

# St Joseph's Catholic Primary School, Malmesbury

## Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Detail	Summary
School name	St Joseph's Catholic Primary School
Pupils in school	79
Proportion of disadvantaged pupils	27 (34%)
Academic years of our current Strategy (Version 3)	September 2024-2025
Date this statement was published	December 2024
Review date	September 2025
Statement authorised by	Paul Bacon
Pupil premium lead	Paul Bacon
Governor lead	Kirsty Martin

### Funding overview

Detail: 2023-2024 Academic year	Amount
Pupil premium allocation this academic year	32,950
Looked after children funding	2,570
Service Pupil Premium Funding	1,360
Pupil premium funding carried forward from previous year	4,915
<b>Budget availability for the 2024-2025 academic year</b>	<b>41,795</b>

### Planned expenditure (2023-2024)

Detail: 2025-2026 Academic year	Amount
Teaching and Learning	£15 710
Targeted Academic Support	£16 442
Wider strategies	£12 351
<b>Total expenditure for 2024 – 2025 Academic year</b>	<b>£44 503</b>

## Current school roll

Number of pupils N= 79 (Reception – Y6)		% of school or PP
PP (no other)	27	34%
PP & all SEND	40	50 % of pupils in school are either PP, PP+SEND or SEND
PP & EHCP	3	3 % of pupils in school
PP & CP/CIN	0	0 % of all PP
PP & EAL	6	8 % of all PP
PP & YC	2	3 % of all PP
PP LAC / adopted	1	1 % of all PP
PP & Traveller	0	0 % of all PP
Service Premium	4	6 % of pupils in school

## Part A: Pupil premium strategy plan

### Statement of intent

*Walking in the Footsteps of Jesus, loving and serving together.”*

*Our objective for disadvantaged pupils is summarised as follows:*

The deployment of pupil premium funding aims to accelerate progress and support pupils who may be educationally vulnerable linked socio economic factors that prevent them from meeting their potential. To this end Pupil Premium resources are used to target both pupils who may struggle with some elements of the curriculum as well as able pupils who can achieve higher outcomes.

*The key principles of our strategy are as follows:*

- We believe that all children should be treated equally that in order for some pupils to overcome challenges the school should enable equity in provision as opposed to equality so that those children with disadvantaged have enhance opportunities to achieve the same or similar outcomes to their non-disadvantaged peers.
- We seek to ensure through a carefully planned use of funding, that teaching and learning opportunities meet the needs of all of the pupils. In doing this we aim to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially and educationally disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive the grant will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of support or intervention.
- Pupil Premium funding will be allocated following a needs based analysis which identifies priority classes, groups or individuals.

*Our current pupil premium strategy works towards achieving these objectives by:*

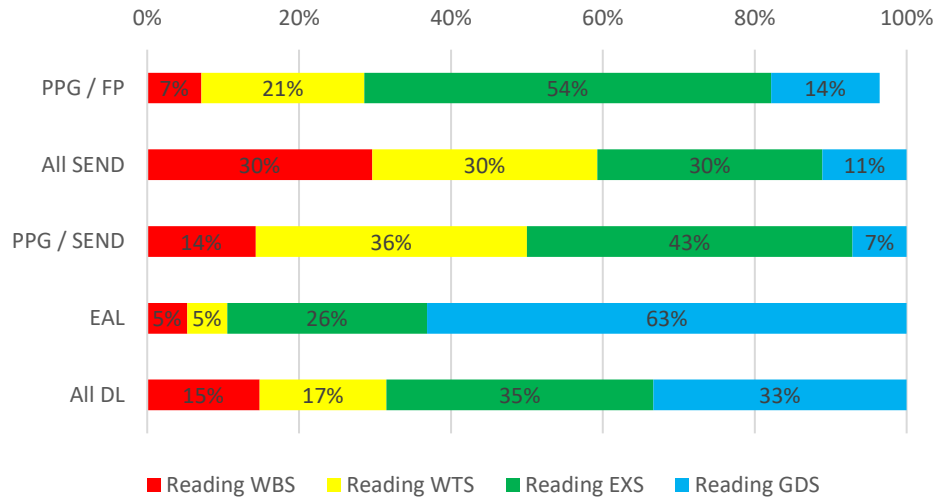
- Targeting writing across the school so that children have the knowledge and skills to independently express themselves and communicate effectively to a wide range of audiences.
- Using assessment and tracking to identify when children are struggling, supporting them at the onset of misconceptions and where needed providing them with adapted provision or additional support to overcome barriers. Our approach is to act early to intervene at the point of identifying a need.
- Ensuring staff deployment and practice enables quality first teaching. We believe that this primary mechanism supports the principle that the “rising tide lifts all boats” and that once afloat, action can be taken to “repair in any leaks”. As such, good teaching provision benefits all children  
Ensuring that all those involved in working with our children and families recognise that some children need more opportunities (equity) to enable them to achieve equal outcomes.
- Supporting pupil’s social and emotional wellbeing and enable a readiness to be in school, to learn and have the skills to overcome social emotional barriers that prevent children realising their full potential.
- Supporting pupils financially when families struggle to access additional provision and fund enrichment and wider curriculum opportunities.

## Challenges

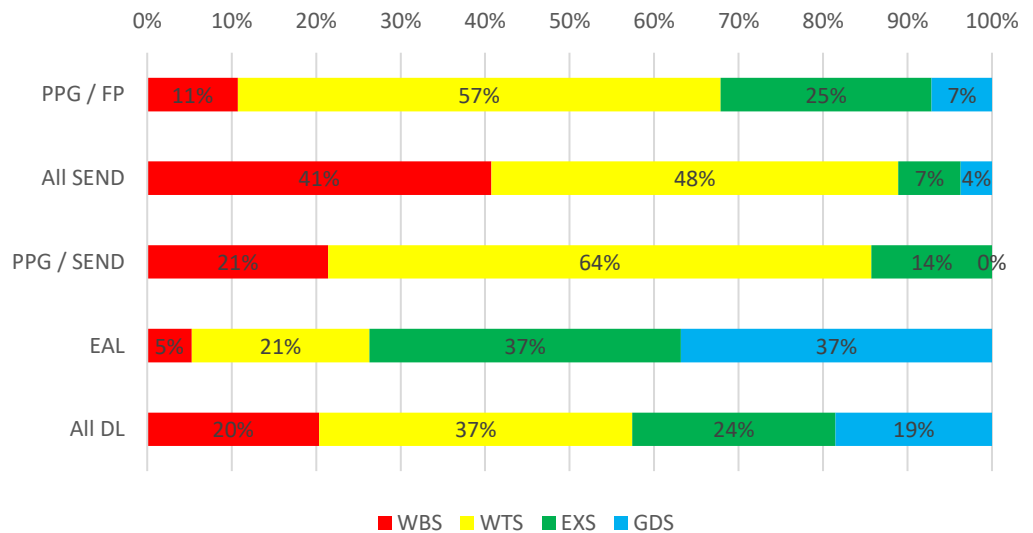
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

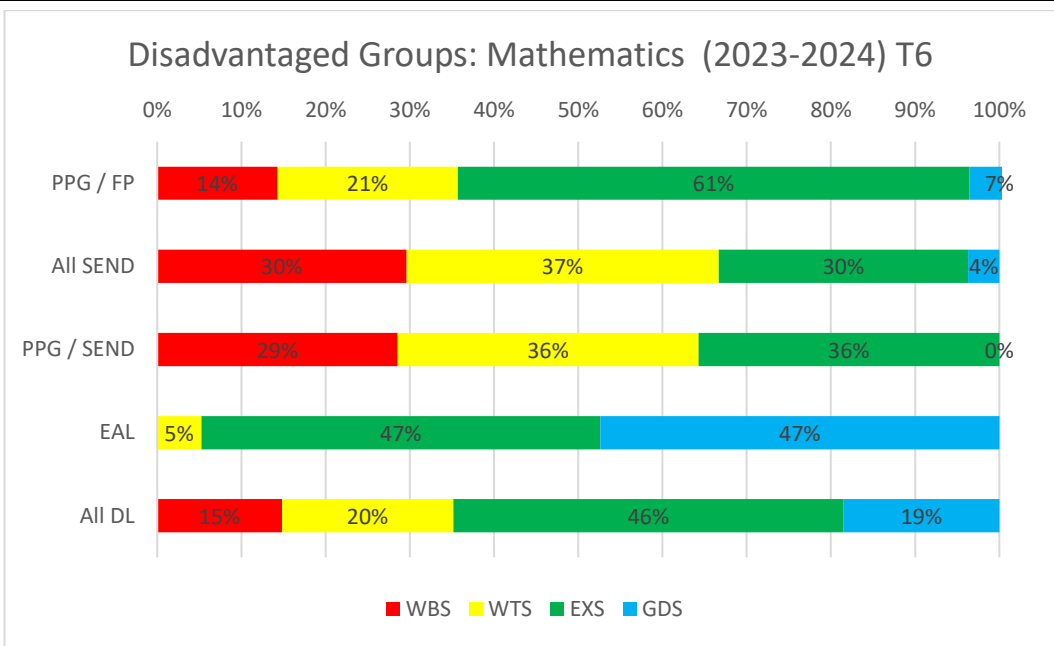
Challenge number	Detail of challenge 2023-24
1.	Staff absence and insecurity in school leadership over the last two years has impacted on some core subjects and the progress and attainment of a high proportion of vulnerable learners including those with SEND. This has meant that the momentum for adapted provision, diagnosis and strategic planning has been inconsistent or disrupted.
2.	A proportion of vulnerable and disadvantaged pupils are not keeping up with their non-disadvantaged peers and consequently gaps between the two groups are widening. For the 2023-2024 year there were no significant gaps in KS1 where as in KS 2 vulnerable and disadvantaged learners were underperforming significantly between all pupils in the school and nationally. Addressing widening gaps presents as a key challenge.

### Disadvantaged Groups: Reading (2023-2024 T6)



### Disadvantaged Groups: Writing (2023-2024 T6)





The greatest observable gaps within the curriculum are within writing where a significant number of pupils were working below expected outcomes for their year group.

Given that KS1 outcomes for the 2023 – 2024 academic year showed no significant gaps between outcomes, there currently exists a legacy of underperformance in writing in particular which particularly impacts on children in Key Stage 2 collectively.

3..	There are clear overlaps between SEND and Disadvantaged pupils. There is also a disproportionate proportion of children with SEND within the school. This is significantly higher than national average (School 33%, National 18%). Understanding the reasons for this is a key challenge to understand and effectively address.
4.	There is a possibility that the progress and outcomes of some cohorts may be affected by historical inconsistent learning opportunities in early Key Stage 1. This may be due to staff absence and turbulence and coupled with the continued SEMH effects of disrupted provision during the COVID 19 period.
5.	To address some of this issues resulting from Challenge 4, the school adapted and established some well selected SoW for Writing, Reading Mathematics and phonics. This was to ensure consistent and progressive provision across the school. These SoW also reflect the school’s pedagogy of “I do, we do and you do.” These SoW have however not effectively enabled all the outcome improvements in all cohorts and groups, DL and SEND in particular. Current evidence might suggest that this could be due to the school not adapting SoW enough to meet some of the more complex conceptual issues that seem to exist for some but not insignificant groups of pupils. Both the mathematics and Writing curricular are founded on mastery principles however it is possible that the nuanced distinction between a Mastery Curriculum and a Mastery Approach has meant that pupils have not actually achieved mastery before moving on Ref: <a href="#">EEF Mastery Approaches</a>

6..	<p>Pupils wider needs (emotional, social and financial) has impacted on their access to wider opportunities or readiness for learning.</p> <p>38% of disadvantaged children (2023-2024) struggled with Emotional literacy, including self-regulation and independent focus. Observations would suggest that these children require support with executive functioning including but not restricted to classroom teaching strategies and adjustments, ELSA support and Lego Therapy.</p> <p>Previous actions linked to this area of improvement show that focusing on this area has enabled improvements (PPS 2021-2024 52% of children were identified as having a need).</p>
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## Intended Outcomes by the end of this 3 year Strategy (Sept 2027)

The outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved build on the school's previous strategy (2021-2024). Some objectives and intended outcomes have been retained as given the identified challenges above these have not been met. These previously unmet objectives are highlighted as **"Ongoing"**. New or revised objectives or are highlighted as **"New."**

Intended outcome	Success criteria
<p><b>1. New:</b> Raising the profile of all disadvantaged pupils and those vulnerable to under performance so that needs can be met rapidly and consistently.</p>	<p>All staff have strategically identified within planning and classroom organisation the disadvantaged learners within their cohort.</p> <p>All staff working with disadvantaged pupils know who these pupils are and can articulate these pupil's needs.</p> <p>School tracking records can clearly demonstrate that pupils are making progress against their starting points.</p>
<p><b>2. New:</b> Teachers and school leaders are able to make accurate assessments that can be used to identify pupil needs and the progress that children make.</p>	<ul style="list-style-type: none"> <li>- A suite of assessments and assessment processes are in place that allow school staff to accurately identify a range of needs (academic, cognition, emotion).</li> <li>- School leaders can demonstrate how assessments have been used to inform and enable provision to meet the needs of all learners</li> <li>- School leaders can accurately identify through assessment processes where progress has and has not been made.</li> <li>- Assessment process proactively inform the Plan / Do / Review Process.</li> </ul>
<p><b>3. Ongoing:</b> All children will receive daily high-quality teaching in phonics, reading, writing and mathematics. This provision leads to</p>	<p>Internal and external monitoring confirms that the quality of teaching is good in phonics, reading, writing and mathematics.</p> <p>Teachers all know, use and talk about the guiding principles of QfT (EEF 2020) to support the needs of all learners to succeed in learning.</p>

Intended outcome	Success criteria
<p>expected or better progress from Key Stage starting points as measured by school own and national data.</p>	<p><b>New:</b> Teacher planning clearly articulates adapted strategies to ensure that vulnerable pupils have learning that is targeted at closing any attainment gaps between themselves and non-disadvantaged peers.</p> <p><b>New:</b> Pupil profiling of vulnerable pupils succinctly identifies the key misconceptions in pupils mathematical understanding so that this can be strategically addressed through:</p> <ul style="list-style-type: none"> <li>- Bespoke intervention</li> <li>- Pre-teaching</li> <li>- Adjustments through QFT</li> </ul> <p>Ongoing monitoring of outcomes demonstrates progress being made and sustained</p>
<p><b>4. New:</b> Attainment of our disadvantaged pupils in Key Stage 2 will be at expected levels or higher in writing</p>	<p>Data shows that accelerated progress is made over the three years from 2024-2027.</p> <p>Pupils</p> <p>Attainment of disadvantaged pupils in writing is at least in line with all pupils nationally by the end of the three years. Those pupils with recognised limitations linked to SEND will be making accelerated progress against their SMART targets.</p>
<p><b>5. New:</b> Attainment of our disadvantaged pupils will be maintained at expected levels or higher in reading.</p>	<p>Data shows that the school is maintaining or bettering progress in reading over the three years from 2024-2027.</p> <p>Attainment of disadvantaged pupils in writing is at least in line with all pupils nationally by the end of the three years. Those pupils with recognised limitations linked to SEND will be making accelerated progress against their SMART targets.</p>
<p><b>6. Ongoing:</b> Attainment of our disadvantaged KS1 pupils will be at expected levels or higher in phonics.</p>	<p>Data shows that accelerated progress is made over the three years from 2024-2027.</p> <p>Attainment of disadvantaged pupils in writing is at least in line with all pupils nationally by the end of the three years. Those pupils with recognised limitations linked to SEND will be making accelerated progress against their SMART targets.</p>
<p><b>7. New:</b> All children, including vulnerable learners, can talk confidently about their learning, how they have applied learnt knowledge and skills and why they have been successful.</p>	<p>Pupil voice data shows that our disadvantaged children can articulate metacognitive strategies and how they have:</p> <ul style="list-style-type: none"> <li>- Applied learning or strategies to undertake learning tasks</li> <li>- Monitored and responded to tasks, setbacks and outcomes.</li> <li>- Assessed their own progress and outcomes</li> <li>- Organised their thinking, resources and actions</li> <li>- Applied their strengths and identified their own learning style next steps.</li> <li>- Solved problems independently and interdependently.</li> </ul>

Intended outcome	Success criteria
<p><b>8. New:</b> Our disadvantaged children are engaging with mastering early number and times tables practise. This engagement ensures our vulnerable pupils will be at expected levels or higher in recall of basic number operations</p>	<p>Early number tracking will show that pupils in Key Stage 1 are developing greater fluency in early number skills. These pupils will have efficient recall of number bonds and this in turn is enabling fluent application within age appropriate computation</p> <p>Times table tracking data will show increased progress over time for our disadvantaged children in Key Stage 2. 85% of all our children in Year 4 will achieve at least 80% in the Multiplication Tables Check.</p> <p>Aspirational target: All disadvantaged learners in Y4 will achieve a score greater than 90% in the multiplication tables check.</p>
<p><b>9. Ongoing:</b> Our disadvantaged children have strategies to help them self-regulate and become independent learners. Where appropriate, they have access to wider strategies to boost their self-esteem, support metacognition and build resilience.</p>	<p>Teachers understand the components of meta cognition and routinely plan for this within their lessons.</p> <p>Monitoring shows that levels of engagement, of pupils previously struggling to engage and regulate within lessons has improved.</p> <p>Pupil conferencing identifies that pupils understand the principles behind their own metacognition and can confidently talk about themselves as learners, how they learn and what things they need to do to make and sustain improvements in future learning</p> <p><b>New:</b> Entry and exit SEMH profiling following nurture activities show improved social, emotional and mental health outcomes for target pupils</p> <p>SEMH intervention or support records show a measured improvement in Emotional Literacy including, amongst others, self-esteem and resilience.</p>



## Planned Activities 2024-27

The following plan details how we intend to implement or build upon on the school's Pupil Premium Strategy from 2021 - 2024. This updated plan (V4 of the 2021-2024) runs from the current academic year (2024-2025) until the 2027 – 2026 academic year.

## Teaching

Budgeted cost: **£15 710**

Activity	Actions and evidence to supports this activity	Challenge number(s) addressed
<p><b>T1 (New):</b> Raising the profile of all vulnerable pupils and those vulnerable to underperformance so that needs can be met rapidly and consistently</p>	<p>We know from past experience that teachers not keeping VL children at the forefront of their minds means that these children can slip from attention.</p> <p>Through staff performance objectives linking to DL / vulnerable pupil outcomes teaching staff will be clear about the outcomes they want to achieve from:</p> <ul style="list-style-type: none"> <li>• QFT non negotiables</li> <li>• Specific and timely interventions</li> </ul> <p>Evidence:</p> <p><a href="#">Effective target setting</a></p>	<p>1,2,3,4,5,6</p>
<p><b>T2 (New):</b> Using assessment information to support teaching and learning, so that pupils achieve mastery before moving forward with new learning</p>	<ul style="list-style-type: none"> <li>• Subject leaders, SENDCo and Head teacher to review the assessment processes used by the school and ensure that these accurately identify pupil needs.</li> <li>• Where new assessment processes are introduced, school leaders to ensure that staff have appropriate CPD to enable them to use assessments to identify and plan for needs.</li> <li>• Assessment information to be used by all school adults to inform and optimise the Plan / Do / Review process at an individual (SEND / PP ISPP) and whole class level.</li> <li>• Using summative and ongoing assessments to granularly identify if there are clusters of misconceptions that sit as barriers to building new learning.</li> <li>• Classroom adults to continue monitoring pupil outcomes so that where misconceptions emerge, these are collectively addressed within the lesson or followed up with time tabled catch up activities later in / following that day.</li> </ul>	<p>1,2,3,4,5,6</p>

	<ul style="list-style-type: none"> <li>• School leaders to have reviewed and update the school's Teaching and Learning Policy so that assessment for learning is clearly defined and reflects and informs the actions of teachers and support staff.</li> </ul>	
<p><b>T3 (New):</b> Ensuring that teacher planning fully matches pupil needs and challenges pupil outcomes</p>	<ul style="list-style-type: none"> <li>• Teachers to use formative and summative assessment through collaboration with support staff to plan activities that address early misconceptions. This to include where appropriate whole class or small group pre-teaching.</li> <li>• Teachers to ensure their planning matches the needs of their pupils and that where adopted or commercial SoW are used, any planning or presentation material only forms a starting point to the school's planning process.</li> </ul>	1,2,3,5,6
<p><b>T4 (New):</b> Ensuring that the school's time tabled teaching week enables the needs of pupils to be met.</p>	<ul style="list-style-type: none"> <li>• School staff to robustly evaluate how support staff are time tabled across the day so that pockets of time can be embedded within the weekly time table to undertake keep up or catch up activities.</li> <li>• School leaders to undertake a consultation process with staff and parents with respect to ensuring that the school's time tabled day optimises the times where staff are contracted to be in school.</li> </ul>	1,2,3,5,6
<p><b>T5 (New):</b> Supporting pupil independence and managing cognitive load</p>	<ul style="list-style-type: none"> <li>• Developing effective learning walls to collectively ensure that supportive displays are fully interactive and "live" so that pupils have access to time limited scaffolds, instructions and explanations / methods.</li> <li>• Staff to visit and see how learning walls are effectively used in other schools.</li> </ul>	2,3,4,5,6
<p><b>T6 (Ongoing)</b> Through high quality teaching raise pupil's mastery of number fluency</p>	<p>Pupils in:</p> <ul style="list-style-type: none"> <li>• Key Stage 1 will be engaging in mastering number programme to secure firm foundations in the development of good number sense (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. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</li> </ul>	1,2,3,5,6

	<ul style="list-style-type: none"> <li>• Key Stage 2 will be routinely engaging in 'Time Tables Rockstars', and time table teaching programme across the school. These programmes to focus on two elements of learning <ul style="list-style-type: none"> <li>- Deliberate practice linked to auditory memory.</li> <li>- Understanding commutative law</li> </ul> </li> </ul> <p>Whole class teaching is enabled through classroom teaching teams (teachers and TAs) who support learning individually, as part of focus groups and as a class.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">EEF Specific instruction</a></li> </ul> <p>Evidence suggests +4 months impact</p>	
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## Targeted Academic Support

Budgeted cost: **£16 442**

Activity	Actions and evidence to supports this activity	Challenge number(s) addressed
<p><b>TAS 1 (New) :</b> Targeted catch up and keep up activities are an integral element of the school's Quality First Teaching approach</p>	<p>School leaders to have reviewed how the time tabled teaching week enables and signposts times within the week and teaching day where formative or summative assessments are used to ensure:</p> <ul style="list-style-type: none"> <li>- Catch up or keep up provision is consistently and routinely time tabled outside of the specific subjects time tabled teaching contact (e.g a maths or writing lesson). These activities to reference TAS1,2 and 3)</li> <li>- The teachers daily planning and provision to identify and specify the adjustment that need to be made to the core SoW activities so that those not working at the level of the planned activities or those needing additional adaptive activities have these through either specific scaffolds or catch up or keep up provision, (see time table calculations)</li> </ul>	<p>1,2,3,5,6</p>

<p><b>TAS 2 (Ongoing):</b> Strategically address vulnerable pupil's misconceptions in mathematics through the SHINE Maths intervention. Through this enable "catch up" and "keep up".</p>	<p>SHINE will target children across Years 1-6. It is an intervention that, following Rising Stars PUMA maths assessment, identifies gaps in knowledge and attainment. Three to five weekly sessions each lasting for 20 – 30 minutes will be delivered to small groups of children to close the identified knowledge and attainment gaps in Maths.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">Effective use of teaching assistants with interventions</a></li> <li>- <a href="#">Shine targeted interventions</a></li> <li>- We need to avoid travelling a <a href="#">Setting approach</a> as the suggested outcomes linked to this have a negligible effect.</li> </ul> <p>Evidence suggests +4 months impact with strategic and targeted deployment. There is a negligible effect if TAs simply just support classroom teaching.</p>	<p>1,2,3,5,6</p>
<p><b>TAS 3 (Ongoing):</b> Accelerate pupil outcomes in phonics for those that are falling behind by sustaining high quality provision across the year. Through this enable "catch up" and "keep up".</p>	<p>Daily 1:1 and small group sessions with children benchmarked below Phase 3 to encourage identification of graphemes, phoneme-graphemes correspondence and segmenting-blending to read and spell. Monitored phonic intervention with catch up TA - to fill gaps in phonics.</p> <p>3 times a week 1:1 'Reading Pals' intervention</p> <p><u>Evidence:</u></p> <p>Evidence suggests that 1:1 and small group work is a highly effective way of using additional adults and has +4 months impact. Duration is 3-5 x / week for up to 30 minutes for up to 10 weeks.</p> <ul style="list-style-type: none"> <li>- <a href="#">Small groups tuition</a></li> </ul> <p>Evidence suggests a possible +6 months impact</p> <ul style="list-style-type: none"> <li>- <a href="#">EEF Reading comprehension strategies</a></li> </ul>	<p>1,2,3,5,6</p>
<p><b>TAS 3 (Ongoing):</b> Strategically address vulnerable pupils misconceptions in writing through targeted and granular small group writing interventions. Through this enable "catch up" and "keep up".</p>	<p>3 times a week small group sessions with children benchmarked in the bottom 20% of attainment in their year group to encourage stamina in writing, punctuation, grammar and spelling skills. This will address the writing gaps identified from weekly independent writing opportunities and regular teacher assessment. These sessions are led by TAs using planning from the teacher and other school resources.</p> <ul style="list-style-type: none"> <li>- <a href="#">Small group tuition</a></li> </ul>	<p>1,2,3,5,6</p>

## Wider Strategies

Budgeted cost: £12 351

Activity	Actions and evidence to supports this activity	Challenge number(s) addressed
<p><b>WS1 (Ongoing):</b> Targeting pupil's social and emotional needs to enable their readiness for learning, active participation in school life and provide sustained wider opportunities and aspiration.</p>	<p>We will be continuing to enable identified children one access SEMH support through an Emotional Literacy Support Assistant or school Lego therapist</p> <p>Pupils and families will have access to a parent support advisor (PSA) who can support individual children or families with respect to social, emotional and mental health / behaviour for learning needs.</p> <p>School staff and leaders to uses assessment information to identify pupils and families who may require wider support mechanisms to enable engagement and access to learning and improved wellbeing.</p> <p>Where appropriate the SENDCo and DSL Team to action the use of Early Support Assessments so wider family needs can be met through the Integrated Front Door and / or extended family support mechanism.</p> <p>Access to support to include but are not exclusive to:</p> <ul style="list-style-type: none"> <li>- Counselling</li> <li>- Educational Psychology Support</li> <li>- Behaviour Support Service</li> <li>- Play therapy</li> <li>- Nurture groups and activities</li> </ul> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">EEF Report – Social emotional toolkits</a></li> <li>- <a href="#">EEF Report – Social emotional learning</a></li> </ul> <p>Evidence suggests +4 months impact.</p>	6
<p><b>WS2 (Ongoing):</b> Enabling pupils to access wider opportunities where the ability to make voluntary contributions could inhibit participation. (After School Clubs, Trips, Residential)</p>	<p>Additional academic support and non-academic activities provide deeper educational experiences and increase pupil's cultural capital. These can be more accessible to more advantaged families.</p> <p>Enabling all disadvantaged pupils to actively participate in this can enrich exposure to wider opportunities and increase access to a broader curriculum and aspirations.</p> <p>Overcoming economic barriers can level advantage between those that can easily afford with those that can't.</p> <p>Activities supported include but are not exclusive to:</p> <ul style="list-style-type: none"> <li>- After school clubs and activities</li> <li>- Peripatetic music tuition</li> <li>- School visitor or activity voluntary contributions</li> </ul>	6

	<ul style="list-style-type: none"> <li>- School trips and visits voluntary contributions</li> <li>- Residential visit contributions</li> <li>- Social funding to enable the purchase of basic school equipment or clothing</li> </ul> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">Cultural capital in health promotion</a></li> <li>- <a href="#">Education and cultural capital</a></li> <li>- <a href="#">EEF Report Extending time in school</a></li> </ul> <p>Evidence suggests moderate impact +3 months.</p>	
<p><b>WS 4 (New):</b> Staff training, professional support and CPD to enable school capacity and the distributive leadership of the school's Disadvantaged Learner Strategy</p>	<p>Evidence suggests that "Whether in early years settings, schools or colleges, it is quality of teaching that has the greatest potential to make the biggest difference to children and young people's learning."</p> <p>There is a real appetite amongst teaching staff to hone their practice in order to consistently meet the needs of all of their pupils.</p> <p>For this reason effective, high quality professional development and curriculum resources to enable associated actions has never been more important.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">Effective Professional Development guidance report</a></li> <li>- <a href="#">Professional Development Source page</a></li> </ul> <p>School leaders to keep CPD under review so that governors can correlate practice against pupil progress and attainment</p>	<p>1,2,3,5,6</p>

## Review of Actions 2023-2024

### Funding allocation and expenditure:

Detail: 2023-2024 Academic year	Amount
Teaching and Learning	£19,397
Targeted Academic Support	£8,000
Wider strategies	£10,500
<b>Total expenditure for 2022 – 2023 Academic year</b>	<b>£37,897.00</b>







Un-assigned carry forward from 2022-2023 + LAC funding	£11,417
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### Pupil premium strategy outcomes:

This details the ongoing analysis of the school’s actions and their impact on pupil premium and disadvantaged pupils. The following summary is an update that includes the evaluation of the 2022 to 2023 academic year.

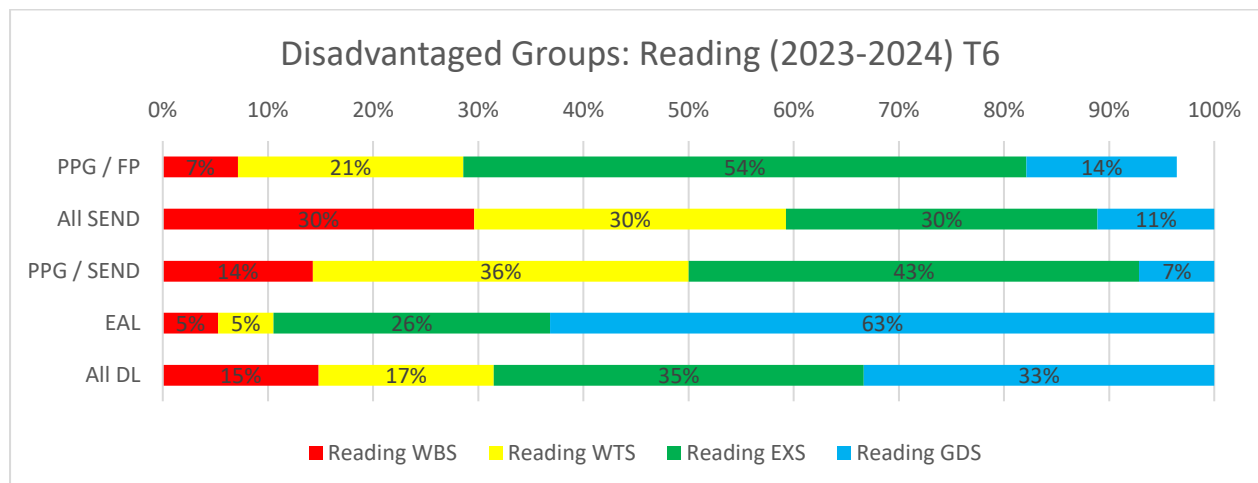
#### Teaching and Learning (T&L)

The school has identified 6 priorities that specifically relate to summative outcomes in English and Mathematics these are as follows:

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<b>T&amp;L Priority 1:</b> Raising the profile of all disadvantaged pupils and those vulnerable to underperformance so that needs can be met rapidly and consistently	
<b>T&amp;L Priority 2:</b> High Quality Teaching of Reading across the school	
<b>T&amp;L Priority 3:</b> Through high quality teaching, raise pupil outcomes in phonics and early reading (EYFS and KS1).	
<b>T&amp;L Priority 4:</b> Through high quality teaching raise pupil’s number fluency and in particular multiplication recall.	
<b>T&amp;L Priority 5:</b> High Quality Maths provision enables fluency in mathematical Reasoning – robust instruction of vocabulary to support mathematical reasoning	
<b>T&amp;L Priority 6:</b> Improve pupil outcomes by swiftly addressing misconceptions through the “Mark for Impact” programme and associated pupil conferencing and targeted follow up activities.	

**T&L Priority 1:** School progress tracking documentation highlights PPG children. Over the year the need to better identify PPG and SEND pupils has been brought to the fore and systems have been introduced to ensure that the needs of these pupils are better identified within teacher planning. This remains an ongoing process and needs to be broadened to ensure that all staff know who the vulnerable learners are and what plans are in place to meet their needs.

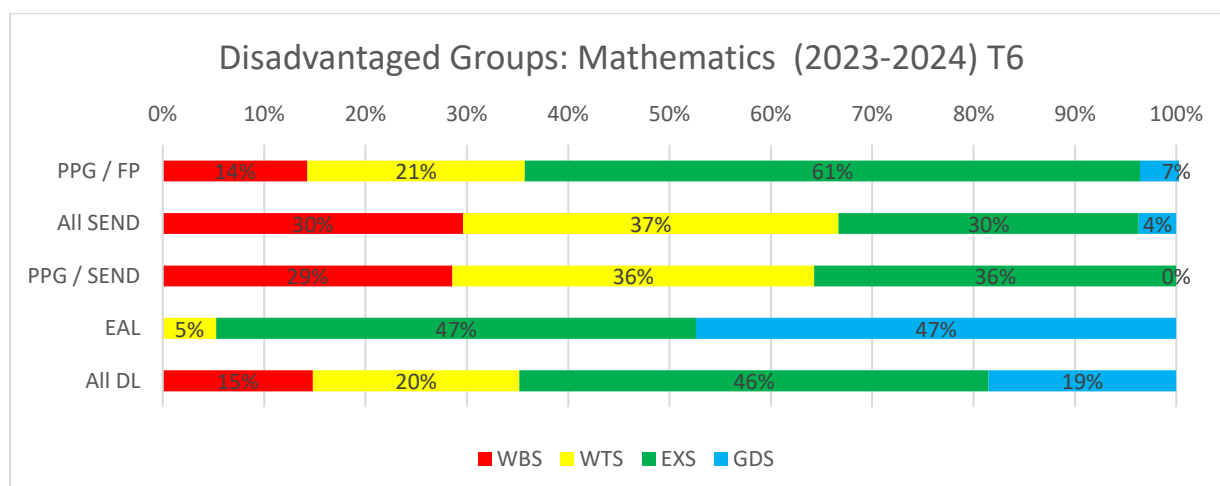
**T&L Priority 2:** There was a 10% improvement in reading outcomes this year compared to the 2022-2023 academic year (Reading EXS+ = 58%). PP children had however not completely closed the gap on not disadvantaged peers. This means that although there has been noted progress positive progress, this priority still remains if the school is to enable equity for disadvantaged learners in reading.



**T&L Priority 3:** Cohort sizes mean that reporting on PPG pupils is not statistically viable. Cohort outcomes were however in line with national averages and children have continued to demonstrate good phonetical understanding and outcomes.

**T&L Priority 4:** The school adopted the MOBIUS / LA approach to systematically teaching multiplication and through this 77% of pupils scored above 80% in the multiplication check. Cohort size and per pupil % ratio suggests that this was effective as only 3 SEND pupils did not achieve above this outcome.

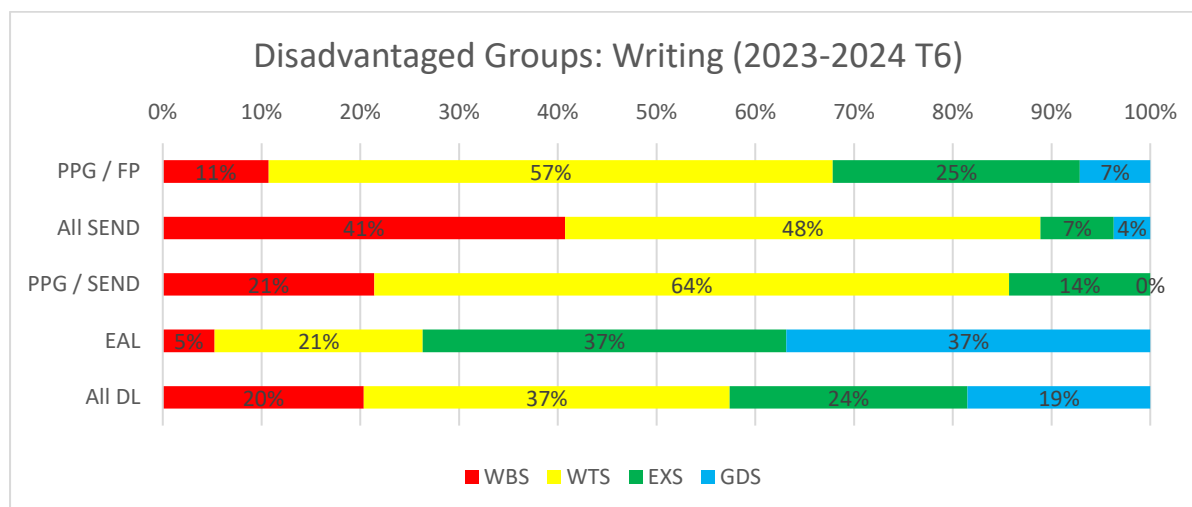
**T&L Priority 5:** The school's focus on high quality maths provision to enable fluency in mathematical Reasoning has enabled a 15% increase in disadvantaged pupil outcomes from the 2022-2023 strategy (Mathematics EXS+ = 53%). PP children had however not completely closed the gap on not disadvantaged peers. This means that although there has been noted progress positive progress, this priority still remains if the school is to enable equity for disadvantaged learners in reading.



**T&L Priority 6:** The improve pupil writing outcomes by swiftly addressing misconceptions through the “Mark for Impact” programme and pupil conferencing did not have the impact the school was hoping for. This was partly down to inconsistency in staff release which has always been the schools approach to



enabling this activity. The school is further investigating why the actions for this priority and that of TAS P3 did not produce the EXS outcomes we were seeking, as writing outcomes for PPG fell by 12% when compared to 2022-2023.



### Targeted Academic Support (TAS)





<b>Targeted Academic Support (TAS)</b>	
<b>TAS Priority 1:</b> Strategically address vulnerable pupils misconceptions in mathematics through the SHINE Maths intervention. Through this enable “catch up” and “keep up”.	●
<b>TAS Priority 2:</b> Accelerate pupil outcomes in phonics for those that are falling behind by sustaining high quality provision across the year. Through this enable “catch up” and “keep up”.	●
<b>TAS Priority 3:</b> Strategically address vulnerable pupils misconceptions in writing through targeted and granular small group writing interventions. Through this enable “catch up” and “keep up”.	●

**TAS Priority 1:** The school’s focus on strategically addressing vulnerable pupil’s misconceptions in mathematics through the SHINE Maths intervention was partially successful and enabled improvements in EXS mathematics outcomes when compared to 2022-2023. This is still an area for further action and the school will continue to look at ways targeted support can enable pupils to make progress and catch up

**TAS Priority 2:** The school’s approach to phonic teaching was successful in enabling pupils in the target group to achieve outcomes in line with national averages. The use of school staff to support enable progress was seen to be effective in enabling “catch up” and “keep up”.

**TAS Priority 3:** The school’s focus on strategically supporting vulnerable pupils misconceptions in writing through targeted and granular small group writing interventions did not produce the results we were hoping to achieve, (see T&LP 6).

## Wider Strategies (WS)

<b>WS Priority 1:</b> Staff training, professional support and CPD to enable school capacity and the distributive leadership of the school's Disadvantaged Learner Strategy :	
<b>WS Priority 2:</b> Targeting pupil's social and emotional needs to enable their readiness for learning, active participation in school life and provide sustained wider opportunities and aspiration.	
<b>WS Priority 3:</b> Enabling pupils to access wider opportunities where the ability to make voluntary contributions could inhibit participation. (After School Clubs, Trips, Residential)	
<b>WS Priority 4:</b> Bespoke work to improve attendance issues for a few pupils, including PSA support where necessary.	

**WS Priority 1:** Staff training, professional support and CPD has enabled some improvement in the school's capacity and the distributive leadership of the school's Disadvantaged Learner Strategy. This is however only through anecdotal evidence and into the coming period the school needs to establish better systems to objectively evaluate the impact of CPD.

**WS Priority 2:** The school's focus on targeting pupil's social and emotional needs to enable their readiness for learning, active participation in school life and the provision of wider opportunities has enabled the SEMH needs of pupils to be addressed. The impact of this has been detailed above but still needs to continue into the current academic year.

**WS Priority 3:** The school's focus on enabling pupils to access wider opportunities where the ability to make voluntary contributions could inhibit participation. (After School Clubs, Trips, Residential) has been met. Those pupils wishing to participate in wider opportunities has been enabled.

**WS Priority 4:** Bespoke work to improve attendance issues for a few pupils, including PSA support where necessary has meant that pupil attendance in the school has been in line with or better than national averages. This improvement has been sustained into the current academic year.