9/39)	24% (9/38)
Pupil Premium		0% (0/6)	17% (1/6)	17% (1/6)	8% (1/12)	0% (0/11)	0% (0/10)	0% (0/10)	0% (0/8)	0% (0/8)	0% (0/9)	0% (0/8)	10% (1/10)	0% (0/12)	0% (0/12)	17% (2/12)	8% (1/12)	0% (0/12)	8% (1/12)	9% (1/11)	8% (1/13)	0% (0/13)	8% (1/13)	8% (1/12)
Non Pupil Premium		0% (0/32)	3% (1/32)	6% (2/32)	9% (3/33)	3% (1/36)	8% (3/36)	8% (3/36)	14% (5/37)	8% (3/37)	8% (3/38)	11% (4/37)	10% (3/31)	0% (0/28)	0% (0/29)	11% (3/28)	11% (4/37)	4% (2/49)	19% (7/37)	19% (7/37)	15% (4/27)	15% (4/27)	31% (8/26)	31% (8/26)

	Whole School - EXP (and above) in VGPS - 2024-2025																							
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	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	40% (15/38)	58% (22/38)	58% (22/38)	64% (29/45)	70% (33/47)	72% (33/46)	72% (33/46)	64% (29/45)	60% (27/45)	64% (30/47)	69% (31/45)	76% (31/41)	45% (18/40)	61% (25/41)	60% (24/40)	55% (27/49)	65% (32/49)	68% (2/9) (33/48)	73% (35/48)	75% (30/40)	55% (22/40)	69% (27/39)	74% (28/38)
Pupil Premium		17% (1/6)	33% (2/6)	33% (2/6)	33% (3/12)	45% (5/11)	50% (5/10)	50% (5/10)	25% (2/8)	25% (2/8)	22% (2/9)	25% (2/8)	50% (5/10)	50% (6/12)	50% (6/12)	50% (6/12)	50% (6/12)	67% (8/12)	67% (8/12)	73% (8/11)	76% (29/38)	31% (4/13)	62% (8/13)	58% (7/12)
Non Pupil Premium		44% (14/32)	63% (20/32)	63% (20/32)	76% (25/33)	78% (28/36)	78% (28/36)	78% (28/36)	73% (27/37)	68% (25/37)	74% (28/38)	78% (29/37)	84% (26/31)	43% (12/28)	66% (19/29)	64% (18/28)	57% (21/37)	65% (24/37)	69% (25/36)	73% (27/37)	78% (21/27)	67% (18/27)	73% (19/26)	81% (21/26)

	Whole School - GREATER DEPTH in VGPS - 2024-2025																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Penteco st	Advent	Lent	Penteco st	Previous Penteco st	Adven t	Lent	Penteco st	Previous Penteco st	Adven t	Lent	Penteco st	Previous Penteco st	Adven t	Lent	Penteco st	Previous Penteco st	Advent	Lent	Penteco st	Previous Penteco st	Adven t	Lent	Penteco st
All Pupils	N/A	0% (0/38)	0% (0/38)	8% (3/38)	9% (4/45)	2% (1/47)	13% (6/46)	20% (9/46)	18% (8/45)	0% (0/45)	11% (5/47)	11% (5/45)	10% (4/41)	10% (4/40)	20% (8/41)	18% (7/40)	16% (8/49)	23% (11/49%)	25% (12/48)	29% (14/48)	23% (9/40)	10% (4/40)	21% (8/39)	24% (9/38)
Pupil Premium		0% (0/6)	50% (5/10)	17% (%)	8% (1/12)	0% (1/11)	0% (0/10)	10% (1/10)	0% (/8)	0% (0/8)	0% (0/9)	0% (0/8)	10% (1/10)	8% (1/12)	17% (2/12)	17% (2/12)	17% (2/12)	8% (1/12)	0% (0/12)	18% (2/11)	16% (2/13)	0% (0/13)	8% (1/13)	8% (1/12)
Non Pupil Premium		0% (0/32) /	0% (0/32)	6% (2/32)	9% (3/33)	3% (1/36)	17% (6/36)	22% (8/36)	22% (8/37)	0% (0/37)	13% (5/38)	14% (5/37)	10% (3/31)	11% (3/28)	21% (6/29)	18% (5/28)	16% (6/37)	27% (10/37)	33% (12/36)	32% (12/37)	26% (7/27)	15% (4/27)	27% (7/26)	31% (8/26)

	Whole School - EXP (and above) in MATHS - 2024-2025																						
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	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	58% (22/38)	74% (28/3 8)	79% (30/38)	89% (40/45)	79% (37/4 7)	83% (38 / 46)	83% (38/46)	80% (36/45)	64% (29/4 5)	72% (34/ 47)	78% (35/45)	78% (32/41)	58% (23 /40)	61% (25/4 1)	70% (28/40)	63% (31/49)	76% (37/4 9)	82% (40/4 9)	75% (36/48)	73% (29/40)	55% (22/4 0)	62% (24/3 9)	74% (28/38)
Pupil Premium		67% (4/6)	67% (4/6)	67% (4/6)	75% (9/12)	73% (8/11)	80% (8/10)	80% (8/10)	63% (%)	38% (3/8)	44% (4/9)	505%(%/ 8)	60% (6/10)	50% (6/12)	50 % (6/12)	50% (6/12)	58% (7/12)	75% (9/12)	92% (11/1 2)	82% (9/11)	54% (7/13)	31% (4/13)	46% (6/13)	50% (6/12)
Non Pupil Premium		56% (18/32 8)	75% (24/3 2)	81% (26/32)	94% (31/33)	81% (29/3 6)	83% (30/3 6)	83% (30/36)	84% (31/37)	70% (26/3 7)	79% (30/3 8)	84% (31/37)	84% (26/31)	61% (17/2 8)	66% (19/2 9)	79% (22/28)	65% (24/37)	76% (28/3 7)	78% (29/3 7)	73% (27/37)	82% (22/27)	67% (18/2 7)	69% (18/2 6)	85 % (22/26)

	Whole School - GREATER DEPTH in MATHS - 2024-2025																							
	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	16% (6/38)	13% (5/38)	13% (5/38)	24% (11/45)	15% (7/47)	20% (9/46)	26% (12/46)	18% (8/45)	7% (3/45)	9% (4/47)	16% (7/45)	17% (7/41)	15% (6/40)	17% (7/41)	28% (11/40)	33% (18/49)	25% (12/49)	35% (17/49)	29% (14/48)	35% (14/40)	13% (5/40)	13% (5/39)	19% (7/38)
Pupil Premiu m		17% (1/6)	17% (1/6)	17% (%)	17% (2/12)	9% (1/11)	10% (1/10)	10% (1/10)	0% (0/8)	0% (0/8)	0% (0/9)	0% (0/8)	10% (1/10)	8% (1/12)	8% (1/12)	17% (2/12)	33% (4/12)	8% (1/12)	25% (3/12)	9% (1/11)	8% (1/13)	0% (0/13 %)	0% (0/13)	8% (1/12)
Non Pupil Premiu m		16% (5/32)	13% (4/32)	13% (4/32)	27% (9/33)	17% (6/36)	22% (8/36)	31% (11/36)	22% (8/37)	8%(3/37)	11% (4/38)	19% (7/37)	19% (6/31)	18% (5/28)	21% (6/29)	32% (9/28)	33% (12/37)	30% (11/37)	38% (14/37)	35% (13/37)	48% (13/27)	19% (9/27)	19% (5/26)	23% (6/26)

Review of activity in the previous academic year (2024-2025)

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 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). <p>Support programme for 2 second-year ECTs, including the provision of mentor support and weekly timetabled support sessions, following the My Ambition Programme.</p>	<p>Continued uptake of CPD across the academy, including programme of support for two ECTs. Local and national courses attended by individuals and teams of staff. 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 seen in learning walks, scrutiny and assessment data.</p> <p>Timetable of learning walks and time given for scrutiny enabling staff to develop their leadership roles with a focus on finalising MTPs for foundation subjects.</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 where intervention support is monitored.</p>	2, 3, 4, 5
<p><u>Recruitment and retention of teaching staff</u></p> <p>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>Little Wandle programmes and intervention has taken place in Early Years, KS1, and for those pupils in KS2 still requiring support. Groups split and aspects repeated to those pupils requiring further consolidation in Early Year and Year One.</p> <p>Support for those who have not met the required standard will continue in September 2025. Re-working of Year 2 timetables for September 2025 in order to provide groups of pupils with what they need and to ensure rapid progress is made in Year Two.</p>	2, 3, 4, 5

<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 and resources.</p>	<p>CPD has continued this year for any new staff and reminders have been given in staff meetings on key aspects for current staff. Materials have been used effectively to develop long-term memory of pupils and regular retrieval practice within lessons, evident in learning walks and lesson observations.</p>	<p>2, 3, 4, 5</p>
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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>Teaching assistant deployment and interventions.</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 Pupil Premium pupils in Early Years, KS1 and KS2.</p>	<p>Little Wandle interventions have had a positive impact on all pupils, but especially Pupil Premium pupils 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. Online tracker now being used. Intervention support fluid in order to best support pupils throughout the year.</p>	<p>2, 3</p>
<p><u>Interventions to support language development, literacy, and numeracy</u></p> <p>One to one and small group tuition</p>	<p>Funding has been used for Mathematics and English interventions in target year groups over the last year. In the lead up to the Phonics Check in Year 1 and the Multiplication Check in Year 4, interventions were targeted to support Pupil Premium pupils and other vulnerable pupils who required further intervention support.</p>	<p>3, 4, 5</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 Pupil Premium pupils. These interventions are fluid, changing depending on the current needs across the academy at a given time.</p>	<p>The use of intervention feedback forms that feed directly into Provision maps has ensured rigorous monitoring of interventions this year.</p> <p>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.</p>	
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3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

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 Pupil Premium pupils 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>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><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>Staff have received initial or refresher training this year in Positive Behaviour Management (Team Teach) and are confident in using strategies, if and when required.</p>	1

	<p>Support interventions have been needed for some pupils in the academy.</p> <p>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>	
<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 Pupil Premium pupils to attend after-school clubs.</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>There have been a wider variety of clubs this year due to teachers running after-school clubs and with the introduction of wrap-around are.</p>	<p>1 and 7, but potentially all</p>
<p><u>Supporting attendance</u></p> <p>Initiatives to raise attendance of all pupils across the academy.</p> <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>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>6, but to impact all</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>SEL approaches have continued to be embedded in all classes, and to the benefit of all pupils.</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>Families provided with support as required.</p>	<p>Potentially all</p>

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 2025-2026	

Service pupil premium funding (optional)

<p><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</p>
N/A
<p>The impact of that spending on service pupil premium eligible pupils</p>
N/A

Further information

Leaders have evaluated practice and pupil outcomes from the last academic year 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 some Pupil Premium 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 creating the second year of our three-year strategy plan. As with Year One of our strategy plan, 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 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.