

## Pupil premium strategy statement

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.

### School overview

Detail	Data
School name	St Thomas More Catholic Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	STM Governors
Pupil premium lead	Becky Dickson Acting Headteacher/ Deputy Headteacher
Governor / Trustee lead	Al Carrol PP Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£177,210.00</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£177,210.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.  
adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	Very low attainment on entry into Reception.

2	<p>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. This negatively impacts on their development as writers.</p>
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3	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.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, especially in mental recall and fluency.
5	PP Attendance 95.42% compared to non-PP 97.23%. (2020-2021) PP Attendance 94.06% compared to non-PP 94.89% (2021-2022) PP Attendance 93.11% compared to non-PP 94.81% (2022 -2023) PP Attendance 94.37% compared to non - PP 95.21% (2023 - 2024)
6.	Increasing numbers of vulnerable families in crisis.
7.	Ensuring lack of technology at home does not prevent pupil premium children accessing on-line homework. Providing opportunities for pupils to complete online homework at school.
8.	Pupil's well-being and mental health after Lockdowns, isolation and learning from home.  Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Raise attainment in EYFS and Key Stage 1 through targeted standards teacher intervention. Raise oracy levels by providing structured play opportunities at break times and lunchtimes.	80% of PP children with no identified SEND achieve GLD at the end of EYFS. Ensuring 80% of PP children in Year 1 achieve ARE at the end of the year. Ensuring 100% of children achieving GLD in reception (2022-2023) achieve ARE in Year 2. All PP children with no identified SEND pass the phonics screen. All PP children with no identified SEND pass the Year 2 phonics screen.

<p>Narrow the attainment gap in writing across all year groups through quality first teaching and explicit modelling of writing across the curriculum.</p> <p>Read Write Inc Spelling embedded in KS2.</p> <p>Pupils ability to spell will improve.</p>	<p>80% of PP children with no identified SEND achieve GLD at the end of EYFS.</p> <p>Ensuring 80% of PP children in Year 2 achieve ARE at the end of the year.</p> <p>80% of PP children with no identified SEND achieve ARE in Year 6.</p> <p>Full fidelity to Read Write Inc Phonics and Spelling.</p>
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<p>Rosenshine's Principles of Instruction embedded to ensure quality first teaching</p>	
<p>Narrow the attainment gap in reading across all year groups through quality first teaching and explicit modelling of reading skills.</p> <p>Whole class reading embedded based on Bjork's Theory of Disuse.</p> <p>Lexia Core 5 embedded in KS2 and introduced to Year 1 and 2.</p> <p>Rosenshine's Principles of Instruction embedded to ensure quality first teaching.</p>	<p>80% of PP children with no identified SEND achieve ARE in Year 6.</p> <p>Ensuring 80% of PP children in Year 2 achieve ARE at the end of the year.</p> <p>Progress reported in FFt ASP will be 0 or better.</p> <p>Full fidelity to the Read Write Inc Phonics programme.</p> <p>Accelerated Reader (AR) used to motivate pupils to read and for daily reading at home. (KS2). Increased monitoring of AR.</p> <p>Lexia Core 5 used for Reading Homework in Year 1 upwards and additional interventions.</p> <p>Question Level Analysis (QLA) of PiXL Papers.</p>
<p>Narrow the attainment gap in maths across all year groups through explicit teaching of reasoning. Use whole school approach to improve pupil vocabulary.</p> <p>Rosenshine's Principles of Instruction embedded to ensure quality first teaching – scaffolds and models.</p>	<p>80% of PP children with no identified SEND achieve ARE in Year 6.</p> <p>Ensuring 80% of PP children in Year 2 achieve ARE at the end of the year.</p> <p>80% of pupils with no identified SEND pass the Year 4 Multiplication check.</p> <p>Progress reported in FFt ASP will be 0 or better.</p> <p>The use of Freckle for personalized learning.</p> <p>Full fidelity to using the CPA approach in Maths.</p> <p>Question Level Analysis (QLA) of PiXL Papers.</p>

Positively promote high levels of attendance and reward accordingly for all pupils, particularly our disadvantaged pupils.	PP attendance to be in line or better than national.
Family and pupil support at a personalised level to secure good outcomes.	Reviewed individually and confidentially.
To meet the needs of families in challenging circumstances.	Reviewed individually and confidentially.

## Activity in this academic year (2024 – 2025)

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: £24,110.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Read Write Inc Phonics	EEF research shows synthetic phonics programme have an impact of +5 months	1,2,& 3
Read Write Inc Phonics Resources	EEF research shows synthetic phonics programme have an impact of +5 months	1,2 & 3
CPD – Rosenshine’s principles – Using scaffolds and models	<p>Experience of training completed (2018- 2020 and 2021 - 2024) at St Thomas More.</p> <p>Impact seen in whole school book scrutiny and informal maths observations.</p> <p>A systematic review of 56 studies (Belland et al., 2017) found that ‘scaffolding has a consistently strong effect across student populations’ ...</p> <p>Ofsted The Pupil Premium: How schools are spending the funding successfully to maximise achievement document highlights the need to focus on quality first teaching to benefit all pupils. • The EEF guide to The Pupil Premium states quality first teaching and professional development should be a priority as their first tier approach.</p>	1, 2, 3 & 4
CPD – Maths CPA Approach	EEF recommends the use of manipulatives and representations to develop mathematical understanding. Manipulatives and representations can be powerful tools for supporting children to engage with mathematical ideas.	4



<p>CPD - Writing Using Direct Instruction to Build Stronger Sentences.</p>	<p>EEF states that explicit instruction, scaffolding and flexible groupings are all key components of high-quality teaching and learning for pupils.</p> <p>EEF recommends teaching writing composition strategies through modelling and supported practice.</p> <p>Ofsted The Pupil Premium: How schools are spending the funding successfully to maximise achievement document highlights the need to focus on quality first teaching to benefit all pupils. • The EEF guide to The Pupil Premium states quality first teaching and professional development should be a priority as their first tier approach.</p>	<p>2</p>
<p>CPD – Developing Modelled Writing across school</p>	<p>EEF recommends teaching writing composition strategies through modelling and supported practice.</p> <p>Ofsted The Pupil Premium: How schools are spending the funding successfully to maximise achievement document highlights the need to focus on quality first teaching to benefit all pupils. • The EEF guide to The Pupil Premium states quality first teaching and professional development should be a priority as their first tier approach.</p>	<p>2</p>
<p>CPD - Ensuring Small Steps are planned for in Writing with modelling and practise built into the planning sequence.</p>	<p>EEF recommends teaching writing composition strategies through modelling and supported practice.</p> <p>Ofsted ‘Strong foundations in the first years of school’ October 2024 discusses the importance of ensuring pupils have sufficient practise before moving on and ensuring that children’s working memory is not overloaded.</p>	<p>2</p>
<p>Use of visualisers to enhance teaching and support effective feedback to pupils.</p>	<p>EEF Teaching and Learning Toolkit: Feedback +6 months impact.</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for</p>	<p>2, 3 &amp; 4</p>

	improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	
CPD – NELLI and Talk Boost		1 & 2
CPD – ELSA Training	EEF - Social and emotional learning (SEL) interventions improve pupils' decision making skills, interactions with others and their self-management of emotions. (+4 months)	8
Purchase Accelerated Reader	<p>Accelerated Reader include diagnostic testing so that teachers know where gaps in learning are and can accurately track progress. Accelerated Reader also provides teachers with a tool to assess the effectiveness of their own teaching of reading comprehension strategies.</p> <p><i>Research suggests time spent reading books—in other words, reading practice—is the best predictor of overall academic achievement, even more than socioeconomic status or ethnicity (Kirsch et al., 2002). Similarly, results from the National Assessment of Educational Progress (National Center for Education Statistics, 1999) indicate that “at all three grades assessed [4, 8, and 12], students who reported reading more pages daily in school and for homework had higher average scale scores than students who reported reading fewer pages daily” .</i></p> <p>EEF trial currently underway with the University of Cambridge - the first EEF funded trial found Accelerated Reader pupils made 3 months progress.</p>	2 & 3

Purchase of phonically matched reading books and books aligned to the Accelerated Reader programme.	EEF trial currently underway with the University of Cambridge - the first EEF funded trial found Accelerated Reader pupils made 3 months progress.	2 & 3
Purchase Freckle	<p>Freckle is an adaptive programme. It uses information from children's Star Maths tests to adapt activities to individual children so that they can work on areas that they most need to.</p> <p>EEF research shows homework in primary schools has a positive impact of +3 months with a greater impact if it involves digital technology increasing to +6 months.</p>	4

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

Budgeted cost: £83,921.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Champion appointed to focus on closing the gaps focusing on Years 6, 5 and 4.</p>	<p>Some PP pupils struggle to cope in class and this leads to negative impact on learning behaviours and learning outcomes.</p> <p>A randomised controlled trial into the effectiveness of NELI, a language support programme designed to improve children’s vocabulary, listening and narrative skills, found that the intervention appeared to have a positive impact on children’s language skills, adding the equivalent of three months of progress in language skills compared to non-participants</p>	<p>2,3 &amp; 4</p> <p>8</p>
<p>Communication and Language Teacher working with small groups and training and supporting staff to deliver communication and language interventions.</p>	<p><b>Early Maths</b>  <b>APPROACH 1: TEACHING THE ASSOCIATION BETWEEN NUMBER AND QUANTITY (EEF)</b>            When teaching the association between number and quantity it is important to target teaching at the right stage of the child’s development. Some researchers drew this out as an important factor in the success of an intervention (Ebin, 2014; Wilson et al., 2009), especially with regard to closing any attainment gap between disadvantaged children or those in an earlier stage of their maths learning and their peers (Starkey et al., 2004).</p> <p><b>Communication and Language Focus</b>            Communication and language provide the foundations for learning, thinking, and wellbeing. A child’s core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period<sup>1</sup>. Evidence indicates that success in literacy relies on the secure development of language., and that these skills are amongst the best predictors of educational success.</p>	<p>1,2 &amp; 4</p>

	<p><i>I. Snowling, M. J., Hulme, C., Bailey A. M., Stothard, S. E. and Lindsay, G. (2011) 'Better Communication Research Programme: Language and Literacy Attainment of Pupils During Early Years and Through KS2: Does Teacher Assessment at Five Provide a Valid Measure of Children's Current and Future Educational Attainments?', DfE Research Brief DFE-RB 172a, London: Department for Education.</i></p> <p><i>2. Nation, K. (2019) 'Children's Reading Difficulties, Language, and Reflections on the Simple View of Reading', Australian Journal of Learning Difficulties, 24 (1), pp. 47–73.</i></p> <p><i>3. Law, J., Charlton, J., Dockrell, J., Gascoigne, M., McKean, C. and Theakston, A. (2017) 'Early Language Development: Needs, Provision and Intervention for Preschool Children from Socio-Economically Disadvantaged Backgrounds', London: Education Endowment Foundation.</i></p>	
<p>EYFS Moving and Handling Intervention</p> <p>Targeted 1:1 for PP pupils.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>EYFS attainment on entry is very low.</p> <p>Catch-up after long periods of remote learning.</p> <p>Reading by 6 Ofsted document. Education Endowment Foundation   EEF</p> <p>Ofsted 'Strong foundations in the first years of school' October 2024</p>	<p>1</p> <p>2, 3 &amp; 4</p> <p>3</p> <p>3</p>

	Working with our 5 most vulnerable pupils.	
Purchase of Talk Boost programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Ican report states, 90% met or exceeded expectation in reading. 69% in writing and 67% in maths.</p> <p>EEF Toolkit, developing oral language can have a very high impact.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	2,3 & 4
<p>Language and nurture intervention delivered to Year 1 and 2.</p> <p>Private SALT in school to work with Y1/2.</p>	<p>A randomised controlled trial into the effectiveness of NELI, a language support programme designed to improve children's vocabulary, listening and narrative skills, found that the intervention appeared to have a positive impact on children's language skills, adding the equivalent of three months of progress in language skills compared to non-participants</p> <p>EEF Toolkit, developing oral language can have a very high impact.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	2, 3, 4 & 6
Homework Clubs for Years 2, 3, 4, 5 and 6 for targeted PP pupils.	EEF – Homework has a positive impact, on average, 5+ months.	2, 3, 4 & 7
Year 1 and Year 5 Handwriting Focus Private Occupational Therapist Core Stability Exercises	<p>Occupational Therapists report that “proximal stability leads to distal mobility”.</p> <p>This means that a strong, solid core is needed to provide the stability necessary for the smaller muscles of the fingers and hands to move in coordinated, complex ways.</p>	2

<p>Library Access and Book Bus throughout the week</p>	<p>DfE Reading for Pleasure document, 2012 states that: “There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).” “Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).”</p>	<p>2 &amp; 3</p>
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	<p>“Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).”</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006)</p> <p>Our observations and knowledge about our children, tells us that lots of our pupils do not have regular access to a variety of texts and do not have many books at home. By opening up the library for 4 lunchtimes a week, we will support our pupils in choosing books and getting more texts in the home.</p>	
Purchase MyOn	<p>DfE Reading for Pleasure document, 2012 states that:  “There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).” “Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).”</p> <p>Our observations and knowledge about our children, tells us that lots of our pupils do not have regular access to a variety of texts and do not have many books at home. By being able to access MyOn at home, our pupils will have the opportunity to access digital texts.</p>	2 & 3



<p>Be Excited about Reading (BEAR) Cafe</p>	<p><i>“This research reveals that children’s pleasure in reading is strongly influenced by reading networks and relationships: between teachers; between teachers and children; between children and children; and in some cases, between children, teachers, families and communities. In schools where staff and senior leaders share their reading lives and blether about books and thus about life, a sense of connection and community will develop. It is important too that schools seek to include parents in their reading community, but building in-school communities first is advisable so parents are drawn in by their children’s own engagement.”</i></p> <p>Cremin, T. Mottram, M. Powell, S, Collins R and Safford K. (2014) Building Communities of Engaged Readers: Reading for Pleasure London and NY: Routledge.</p>	<p>2 &amp; 3</p>
<p>Purchase Lexia Core5</p>	<p>EEF research shows homework in primary schools has a positive impact of +3 months with a greater impact if it involves digital technology increasing to +6 months.</p>	<p>2 &amp; 3</p>

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

Budgeted cost: £120,701.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>SaFE Officer will deliver Construction Therapy to targeted PP pupils</p>	<p>Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in children, such as sharing, turn-taking, following rules, using names and problem-solving.</p>	<p>6, 7 &amp; 8</p>
<p>SaFE Officer and Pupil Premium Champion and will deliver Bereavement Counselling to individual pupils.  Bereavement resources.</p>	<p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>8</p>

<p>Employ a Drama Therapist to work with targeted pupils.</p>	<p>Research and experience of the school’s SEND/CiC Lead, evidence how relationships in combination with the therapeutic powers of play, provide a context for self- expression, self-care, and healing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	<p>8</p>
<p>Outdoor Education offered to identified pupils.</p>	<p>An increasing number of studies suggest that access to nature may improve general human health and wellbeing (Simkin, Ojala, and Tyrväinen 2020; Tyrväinen 2014; von Hertzen, Hanski, and Hahtela 2011.</p> <p>“... the natural environment stimulated children to work more as a team, sparking interaction during practical, hands-on activities that improved children’s sense of responsibility, competence and social-emotional skills” (Zamani 2016)</p>	<p>1,2 &amp; 8</p>
<p>SEND/CiC Lead and SaFE Officer to lead Parent/ Carer Workshops/ Coffee Mornings</p>	<p>EEF – Parental engagement strategies are typically more effective with parents of very young children.</p> <p>EEF research shows parental engagement has a positive impact of +4 months.</p>	<p>1,8</p>
<p>National Breakfast Programme</p>	<p>Family Action is committed to supporting child development, and we believe a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn.</p> <p>Economic and social research council – children in Year 2 who were offered breakfast made the equivalent of 2 months progress in reading, writing and maths.</p>	<p>8</p>
<p>Embed the principles of good practice set out in the DfE’s <a href="#">Working Together to Improve School Attendance</a></p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2.</p> <p>Pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GDS or above, than pupils that missed 10-15% of all sessions.</p>	<p>5, 2, 3, 4, 6 &amp; 7</p>

<p>Attendance Officer promotes consistent attendance and punctuality through supported communication with parents and identifying possible</p>	<p>WPA Education Welfare services – effective engagement often leads to increased attendance and higher academic achievement and positive effect on pupils’ attitudes to learning.</p> <p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
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barriers to attendance and punctuality.		
Pupil Premium Champion and SaFE Officer to provide targeted ELSA support.	<p>ELSA network – all ELSA has reported an increase in knowledge and confidence, supporting children and young people talking about their feelings and behaviour.</p> <p>EEF - Social and emotional learning (SEL) interventions improve pupils’ decision making skills, interactions with others and their self-management of emotions. (+4 months)</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	6 & 8
SaFE officer to be trained in Incredible Years (Webster Stratton) to target PP parents/carers for a structured parenting programme.	<p>Randomised control group – Increase in children’s positive affect and cooperation with teachers, positive interactions with peers, school readiness and engagement with school activities.</p> <p>EEF - Social and emotional learning (SEL) interventions improve pupils’ decision making skills, interactions with others and their self-management of emotions. (+4 months)</p> <p>EEF research shows parental engagement has a positive impact of +4 months.</p>	6 & 8
SaFE officer and Deputy support parents and carers by contacting them in a variety of ways, emails, text message and phone calls.	<p>WPA – schools which have good parental communication are often those who embrace use of technology.</p> <p>EEF research shows parental engagement has a positive impact of +4 months.</p>	5, 6 & 8

<p>Whole staff training on Connected Communities – Emotional well-being</p>	<p>Targeted interventions and universal approaches can have positive overall effects:</p> <hr/> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF - Social and emotional learning (SEL) interventions improve pupils' decision making skills, interactions with others and their self-management of emotions. (+4 months)</p> <hr/>	<p>8</p>
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Football intervention with Youth Dreams Project	EEF - Social and emotional learning (SEL) interventions improve pupils' decision-making skills, interactions with others and their self-management of emotions. (+4 months)	8
RockSteady	There is even evidence that musical training can boost a child's IQ. In one classic study, groups of 6-year-olds were randomly assigned to receive music lessons (keyboard or voice), drama lessons, or no lessons at all for a period of 36 weeks. The children who received the music lessons showed increases in IQ above and beyond increases experienced by the other groups of children (Schellenberg, 2004). These findings have been replicated in another sample of 5- and 6-year-olds (Kaviani, Mirbaha, Pournaseh, & Sagan, 2014), and follow-up studies have shown that the effects can be long-lasting, with benefits showing up even into the college years (Shellenberg, 2006).	8
Supporting families and pupils based on individual need.	Barriers such as poor housing, lack of opportunity, poor nutrition etc. all can lead to children not performing at their best in school.	6

**Total budgeted cost: £228,733.49**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### **Reading Outcomes in Year 6**

62% of all pupils achieved age related expectations compared to a national figure of 74%.  
46% of pupil premium pupils achieved age related expectations compared to 72% of non-pupil premium.

#### **Writing Outcomes in Year 6**

43% of all pupils achieved age related expectations compared to a national figure of 72%.  
42% of pupil premium pupils achieved age related expectations compared to 44% of non-pupil premium.

#### **Mathematics Outcomes in Year 6**

50% of all pupils achieved age related expectations compared to a national figure of 73%.  
34% of pupil premium pupils achieved age related expectations compared to 62% of non-pupil premium.

#### **Phonics**

70% of all pupils passed the phonics screen in Year 1 compared to a national figure of 80%.  
68% of pupil premium pupils passed the phonics screen in Year 1 compared to 71% of non-pupil premium.

86% of all pupils passed the phonics screen by Year 2 compared to a national figure of 91%.  
85% of pupil premium pupils passed the phonics screen by Year 2 compared to 88% of non-pupil premium.

#### **GLD**

63% of all pupils gained GLD compared to a national figure of 68%.  
14% of pupil premium pupils gained GLD compared to 67% of non-pupil premium.  
100% of pupil premium pupils gained GLD following Moving and Handling Intervention.



### Wider Strategies

Incredible Years was completed with parents with positive impact shared with facilitators and observed by facilitators.

### Attendance

PP Attendance 95.42% compared to non-PP 97.23%. (2020-2021)  
PP Attendance 94.06% compared to non-PP 94.89% (2021-2022)  
PP Attendance 93.11% compared to non – PP 94.81% (2022 – 2023)  
PP Attendance 94.37% compared to non – PP 95.21% (2023 – 2024)

### Support for Families

We have been able to support many families in crisis. This has varied from managing children's behaviour, financial struggles, housing problems and mental health needs.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted since 2021. 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read Write Inc	Ruth Miskin Training
Accelerated Reader	Renaissance Learning
Lexia Core 5	Lexia Learning
Freckle	3P Learning
Nuffield Early Language Intervention (NELI)	Nuffield
Emotional Literacy Support Assistant Intervention (ELSA)	Peterborough Local Authority Educational Psychology Service
Incredible Years Parenting Programme	Webster Stratton
AR Freckle	TT Rockstars