

Pupil Premium Strategy Statement.

St Mary's CVA New Mills

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 effect that last year's spending of pupil premium had within our school.

This is a three-year pupil premium strategy.

At St. Mary's CVA New Mills, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

We ensure all our pupils have the necessary skills and values not only to succeed but to flourish. We enable them to challenge and transform society by becoming analytical and critical thinkers. Thus ensuring we are forming the leaders of tomorrow.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at St. Mary's, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

From 2012-2013, this will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families.

School overview

Detail	Data
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	
2	2023-2026
Date this statement was published	08.01.2024
Date on which it will be reviewed	04.07.2024 reviewed 15 July PC
Statement authorised by	Patricia Chapman
Pupil premium lead	Jo Mallabar
Governor / Trustee lead	Liz Greene

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,860.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 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 <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50,860.00

Part A: Pupil premium strategy plan

Statement of intent

St. Mary's CVA Pupil Premium Strategy Plan is based on ensuring all children are provided with the best possible education so that they can achieve their full potential. We focus on the holistic child so ensuring all pupils make clear progress and attainment within their education.

To achieve this, we focus on the following objectives:

1. Quality first teaching.
2. Barriers to learning for disadvantaged pupils.
3. Interventions for when progress has slowed.
4. Engage with parents and carers in the education of their child.
5. Refer to existing evidence on the effectiveness of different strategies.
6. Using current research e.g. EEF (Education Endowment Foundation) classroom staff are trained in these strategies.
7. All staff are committed to the importance of Pupil Premium agenda and strategic plan.
8. Trained and nominated governor on pupil premium.

Challenges

BARRIERS TO FURTHER ATTAINMENT:

Trust Objective: Strategic Aim 1: Providing high quality Catholic education for all. Priority 1.4 – Maintain a relentless focus on the most vulnerable.

School's objective 2: Ensure consistent, quality first teaching, to promote high attainment in all subject areas (Impact - using rigorous data and progress analysis to inform) – PP Pupils identified on EduKey with passport, provision and targets.

Areas to improve from OFSTED report 24/1/23

“Leaders have not ensured that teachers consistently implement all aspects of the ambitious curriculum. For example, they have not ensured that teachers consistently identify the most important knowledge that pupils should learn from the different topics they study. Furthermore, some teachers do not always use formal assessment outcomes well to plan future learning and to provide pupils, including pupils with SEND, with precise targets for their next steps. As a result, not all pupils can recall the key, important knowledge that leaders want them to remember from the topics they have studied. Leaders need to ensure that teachers have the necessary knowledge and understanding to be able to teach topics in a manner that enables pupils to be able to remember the key knowledge that they should for future learning. Leaders should ensure that all pupils receive precise guidance and targets for their next steps, so that they can achieve as highly as possible.”

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

Challenge number	Detail of challenge
1	Poor maths fluency & reading skills impacting access to wider curriculum (inc writing)
2	Acorn Pupils' behaviour traits (LAC & PLAC) – possible links to Early Childhood
3	Speech and Language delays (increasing percentage year on year)
4	Lack of 'culture capital' and experiences impeding ability to contextualise learning.
5	Impact of cost of living – low-income families struggling to ensure children are sufficiently prepared for school (ie healthy balanced diets, consistent routines, suitable clothing etc)
6	Parental Engagement (inc support of mental health, academic requirements and homework/technology support)

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
Ensure the well-being needs of all pupils in receipt of pupil premium funding are met so they are on track to make or exceed expected progress (from their starting point) and attainment including the GLD	Pupils with pastoral or SEN needs are identified swiftly on transition to ensuring needs are met and progress is made from starting point.

	Support/intervention groups in place- New PP champion appointed all timetable intervention groups in place . CTs have used their gap analysis to identify concise areas of focus.
To continue to ensure the outcomes for pupils in receipt of pupil premium is at least in line with those of peers or baseline entry points in school across the curriculum by using interventions and assessment information to target and close gaps for PP pupils	All pupils, in all subjects, are tracked using the Trust Assessment Framework to identify progress from their starting points. Pupil Premium champion has established and organised group interventions and IPP are shared with parent's/carers- Rigorous tracking and identification with the new Derby Research schools training will ensure further detailed interventions are in place that can show a clear impact on delivery for all pupils
To continue to ensure the development of nurture groups for social emotional issues, utilising our pastoral care. Newly appointed ELSA is embedding practice	Pupils are more confident within a group, articulate responses clearly and develop secure friendship groups. Pupils begin to show self-regulation where needed. ELSA has completed all training including Positive Pay with Virtual schools, further planned interventions based on this CDP are planned for 24-25
To continue with Talk boost in KS1 to identify speech and language delay. Implement NELI in EYFS each year	Most pupils can articulate language accurately. Interventions are embedded and staff are confident in supporting. To be embedded in 2024 to 2025
Ensure all pupils are immersed in a rich curriculum, including home school resources utilising Class dojo and other learning platforms.	Termly assessments in driver subjects demonstrates sticky knowledge is secure for most pupils. Pupil retrieval in science has shown clear continued improvement in both KS1 and KS2 school results are above the national average, LGB walks in non core subjects gathering pupil voice evidence indicates that pupils can confidently articulate their learning from previously taught subjects.

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: £10,400.00 (online resources – Phonics Tracker, Phonics Bug, Nesy, TTRS & Staff CPD inc HLTA, Music teacher)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP/Disadvantaged pupils make clear progress in handwriting, phonics knowledge, reading comprehension and oracy.</p> <p>Implementation: Roll out (DFE) NELI Continue using structured writing programme- Harvey Talk Boost implemented within Year 1 and 2 15/20 minutes 3 days per week for Talk Boost 15 minutes for snip and NNS spelling. Weekly reading comprehension x 3 days based on the following: 1.teachers questioning pupils to apply key steps; KS1/2 2.summarising or identifying key points; metacognitive talk to model strategies; 3.using graphic or semantic organisers; 4.using peer and self questioning strategies to practice the strategies (such as reciprocal questioning); and KS2 5.pupils monitoring their own comprehension and identifying difficulties themselves. Parent sessions in phonics and reading Continue with focus group marking daily 10 per group-TA, Teacher and peer marking-rotate daily</p>	<p>All research from EEF 2022 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves +6 months a combination of approaches that include phonics, reading comprehension and oral language approaches +6 months . Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. 2. Feedback can be effective during, immediately after and some time after learning. +6 months Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include:targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p>	<p>Challenge #1 #3</p> <p>Early years intervention to reduce speech and language delay Most pupils can articulate language accurately. All pupils can recall key information from reading comprehension Continue with discrete handwriting sessions to develop accurate letter formation and sustained writing. Pupils are confident to articulate and reason</p> <p>To be reviewed and implemented in 2024 to 2025, new pp champion will lead Talk Boost session each week, accelerated reader programme to be reviewed and further investigated</p>

<p>All pp pupils make clear and evident progress in spelling</p> <p>Implementation: 15 minutes 3 days per week direct spelling focus.</p>	<p>See above</p>	<p>Challenge #1</p> <p>Introduce several approaches to spelling to adapt to the needs of all pupils-further analysis to continue with a clear focus in KS2 75% of pupils achieved the national standard in KS2 SATs</p>
<p>Maintain high levels of consistency within maths curriculum through instant recall of facts and timetables</p> <p>Implementation: Use self-regulation strategies to specific and concise tasks within maths topics on subject knowledge Pupils work in collaborative groups to support their learning using 'learning to learn skills' All pupils develop their understanding of what is required within the lesson to succeed I their outcomes. In class develop metacognitive talk related to lesson objectives-use key vocabulary and knowledge mats. Parent sessions in maths mastery</p>	<p>linking structured small group interventions to classroom teaching and the curriculum EEF=+8 months Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. This is based on three components cognition- mental process involved in knowing, understanding and learning, Metacognition-learning to learn and motivation- all pupils are engage in metacognitive and cognitive skills.</p>	<p>Challenge #1 #6</p> <p>All pupils can recall key facts instantly and with increased speed Utilise TT Rockstars, numbots and Century supported learning with chrome books in KS2</p> <p>MTC results show further work is required on fluency and recall, CPD in maths specialism to follow in 2024-25, 81% achieved expected in KS2 SATs which is above the national average</p>
<p>Quality first teaching is evidenced through Quality Marks and high attainment across all subjects</p> <p>Implementations: Daily recaps of sticky knowledge using knowledge mats and umbrella core vocabulary. A collaborative (or cooperative) learning</p>	<p>Explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning EEF=+5 months Approaches which promote talk and interaction between learners have significant gains.</p>	<p>Challenge #1 #6</p> <p>Increase subject pedagogy and expertise with teachers and teaching assistants The new Employee Growth programme will further enhance high quality CPD based on the SIP and SEF</p>

<p>approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Both TAs and teachers collaborate articulating challenging vocabulary and accurate application. HLTA training</p> <p>Parent sessions in maths, phonics and reading.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,800.00 (inc ELSA, CPD, NELI, DFE Mark, SENDCo, EDUKey)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved articulation of language	DfE /research states that this intervention programme will improve speech and language skills in EYFS pupils	Challenge #1 #3 continued focus in year 2
<p>Increased accuracy in spelling</p> <p>Implementation: Embed SNIP and NNS)</p>	EEF +5 months Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. 2. Pupils need support and practice to work together	Challenge #1 continued focus in year 2
<p>Increased and sustained improvement in handwriting with a specific focus disadvantaged SEND pupils</p> <p>Implementation: MH Handwriting sessions English cluster session with Trust</p>	When pupils can write automatically they can concentrate on what to write rather than how to write. EEF-PP targeted intervention	Challenge #1 continued focus in year 2

<p>Greater recall in Reading comprehension and oracy. Confidence in articulation</p> <p>Implementation: All classes weekly guided reading (EYFS whole class and individual reading with CT) sessions moving to independent reading comprehension using Scholastic resources graded from developing to greater depth All pupils in KS2 triangulate learning and links with similar authors and genres)</p>	<p>EEF- collaborative approaches increase pupil progress by 5 months</p>	<p>Challenge #1 #2</p> <p>Further reviews on the feasibility of utilising Accelerated reader, direct focus on KS2 to ensure pace and progress in competing reading book schemes and moving to independent 'pocket reads' by Year Six (where appropriate) Parent communication about daily and weekly expectations on home reading to be shared to improve consistent and regular reading habits.</p>
<p>Increase recall and speed in key number facts across all age groups</p> <p>Implementation: All pupils can recall key facts instantly and with increased speed and accuracy</p>	<p>EEF targeted intervention for all disadvantaged pupils will improve progress. All pupils will develop their fluency, reasoning and problem solving across the school.</p>	<p>Challenge #1</p> <p>New CPD for maths specialism WRH</p>
<p>All pupils can recall key vocabulary for their non-core subjects. It is embedded in their long-term memory.</p> <p>Implementation: Daily rocket recaps, knowledge mats, quizzes and core umbrellas to ensure pupils are consistently revisiting taught learning. Teachers and teaching assistants consistently use high quality and challenging vocabulary. PowerPoint taught daily for cumulative curriculum fluency</p>	<p>EEF metacognition-this will allow all pupils to develop a range of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	<p>Challenge #1 #3</p> <p>Review visual – umbrellas change to another stimulus, ensure new rocket recaps in pace for year 3 using gramasaurus, MDAs to continue recapping at lunch time and CTS recap at the start of each lesson</p>

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

Budgeted cost: £17,600.00 (Eg EHO, S4S-Behaviour, Ed Psych, residential and trips, ELSA)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure PASS analysis are identified and actions put in place</p> <p>Implementation: One to one and small group sessions supported by ELSA PP Champion small group intervention JM well-being resources/books allocated to support pupils mental health.</p>	<p>EEF-PP strategy using targeted support improves pupils social and emotional well-being is an effective means of enhancing pupil progress.</p>	<p>Challenge #2</p> <p>All pupils can verbalise that they are happy in school. They are confident in their learning and self believe.</p> <p>New Trust survey completed all targeted support completed via ELSA and CTs</p>
<p>Increase parental engagement through open day workshops for English-phonics, reading and Maths</p> <p>Implementation: Arrange open days</p>	<p>A collaborative approach between home and school will ensure we are working in partnership for the benefit of all our pupils. EEF+4 months Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities;</p>	<p>Challenge #4 #6</p> <p>Parents have an understanding on how the N/C is taught so that they can support their children at home.</p> <p>Continue to invite parents/carers into school for maths and English- e.g SATS sessions -sit with a pupil and complete past papers</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning</p> <p>Implementation: Weekly lunch time clubs with subject specialists. Trips and visits outside of school and in the local community to enhance culture capital</p>	<p>Pupils are engaged and focused within the sessions and enjoy the opportunity to develop their interests. They enable pupils to develop their character, resilience, confidence and independence.</p>	<p>Challenge #4 #5</p> <p>All disadvantaged pupils are engaged in an enrichment club</p> <p>All disadvantaged pupils have accesses enrichment clubs and activities.</p>
<p>Improve attendance and reduce persistent absences.</p>	<p>DFE - Being around teachers and friends in a school or college environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care.</p>	<p>Challenge #2 #4 #5 #6</p> <p>Attendance for the school is in the top 25% nationally, new attendance policy</p>

<p>Implementation: 4step communication process established (inc teacher attendance flagging meeting), research evidence, communicated weekly via newsletters, termly attendance updates sent to parents. Identify poor attendance linking to wider family/parent difficulties</p>	<p>Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.</p> <p>The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.</p>	<p>reviewed alongside changes within the LA, information has been communicated to all parents/carers</p>
<p>Improve behaviour strategies across the school to support disadvantaged pupils.</p> <p>Implementation: Engage Virtual school where possible with SGO/PLAC, Implement whole school behaviour curriculum, BSS support services</p>	<p>DFE</p> <ol style="list-style-type: none"> 1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. 2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. 3. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact. 4. When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school. <p>Teach learning behaviours alongside managing misbehaviour</p> <ul style="list-style-type: none"> • Teaching learning behaviours will reduce the need to manage misbehaviour • Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning • Teachers should encourage pupils to be self-reflective of their own behaviours <p>Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression</p> <ul style="list-style-type: none"> • Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time • Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy 	<p>Challenge #2 #4</p> <p>Behaviour in school and externally is at least good with many examples of outstanding behaviour at school sports events, music groups and residential.</p>

WRAP care made available for pupils Implementation: Access to breakfast club (inc breakfast) and after school club (inc snack, drink and wider opportunities club sessions)		Challenge #4 #5 #6 Fully embedded

Total budgeted cost: £ 50,860.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment data for previous 3 years *

* No individual school or national attainment data is available for the 2019-20 or 2020-21 academic years, due to the Coronavirus pandemic.

EYFS DATA 2022-23						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	33%	66%	76%			68%
% meeting EXP or exceeded in Reading	33%	71%	76.2%			69.9%
% meeting EXP or exceeded in Writing	33%	71%	80%			
% meeting EXP or exceeded in Maths (Number)	83.3%	71%	95.2%			77.2%

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	50%	77%	73%	57%	74%	72%
% meeting EXP or exceeded in Reading	50%	77%	73%	62%	79%	77%
% meeting EXP or exceeded in Writing	50%	77%	73%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	50%	85%	80%	66%	82%	80%

EYFS DATA 2017-18						
% achieving Good level of development (GLD)	100%	64%	67%	57%	74%	72%
% meeting EXP or exceeded in Reading	100%	71%	73%	62%	79%	77%
% meeting EXP or exceeded in Writing	100%	64%	67%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	100%	79%	80%	66%	82%	80%

PHONICS 2022-23						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	100%	93%	94%	69.4%	84.1%	80.5%

PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	100%	93%	94%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	100%	100%	100%	70%	84%	82%

KSI ATTAINMENT 2022-2023						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths	33%	64%	59% (TA)			57%
% meeting expected standard or above in reading	83%	64%	83%			69%
% meeting expected standard or above in writing	33%	64%	59%			
% meeting expected standard or above in maths	83%	64%	88%			71%

KSI ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths	50%	90%	70%	50%	69%	65%
% meeting expected standard or above in reading	50%	83%	80%	62%	78%	75%
% meeting expected standard or above in writing	50%	78%	75%	55%	73%	69%
% meeting expected standard or above in maths	50%	78%	75%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	0%	76%	71%	51%	69%	65%
% meeting expected standard or above in reading	0%	92%	86%	60%	78%	75%

% meeting expected standard or above in writing	0%	77%	71%	53%	73%	70%
% meeting expected standard or above in maths	0%	85%	79%	61%	79%	76%

KS2 Data 2022-23

	Pupils eligible for PP	Pupils not eligible for PP	All pupils (22)	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	78%	85%	82 %			61%
Progress score in reading	77% (value added) +0.8	84%	82% (value added) +1.8 (-1.9 to +4.3)			74% 0.03
Progress score in writing	89% (value added) +1.1	84%	86% (value added) +2.4 (-1.2 to +4.7)			73% 0.03
Progress score in maths	89% (value added) -0.4	84%	86% (value added) -1.0 (-4.2 to +1.5)			74% 0.03

KS2 Data 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	Not applicable	69.%	69.%	51%	71%	65%
Progress score in reading	Not applicable	+0.4 (-3.0 to +3.7)	+0.4 (-3.0 to +3.7)	-0.62	0.32	0.03
Progress score in writing	Not applicable	-3.5 (-6.6 to -0.4)	-3.5 (-6.6 to -0.4)	-0.50	0.27	0.03
Progress score in maths	Not applicable	+2.0 (-0.9 to +5.0)	+2.0 (-0.9 to +5.0)	-0.71	0.37	0.03
KS2 DATA 2017-18						
Ks2 Attainment RWM combined	50%	73%	71%	51%	70%	64%
Progress score in reading	2.43 (-5.9 to 10.7)	-0.59	-0.24 (-3.0 to +2.6)	-0.60	0.30	0.03
Progress score in writing	-2.67 (-10.6 to 5.2)	-2.10	-2.17 (-4.9 to +0.5)	-0.40	0.20	0.03
Progress score in maths	-3.84 (-11.3 to 3.7)	-0.77	-1.1 (-3.7 to +1.5)	-0.60	0.30	0.03

KS2 Data 2018-19						
Progress score in writing	-0.06 (-12.0 to 11.8)	-1.64	-1.5 (-4.6 to +1.5)	-0.40	0.20	0.00
Progress score in maths	-4.58 (-15.6 to 6.4)	1.21	+0.8 (-2.0 to +3.7)	-0.60	0.30	0.00

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2022-2023 Year1-Year6	93.86 %	94.12%	na- school figures include COVID absence
2020-21 *	94.5%	97.4%	na
2019-20 *	97%	97.76% (20/3/2020)	na
2018-19	94%	96.7%	96%

* The pandemic has affected attendance figures in school in 2019-20 and 2020-21. There is no national attendance data available for the 2019-20 academic year.

Evaluation of Previous Year targets.			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1. Every child receives teaching which is good and frequently outstanding in every classroom.	A. Regular monitoring of subjects by Head and Subject leaders to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school. Lesson observations and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful. Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.	High Lesson drop ins indicate a broad and balanced curriculum is being taught. Teachers have received a range of CPD through the Trust- all new initiatives are in place. Subject pedagogy and expertise is evident through articulation and pupil response.	This provision will continue for the next three years to ensure all upskilling is cascaded to all staff. All pupils receive precise guidance and targets for their next steps, so that they can achieve as highly as possible.
2. All pupils receive good and often outstanding teaching Maths	Maths mastery practice is evident in every class and all adults are confident in teaching correct applications.	High All adults have the knowledge to ensure all pupils keep up within	Continue with this provision to improve greater depth in reading and maths SEND pp show clear progress from starting points using new Trust assessment Framework in line with SMART targets on Edukey

		mastery approaches through scaffolding.	
3. Subjects To continue to refine assessment and imbed metacognition through continuous recall	Identify Golden threads in non-core subjects so ensuring all pupils can articulate key learning through their retrieval practice.	High All pupils consistently demonstrate knowledge retrieval through long term memory.	Continue to ensure pupils are confident to articulate clearly what they know and remember.
Priority Area		Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
4. To ensure PASS analysis focus areas are identified and actions put in place	<p>Pupil confidence as learners is clearly evidence in daily drop ins</p> <p>Identify all amber red areas and use pupil voice to clarify the issues</p> <p>Utilise EHO to support pupils with anxiety</p>	High	Yes to ensure all pupils are confident learners . Many of the traits we are identifying are linked to parent/carer wellbeing and mental health

	Continue to monitor and identify persistent absence, ensure school percentages remain above the national average.		
5. Pupils have a breadth of experiences that enable them to contextualize their learning	<p>Raising quality of teaching for all pupils</p> <p>Direct teaching of PP pupils in intervention</p> <p>Ensure all pupils experience high quality enrichment activities.</p>	High	Yes- .
Priority Area		Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
6 Increase parental engagement through open day workshops for English, ICT and Maths	Open days organised throughout the year, parents and carers can visit school to observe how pupils learn.	High Parent/carer feedback is very positive, high turn out	Yes. To ensure parents/carers have an understanding of the schools curriculum and can support home-work tasks confidently with their children.

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
None	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Optional – information held in school.

The impact of that spending on service pupil premium eligible pupils

Further 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 or recovery premium funding.