

# Pupil premium strategy statement – St Anne’s Catholic Primary School

This statement details our school’s use of pupil 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	427
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Carmel Martin
Pupil premium lead	Lisa Wilder
Governor / Trustee lead	Sarah Whelan

## Funding overview

Detail	Amount
Pupil premium finding allocation 2023/2024	£61,065
Pupil premium funding allocation 2024/2025	£62,110
Pupil premium funding carried forward from previous years	£0

## Part A: Pupil premium strategy plan

### Statement of intent

We believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential.

Our overall aims are:

- To raise the aspiration and ambition of disadvantaged students and to ensure that they have equitable access to all school experiences.
- To ensure all disadvantaged students benefit from quality first teaching where planning considers their individual learning needs including barriers to learning.
- To utilise targeted interventions and support, in all subjects, facilitating high quality education provision for disadvantaged students.
- To remove non-academic barriers including attendance, behaviour and wellbeing to support the success of disadvantaged students.
- To improve the progress and outcomes of disadvantaged students and eliminate the gaps between their progress and outcomes and that of their more affluent peers.
- To improve the reading fluency, comprehension, and vocabulary of disadvantaged students.
- To improve the mental health and well-being of disadvantaged students.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our Reaching for the Stars groups for pupils whose education has been worst affected, 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	<i>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</i>
2	<i>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</i>
3	<i>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</i>
4	<i>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</i> <i>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</i>
5	<i>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</i> <i>Teacher referrals for support have markedly increased during the pandemic. 34 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs.</i>
6	<i>Our attendance data over the last 3 years (2021-2024) indicates that attendance among disadvantaged pupils has been between 2-5% lower than for non disadvantaged pupils.</i>

## 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
<i>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</i>	<i>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</i>
<i>Improvement in KS2 reading outcomes in 2024/25</i>	<i>2024/25 reading outcomes show that more than 85% of disadvantaged pupils met the expected standard. 100% PP children will make progress across each year. 30% of PP children will make progress per year.</i>
<i>Improvement in KS2 maths outcomes in 2024/25</i>	<i>2024/25 maths outcomes show that more than 85% of disadvantaged pupils met the expected standard. 100% PP children will make progress across each year. 30% of PP children will make progress per year.</i>
<p data-bbox="170 579 1106 611"><i>Sustained high levels of wellbeing from 2024/25 demonstrated by:</i></p> <ul data-bbox="170 627 1106 786" style="list-style-type: none"> <li data-bbox="170 627 1106 691">• <i>qualitative data from student voice, student and parent surveys and teacher observations</i></li> <li data-bbox="170 707 1106 786">• <i>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</i></li> </ul>	<p data-bbox="1151 579 2040 722"><i>PP families will have an open dialogue with staff members and HSLW. Parents will feel they have a central point of contact to share any concerns and will feel confident to communicate any issues.</i></p> <p data-bbox="1151 738 2040 882"><i>Children’s well-being will be improved, enabling them to learn. Pupil voice will demonstrate that pupils feel supported in their mental well-being and are confident sharing their concerns with a trusted adult.</i></p>
<i>Sustained high attendance from 2024/25</i>	<p data-bbox="1151 906 1413 938"><i>Demonstrated by:</i></p> <ul data-bbox="1151 954 2063 1066" style="list-style-type: none"> <li data-bbox="1151 954 2063 1066">• <i>the overall absence rate for all pupils being no less than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</i></li> </ul>

## 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: **£14, 849**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of yearly subscriptions for standardised diagnostic assessments such as Wellcomm and Neli (Early Language Intervention).</p> <p>Purchase of new reading scheme- Master readers</p> <p>Purchase phonic decodable books for KS2</p> <p>Purchased NESSY (Dyslexia screening and reading/ spelling intervention)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time (Wellcomm and Neli).</p> <p>Chatterbox embedded daily into every year group to improve vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>

<p>Continue to update a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils</p> <p>Purchased Rocket phonic intervention resources and books across the school.</p> <p>Phonics intervention groups.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Strengthen the understanding of number through focused daily deepening activities. Embed White Rose Maths programme across Reception, Year 1 and Year 2 ensuring consistency of approach and quality of teaching delivery.</p>	<p>To secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p> <p><a href="https://www.ncetm.org.uk/maths-hubprojects/mastering-number/">https://www.ncetm.org.uk/maths-hubprojects/mastering-number/</a></p>	3
<p>Quality first teaching supported by coaching system- Step lab</p> <p>Purchase of Steplab subscription for all staff.</p>	<p>Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive</p>	1,2,3

	skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving. – CfBT, Lofthouse, Leat and Towler	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Purchased New Ten Ten PSHE/ RSE scheme.</p> <p>Ten Ten: PSHE scheme to be used throughout the school for weekly 'Well-Being Wednesday' sessions.</p> <p>Zones of Regulation to be revised and put into place and updated staff training undertaken.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months)</p>	4
<p>Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p> <p>Purchased Master readers- focus on vocabulary.</p>	<p>CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 2 and 3 vocabulary. (EFF Communication and language approaches-high impact)</p>	1,2
<p>Computing scheme purchased (Purple Mash) and technology updated (ICT suite computers updated) so that technology is available for remote learning for those pupils who do not have digital technology at home. Digital technology enhances the teaching</p>	<p>(EFF toolkit Digital technology Moderate impact for moderate cost)</p>	1,2,3

and learning in all year groups - on going licence		
Partnership with MAT specialists - Tom Holloway (Science) and Charlotte Cala (Art/DT)	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Primary science teaching trust. Science lead is released once a term as well as all staff receiving high quality CPD from Tom Holloway	4
Management training (with LDPE) for Senior Leadership Team	High quality staff CPD is essential to follow EEF principles. SLT support to implement of strategies across the school.	1,2,3,4

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

Budgeted cost: **£23, 702**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme (Wellcomm and Neli) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.. Purchase reading and spelling programme NESSY	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: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Phonics intervention groups across the school for the children that did not pass the KS1 phonics screening.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1,2

<p>Phonics tracker- daily practice of unknown sounds and HFW</p> <p>Same day intervention for pupils falling behind as identified through our phonics scheme 'Rising Stars' and TRACKS support.</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Third Space online maths tuition used to support in Y6.</p> <p>Third group in Y5 to close the gap in Maths and English.</p>	<p>1,2,3</p>
<p>Number sense maths intervention for EYFS and KS1. All teaching assistants released 3 x per week to implement targeted early maths support. First class at number and switch on release time (training and resources)</p>	<p>Develops targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be is tracked throughout the 10-week programme</p>	<p>3</p>
<p>Adults to read with key PPG pupils on a regular basis. Reading conferences to encourage a love of reading and support book choices. Purchased Rocket Phonics KS2 decodable books for PP and lowest 20%</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1,2</p>

Adults to use phonics tracker to monitor and practice unknown words and HFW		
<p>Planned support for pupils transitioning into primary school from nurseery and home through additional support in the EYFS as well as extended opportunities for home visits.</p> <p>Extra transition groups for year 6 moving to secondary school.</p> <p>Rainbow groups Year 6 children.</p>	<p>Historically there has been widespread international attention directed at transitions in ECE, within research and policy. In England the provision of support to children and families through experiences of 17 transition has been consistently highlighted as vital in multiple government documents such as the Allen Report (Allen, 2011) and the Special Educational Needs (SEN) &amp; Disability Green Paper (DfE, 2011). More recently, the Special Educational Needs and Disability (SEND) code of practice (DfE, 2014) emphasised the importance of engaging in an integrated approach to supporting “better transitions between life stages and settings, including from early years to primary education” (p.48)</p> <p><a href="https://orca.cardiff.ac.uk/124065/1/Thesis-SimsDEdPsy.pdf">https://orca.cardiff.ac.uk/124065/1/Thesis-SimsDEdPsy.pdf</a></p>	1,2

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

Budgeted cost: £23, 559

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

appointing attendance/support officers to improve attendance.		
Contingency fund for acute issues (school trips, uniform, resources, wrap around care, school clubs).	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.	5
Home School Link Worker, School Counsellor and ELSA provision	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. <sup>8</sup> This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching. - EEF	5
Daily fruit	KS1 children were given a daily piece of fruit during the year. This had a positive impact on the children's wellbeing and overall health	5
Pupils get priority in choosing after school clubs and free places.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	5
A member of SLT employed to focus on PPG pupils	<a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a>	1-6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our	Both targeted interventions and universal approaches can have positive overall effects:	5

school ethos and training staff on the new behaviour policy.	<a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
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**Total budgeted cost: £62, 110**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	
<p><i>Improved oral language skills and vocabulary among disadvantaged pupils.</i></p>	<p><b><u>2023/2024</u></b> In reception 83.3% ( 5 pupils) achieved expected standard for speaking, 83.3% (5 pupils) achieved expected standard for comprehension.</p> <p>In year 6, 83.3 ( 5 pupils) achieved expected standard in reading comprehension. In year 6, 66.7% (4 pupils) achieved the expected standard in SPAG.</p> <p>The new Rocket phonics decodable books, daily checking of unknown words and HF words and monitoring progress on phonics tracker has had an impact on reading and vocabulary.</p> <p>However, we are not necessarily seeing the impact in Y2 – Y6 yet. Which highlights the need to complete the Welcomm assessment on more children across the school and set up short interventions.</p> <p><b><u>2022/23</u></b> In Reception 75% (6 pupils) achieved expected standard for comprehension.</p> <p>In Year 6, 50 % (4 pupils) achieved the expected standard in SPAG.</p> <p>This shows that the intervention and assessment (Welcomm and Neli) to improve vocabulary skills for disadvantaged pupils who have relatively low spoken language skills is having an impact in reception.</p> <p>However, we are not necessarily seeing the impact in Y2 – Y6 yet. Which highlights the need to complete the Welcomm assessment on more children across the school and set up short interventions.</p> <p><b><u>2021-22</u></b> In Reception every disadvantage child achieved expected standard for comprehension.</p> <p>In Year 6, 70% (9 pupils) achieved expected in SPAG.</p>
<p><i>Improved reading attainment among disadvantaged pupils.</i></p>	<p><b><u>2023/2024</u></b> In Reception, 83.3% (5 pupils) achieved expected standard for comprehension.</p> <p>The new Rocket phonics decodable books, daily checking of unknown words and HF words and monitoring progress on phonics tracker has had an impact on reading and vocabulary. IN Year 1, 33.3% of PP children passed the phonics screening check.</p>

Across all year groups, 78.3% ( 18 children) PP children made good or better progress in reading. across KS1 and KS2 69.9% (16 children) achieved expected in reading. In Year 6, 83.3% (5 children) achieved expected in KS2 SATS.

**2022/23** In Reception 50% (4 pupils) achieved the early learning goal for reading. Every disadvantage child in Y1 achieved the phonics screener. In Y2, 67% (2 pupils) achieved expected in reading. In Y6, 63% (5 pupils) achieved expected in reading.

We are also achieving a downward trend over the last 4 years with less children, and in particular disadvantage children, achieving below standard in reading.

	<b><u>% of pupils below ARE in the summer term. (Y1-6)</u></b>			
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>All pupils</b>	22%	18%	13.2%	16.3%
<b>Disadvantage</b>	43%	33%	24.3%	29.2%
<b>Not disadvantage</b>	18%	15%	12%	15.1%

This shows that the above assessments and interventions (Welcomm and Neli) are not only having an impact on improving oral language skills and vocabulary but that this is aiding children to comprehend their reading. Similarly, the introduction of a DfE validated Systematic Synthetic Phonics programme is securing stronger phonic teaching. And alongside this same day intervention and TRACKs intervention is ensuring more and more children meet the end of the Year 1 phonic standard. However, we are not necessarily seeing the impact in Y2 – Y6 yet. Which highlights the need to look into gap analysis of phonics and reading further up the school and ensure there is suitable intervention in place.

**2021-22** In Reception every disadvantage child achieved the early learning goal for reading. Every disadvantage child in Y1 achieved the phonics screener. In Y2, 50% (2 pupils) achieved expected in reading. In Y6, 70% (9 pupils) achieved expected in reading.

We are also achieving a downward trend over the last 4 years with less children, and in particular disadvantage children, achieving below standard in reading.

Improved maths attainment for disadvantaged pupils at the end of KS2.

**Three year trend in Maths at the end of KS2**

	<b><u>% of pupils below ARE in maths at the end of KS2 (Y6)</u></b>		
	<b>21-22 (13 PP pupils)</b>	<b>22-23 (9 PP pupils)</b>	<b>23/24 (5 PP pupils)</b>
<b>All pupils</b>	19%	19%	10%
<b>Disadvantage</b>	31%	44%	20%
<b>Not disadvantage</b>	15%	15%	9%

**2023/24 Maths at the end of KS2**

	<b><u>% of pupils below ARE in maths at the end of KS2 (Y6)</u></b>	
	<b>Aut 1 (5 PP pupils)</b>	<b>Sum 2 (5 PP pupils)</b>
<b>All pupils</b>	23%	10%
<b>Disadvantage</b>	50%	20%
<b>Not disadvantage</b>	20%	9%

**2022/23 Maths at the end of KS2**

	<b><u>% of pupils below ARE in maths at the end of KS2 (Y6)</u></b>	
	<b>Aut 1 (9 PP pupils)</b>	<b>Sum 2 (9 PP pupils)</b>
<b>All pupils</b>	30%	19%
<b>Disadvantage</b>	56%	44%
<b>Not disadvantage</b>	16%	15%

**2021/22 Maths at the end of KS2**

	<b><u>% of pupils below ARE in maths at the end of KS2 (Y6)</u></b>	
	<b>Aut 1 (13 PP pupils)</b>	<b>Sum 2 (13 PP pupils)</b>
<b>All pupils</b>	31%	19%

<b>Disadvantage</b>	53%	31%
<b>Not disadvantage</b>	24%	15%

**2021/22 Third space intervention – 1:1 tuition**

Attainment was 54% but the progress shows where the difference was made. The average points progress over 2021-22 for the 15 children who took part was 6.4. With 5 children making accelerated progress.

6 of those 15 children were disadvantage and they achieved an average point score of 6.4 and 3 children made accelerated progress.

*To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.*

*To strengthen relationships between school and home.*

Through surveying our pupils in the last academic year (2022-2023): 97% of children said they were happy in school and 73% felt they were safe in school. In addition, 97% of parents said that they felt their child was happy in school and their needs were being met with regards well-being. It is likely but not definite due to the anonymous entry that 36 disadvantaged pupils and 22 disadvantaged parents completed the survey

In the academic year 2022/23, 35 children had ELSA support, either one-to-one or in a group. Of those, 32 made progress with their emotional targets. Where children didn't made progress, the barriers were longstanding complex issues. All three children who didn't see improvement through ELSA have gone on to make progress through subsequent interventions or classroom support.

9 children benefitted from one-to-one counselling and all children made progress as a result of their course of support. The School Counsellor also gave targeted support to Year 6 children transitioning to Secondary School.

One child attended the Rainbows Bereavement intervention and found it to be a significant support. This child is now happy and thriving.

13 children did the Rainbows Health and Wellbeing intervention. Only one out of the thirteen now requires a follow up intervention.

Across the board, parents have reported progress and been very thankful for interventions.

Our HSLW had 87 instances where she offered family support over the course of the last academic year. 46 instances were related to disadvantage pupils and families. Having asked parents for feedback regarding how the support was given and how helpful they found it 97% of those offered support said it made a difference. 75% said that it had made a significant difference to them and their child.

62 in-house early help scenarios. 19 were related to disadvantage pupils.

**2021-22**

Through surveying our pupils in the last academic year (2021-2022): 93% of children said they were happy in school and 89% felt their well-being was considered and helped in school. In addition, 95% of parents said that they

felt their child was happy in school and their needs were being met with regards well-being. These surveys included – 42 disadvantaged pupils and 29 disadvantaged parents.

20 pupils had ELSA in 2021-2022. Every pupil made improvement in the areas of focus and achieved the majority of their targets.

In addition, there were 12 pupils who were seen by our school councillor in 2021-2022 and of those that engaged 100% shared that the sessions had a significant impact on their well-being. This was reinforced by parents who had noticed a change in their children.

Our HSLW had 82 instances where she offered family support over the course of the last academic year. Having asked parents for feedback regarding how the support was given and how helpful they found it 94% of those offered support said it made a difference. 72% said that it had made a significant difference to them and their child.

We introduced zones of regulation in September 2022 and the pupils interviewed in December 2022 understood what they were and how to use them but were not necessarily using them every day. This will be reviewed with staff and pupils in the new year.

*To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.*

	2021/22				2022/23				2023/24			
	<i>Attendance</i>	<i>Authorised</i>	<i>Unauthorised</i>	<i>Persistent Absence</i>	<i>Attendance</i>	<i>Authorised</i>	<i>Unauthorised</i>	<i>Persistent Absence</i>	<i>Attendance</i>	<i>Authorised</i>	<i>Unauthorised</i>	<i>Persistent Absence</i>
<i>All</i>	95	4	1.0	8	95	4	2	13	96	3	1	5
<i>Disadvantage</i>	93	5	1.9	32	90	7	3	42	91	4	5	29
<i>Disadvantage (minus minority group)</i>	94	5	1.3	20	93	6	2	26	96	3	1	6
<i>Not disadvantage</i>	95	4	0.9	6	95	3	1	10	97	2	1	2

### **2023-2024 outcomes**

*In the academic year 2023/24, 21 children had ELSA support, either one-to-one or in a group. Of those, 19 made progress with their emotional targets. Where children didn't make progress, the barriers were longstanding complex issues or needing an alternative intervention. The children who didn't make progress during ELSA sessions have gone on to make progress through classroom support. 9 children benefitted from one-to-one counselling and 8 out of 9 children made progress as a result of their course of support. One child who had counselling finished as it wasn't the right fit. They have gone on to have an alternative intervention which has been successful. An additional ELSA group ran during the Summer Term giving targeted support to Year 6 children transitioning to Secondary School.*

*12 children benefitted from the Rainbows Health and Wellbeing or Bereavement programmes. These were beneficial for all the children and 3 of these have gone on to be supported by ELSA as needs persisted.*

### **2020 - 2021 outcomes**

*Our internal assessments during 2019/20 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum, with 42% of disadvantaged children not achieving ARE in Reading, 42% in Writing and 40% in Maths (2018-19). 22% of disadvantaged children not achieving ARE in Reading, 30% in Writing and 21% in Maths (2020-21). Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.*

*Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.*

*Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this 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

### Other information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium.*