

## Pupil Premium Strategy Statement



This statement details St Cuthbert's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

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

### School Overview

Detail	Data
School name	St Cuthbert's Catholic Primary School
Number of pupils in school	209 Reception - Year 6 242 2YO - Year 6
Proportion (%) of pupil premium eligible pupils ( PP incl EYSPP)	49%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Bellis-Knox <b>(Head Teacher)</b>
Pupil premium leads	Claire Bellis-Knox <b>(Head Teacher)</b> Kate Lunt <b>(Assistant Head Teacher)</b> Danielle Garvey <b>(Assistant Head Teacher)</b> Donna Radburn <b>(Business Manager)</b>
Governors (Associate)	Pat Moloney (Chair) Tony Devine (Associate)

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 166,740
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£166,740

### Part A: Pupil Premium Strategy Plan Statement of Intent

St Cuthbert's Catholic Primary School is positioned in an area within the top 3% of deprivation in the country and almost half of our school population are from significantly disadvantaged backgrounds. Our school is central to ensuring that the families and children facing those challenges are given the very best quality of education and support. We see it as our mission, regardless of their starting points, to nurture the aspirations and ambitions of our young people to achieve well and become successful in life.

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

Our data demonstrates the progress disadvantaged children make throughout their primary years at St Cuthbert's. This is underpinned and driven by the commitment staff have to the nurturing of health and wellbeing - a paramount principle for children to achieve their potential. We invest globally into developing the whole child: personally, socially, emotionally and academically. Through rigorous monitoring and assessment of the latter, outcomes are used to inform quality and timely intervention, support and enrichment opportunities. It is the intention of St Cuthbert's Catholic Primary School for the attainment of non-disadvantaged children to be sustained and improved alongside the progress of their disadvantaged peers.

Our expectation is for all of our children, inclusive of those who are disadvantaged, to leave St Cuthbert's as confident and resilient individuals. Our school knows that for our children to succeed and derive the maximum benefit from school life then it has to offer a wide-ranging, engaging, bespoke and adaptive curriculum. Our carefully constructed, broad and balanced curriculum, combined with quality real life experiences are a driving force in ensuring that our children will read fluently and widely, showing confidence when forming opinions on a wide range of books and authors. They will be able to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them and achieve success.

As a school, our approach is responsive to common challenges and individual needs, rooted in robust diagnostic analysis of data, not assumptions about the impact of disadvantage. The approaches that we have adopted complement each other in order to support our children to excel.

This strategy has been written to indicate our mission in how we:

1. Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress. We intend to address these barriers through specific, realistic targets and with timely and appropriate intervention.
2. Will target funding in order to accomplish these targets for the benefit of all children inclusive of Pupil Premium.
3. Ensure that high quality and adaptive teaching provides appropriate support and challenge for disadvantaged pupils.
4. Will focus on evidence of EEF in relation to metacognition, high quality feedback, mastery approach, reading comprehension and emotional intelligence.
5. Ensure that we achieve the most efficient use of resources and are able to respond to new challenges in a timely manner.
6. Provide quality CPD to teaching and support staff.
7. Continuously monitor progress against our set objectives - redirecting and re-planning where necessary in order to achieve the desired outcomes.
8. Monitor the progress of each individual pupil and ensure timely intervention where necessary.
9. Will work to lessen the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils.
10. Provide the very best opportunities for all our pupils centred on a curriculum (inclusive of enrichment opportunities), which is appropriately adapted whilst striving for ambition for all.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Children and their families have social and emotional difficulties often exacerbated further by medical, wellbeing and mental health needs.
2	Children and their families are burdened with additional stresses: inadequate housing, inconsistent access to fuel and energy, significant lack of food, inability to access benefits, debt, addiction and domestic violence. All of which were heightened throughout the pandemic and impacted significantly on our children who are still taking time to recover. Concerns raised through professional dialogue and the implementation of timely intervention have increased significantly in order to support our children with anxiety, bereavement, loss, trauma and ACEs.
3	Pupils have limited experiences beyond their home life and immediate community. Significantly low levels of income and debt often do not allow quality enrichment opportunities to be accessed at home. The true potential of the skills, talents and interests of our children are therefore at risk of not being truly fulfilled.

4	Family disengagement in the learning process, due to ‘education anxiety’ or perceived weakness, results in reduced opportunities for quality home learning specifically in reading, writing and maths. This has the possibility to impact on the academic potential of pupils being achieved and progress being maximised.																																																																								
5	Pupils have limited or non-existent opportunities to access age appropriate reading, writing and maths materials beyond those provided by school. Assessments, observations and discussions with children clearly demonstrate the greater level of difficulty our disadvantaged children have with reading (including phonics), writing and maths in comparison to their peers.																																																																								
6	A significant number of children in EYFS lack fundamental skills and this is reflected in the low number of children achieving expected standard in PSED and C&L which is a growing concern. On entry an increasing number of children are below ARE, particularly in Communication and Language and lack secure oracy skills. Children have limited experiences in encountering high quality dialogue in their home lives and the impact on GLD continues to be significant.																																																																								
7	<p>Our attendance data over the past three academic years indicates that attendance amongst disadvantaged children has been between 1.7% - 2.1% lower than non-disadvantaged.</p> <table border="1" data-bbox="395 792 1461 1977"> <thead> <tr> <th colspan="6">Attendance 2023-2024</th> </tr> <tr> <th colspan="2">Whole School Attendance – school age children</th> <th colspan="2">Disadvantaged Attendance</th> <th colspan="2">Non disadvantaged Attendance</th> </tr> <tr> <th>children</th> <th>%</th> <th>children</th> <th>%</th> <th>children</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>95.1%</td> <td>103</td> <td>94%</td> <td>77</td> <td>97%</td> </tr> <tr> <th colspan="6">Attendance 2022-2023</th> </tr> <tr> <th colspan="2">Whole School Attendance – school age children</th> <th colspan="2">Disadvantaged Attendance</th> <th colspan="2">Non disadvantaged Attendance</th> </tr> <tr> <th>children</th> <th>%</th> <th>children</th> <th>%</th> <th>children</th> <th>%</th> </tr> <tr> <td>171</td> <td>94.7%</td> <td>91</td> <td>93.9%</td> <td>80</td> <td>95.6%</td> </tr> <tr> <th colspan="6">Attendance 2021-2022</th> </tr> <tr> <th colspan="2">Whole School Attendance – school age children</th> <th colspan="2">Disadvantaged Attendance</th> <th colspan="2">Non disadvantaged Attendance</th> </tr> <tr> <th>children</th> <th>%</th> <th>children</th> <th>%</th> <th>children</th> <th>%</th> </tr> <tr> <td>168</td> <td>95.3%</td> <td>87</td> <td>94.3%</td> <td>81</td> <td>96.4%</td> </tr> </tbody> </table> <p>Our attendance data demonstrates the significant divide between disadvantaged and non-disadvantaged persistent absentees.</p>	Attendance 2023-2024						Whole School Attendance – school age children		Disadvantaged Attendance		Non disadvantaged Attendance		children	%	children	%	children	%	180	95.1%	103	94%	77	97%	Attendance 2022-2023						Whole School Attendance – school age children		Disadvantaged Attendance		Non disadvantaged Attendance		children	%	children	%	children	%	171	94.7%	91	93.9%	80	95.6%	Attendance 2021-2022						Whole School Attendance – school age children		Disadvantaged Attendance		Non disadvantaged Attendance		children	%	children	%	children	%	168	95.3%	87	94.3%	81	96.4%
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In 2021-2022, according to our termly analysis, 22.1% - 16.1% of disadvantaged children were persistently absent compared to 5.9%-3.6% of non-disadvantaged.

In 2022-2023, according to our termly analysis, 22% - 14.9% of disadvantaged children were persistently absent compared to 8.6% - 7.5% of non-disadvantaged.

In 2023-2024, according to our termly analysis, 25.5% - 10% of disadvantaged children were persistently absent compared to 9% - 4% of non-disadvantaged.

Our assessments and observations indicate that absenteeism is impacting upon the progress being made by disadvantaged children.

PAs 2023-2024					
Total PAs		PA % of disadvantaged cohort		PA % of non-disadvantaged cohort	
children	%	children	%	children	%
20	11.1%	15	14.6%	5	6.5%
PAs 2022-2023					
Total PAs		PA % of disadvantaged cohort		PA % of non-disadvantaged cohort	
children	%	children	%	children	%
26	15.2%	20	22%	6	7.5%
PAs 2021-2022					
Total PAs		PA % of disadvantaged cohort		PA % of non-disadvantaged cohort	
children	%	children	%	children	%
17	10.1%	14	16.1%	3	3.7%

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
<p>Improved phonics and reading skills aiming to further diminish the gap between PP and non-PP children.</p>	<p>2026-2027</p> <p>Year 1 Phonics outcomes will show more than 40% of disadvantaged children have met the expected standard.</p> <p>KS2 Reading outcomes will show more than 40% of disadvantaged children have met the expected standard.</p> <p>The tracking of data between initial teacher assessments / analysis of identified gaps to periodic assessments (RWI, Star Reader Assessment) and end of year assessments (NFER's &amp; SAT's) will indicate good levels of progress.</p> <p>All children eligible for PP to make at least expected progress in phonics and reading from their individual starting points by the end of the academic year.</p> <p>Across KS1, the End of Year reading assessments, Phonics Screening results and RWI assessments will reflect a further narrowing of the gap between PP and non-PP children.</p> <p>Freshstart - to continue to support children in upper KS2 to catch-up and develop fluent reading and writing skills, facilitating movement towards ARE.</p> <p>The end of KS2 PP children will have made relative progress from their starting points and in line with targets set. With the focus being on achieving ARE. Y2, 3, 4 &amp; 5 progress will be analysed through a range of assessment tools at various points throughout the academic year e.g. RWI, Star, NFER</p>
<p>To raise the standards of oracy, language development and vocabulary.</p>	<p>Modelling children's language allows staff to correct any grammatical errors that children may make in a positive way.</p> <p>Quality running commentary that accompanies a child's play. Staff provide children with vocabulary within a meaningful context.</p> <p>To develop more articulate and confident speakers with a widened, appropriate and rich vocabulary base.</p> <p>Talking Partners - is designed to improve the way children communicate across the curriculum, enabling them to become independent and skilful speakers and listeners.</p>

	<p>Wellcomm - speech &amp; language toolkit that quickly identifies areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p> <p>Assessments and observations will indicate significantly improved oral and written language amongst disadvantaged children.</p> <p>Writing moderation and book looks will demonstrate an increase in the use of appropriate and ambitious vocabulary used in writing across the curriculum. Subject leads will identify this in Book Looks and Subject Leader Reports.</p>
<p>PP children will be exposed to a wide range of educational and enrichment experiences and opportunities to further enhance the curriculum offer.</p>	<p>Sustained high levels of engagement in educational and enrichment activities by 2026-2027 demonstrated by:</p> <p>Significant increase in the number of disadvantaged pupils accessing enrichment opportunities and educational experiences that they may not have otherwise accessed:</p> <p>Trips, visits, excursions, extended school, music tuition and extra-curricular clubs.</p> <p>Cultural capital experiences are planned for and embedded across the curriculum. An extensive range of extra-curricular activities are available for all children without cost.</p> <p>Subject Leader Reports include Pupil Voice representative of children across key stages from a range of vulnerability groups inclusive of PP.</p>
<p>To support the emotional wellbeing, resilience and self-esteem of children to enable them to engage within their learning.</p>	<p>Sustained high levels of wellbeing by 2026-2027:</p> <p>Children will continue to be encouraged to embrace extensive roles and responsibilities reflecting the importance of pupil autonomy, pupil relationships, sense of role modelling, and appreciation for each other e.g.</p> <ul style="list-style-type: none"> <li>● Eco Leaders</li> <li>● School Councillors</li> <li>● Worship Leaders</li> <li>● Rotary Club members</li> </ul> <p>Qualitative data from pupil voice, pupil and parent questionnaires and drop-in observations.</p> <p>Evidence celebrated and regularly updated on Gridmaker and Evidence me</p> <p>Disadvantaged children show greater confidence within conversing with peers, adults and to an audience.</p>

	<p>Evidence of increased self- awareness, self-esteem, self-confidence, resilience and engagement directly impacting on progress.</p> <p>ROAR ‘Ralph’ instilling a bounce-back attitude</p> <p>Through extra-curricular activities, our pupils embrace so many opportunities through which they may thrive and develop an array of skill and talent. Inter- competition opportunities continue to be interwoven through the academic year.</p>
<p>Parental engagement and involvement in their child / children’s learning.</p>	<p>Home visits - A more personable and robust approach towards home visits aids in establishing an immediate and highly productive home-school link. A proactive and forward planning measure of provision with a focus on avoiding reactivity.</p> <p>Parents to continue to be invited (in person) to school events: parent evenings, assemblies, worship, stay &amp; pray, read with me, maths breakfasts, sport, music, graduations and fayres etc</p> <p>Parenting classes, courses &amp; support signposted globally via Dojo, website notices and to individuals in person:</p> <p>PTA  HAF (Holiday Activities and Food Programme)  Fareshare  Child Health &amp; Wellbeing (sleep support)  Merseyside Youth Association  Children’s Centre  YPAS - Crisis walk-in service  Benefits advice  Debt management advice  Council tax support  Housing  Fuel &amp; energy  EU settlement  Maths Breakfast  Big Read  EMTAS  Parent workshops  Family Learning Week</p> <p>Provide disadvantaged children with devices enabling them to access online provision, tutorials, support materials and interactive resources.</p> <p>CPOMS - parental engagement and communication are logged and recorded.</p>
<p>To achieve and sustain improved attendance for all children, particularly our disadvantaged cohort</p>	<p>Sustained high attendance by 2026-2027 demonstrated by:</p> <p>The overall unauthorised absence rate for all children being no more than 1% and the attendance gap between disadvantaged and their non-disadvantaged peers being reduced by 0.5%.</p>



	<p>The percentage of all children who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</p> <p>Overall PP attendance to improve narrowing the gap between PP and Non-PP.</p> <p>EWO support, monitoring, timely intervention and escalation where appropriate.</p> <p>First day response / Home visits.</p> <p>Attendance Panel meetings – Support / Support / Challenge</p> <p>Open door policy - strengthen communication</p> <p>Fareshare, Bagel Breakfast &amp; Queen of Greens</p> <p>Support to access Extended School provision</p> <p>Attendance and punctuality incentives and rewards on a weekly, half termly, termly and annual basis.</p>
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### 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: £200,996.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Assessment</b>		
<p>Purchase of assessment tools and tracking systems including training for staff to ensure assessments are interpreted correctly and accurately inform action planning.</p> <p><b>OTrack</b> - an online pupil tracking software for EYFS through to Y6. The powerful suite of reports allows you to easily analyse attainment and progress.</p>	<p>Standardised tests can provide reliable insights into specific strengths and areas for development for each child to support in ensuring they receive the correct additional support through interventions and teacher instruction.</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p>	4, 5 & 6

<p><b>Evidence Me</b> - observation and reporting app EYFS - Y6</p> <p><b>PIVATS</b> - an assessment tool used in school to assess pupils who are working below their chronological age expectations within the National Curriculum in aspects of Reading, Writing and Maths.</p> <p><b>STAR Reader Assessment</b> - an assessment tool to assess pupil's reading and comprehension skills after completing RWI to analyse optimum reading level and gaps in learning.</p> <p><b>SPAG.COM</b> - offers grammar and punctuation tests for children to complete online. Teachers can view instant gap analysis of the results and quickly identify gaps in the children's knowledge.</p> <p><b>Maths.co.uk (gap analysis and termly reporting)</b> - provides online maths assessments including termly KS1 &amp; KS2. standardised maths tests, end-of-unit tests, arithmetic tests and reasoning tests. Features include instant marking, detailed gap analysis and trust reports.</p> <p><b>NfERs</b> - a range of trusted, standardised, curriculum-aligned paper assessments to support to confidently track pupil progress and attainment across key stage 1 and 2 and provide valuable data to support teacher judgements and pupil outcomes: End of year summative assessments - Y1, 3, 4 &amp; 5.</p>	<p><a href="#">Diagnostic assessment   EEF</a></p>	
<p>£1088.78</p>		
<p><b>Targeted Intervention</b></p>		
<p>Employment of Teaching Assistants within each class to deliver and support targeted intervention and support for disadvantaged children 0.49</p> <p>Social stories</p> <p>Comic Strip Conversations</p> <p>Bucket Therapy</p> <p>Box Time</p> <p>Intensive Interaction</p> <p>Fresh Start / RWI Tutoring</p> <p>Rainbows</p> <p>ELSA</p>	<p>The percentage of disadvantaged children in each cohort ranges from 40% - 63.3%.</p> <p>Intervention and support targeted at specific needs and knowledge gaps are an effective method to support low attaining children or those falling behind.</p> <p>One to one</p> <p><a href="#">One to one tuition   EEF</a></p> <p>Small groups</p> <p><a href="#">Small group tuition   EEF</a></p>	<p>1, 4, 5, 6 &amp; 7</p>

<p>Lego Therapy Sensory Circuits Mastering Number Success @ Arithmetic 1st Class @ Number 1 1st Class @ Number 2 Paired Reading &amp; Cued Spelling Wellcomm</p>		
<p>£165,615.35</p>		
<p><b>ELSA</b> - Emotional Literacy Support Assistant trained in supporting social and emotional development. The content of the training consists of: Emotional Literacy Self Esteem Anger Management Social Skills Friendship Skills Therapeutic Skill Bereavement</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Improving Social and Emotional Learning</a></p> <p>The ELSA programme is proven to have <b>positive outcomes</b> for both individual pupils and school systems. At the individual pupil level, data from the SDQ indicated a reduction in a range of emotional, conduct, hyperactive and peer problems and an increase in prosocial behaviours. An evaluation of the Emotional Literacy Support Assistant Programme 2021: <a href="#">An Evaluation of the Emotional Literacy Support Assistant (ELSA) Programme</a></p>	<p>1, 2, 5, 6 &amp; 7</p>
<p>£154.48</p>		
<p style="text-align: center;"><b>English</b></p>		
<p><b>RWI</b> - <a href="#">DfE validated Systematic Synthetic Phonics programme</a>:  <ul style="list-style-type: none"> <li>● Development Days</li> <li>● Consultation</li> <li>● Remote Progress Meetings</li> </ul>                     Aiming for a consistent and holistic approach to the delivery of phonics - early reading in conjunction with support from Childer Thornton English Hub.                       RWI resources purchased to support the teaching of early reading - comprehension books                       RWI Lead facilitates weekly support to all staff who deliver RWI sessions, focusing on: feedback</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>It has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas.  <a href="#">An Introduction to Read Write Inc.</a></p>	<p>4, 5, 6 &amp; 7</p>

<p>re-grouping guidance training</p> <p>RWI decodable reading books (for home) purchased and parental information shared via school website.</p> <p>RWI Fresh Start resources for children in upper key stage 2</p> <p>To fund ongoing training for RWI Lead including release time for Remote Progress Meetings, Development Days, Data analysis and re-grouping</p> <p><b>RWI Portal</b> - in addition to online data and online assessments, offers comprehensive training films on Read Write Inc. Phonics, Fresh Start, Comprehension, Spelling and Nursery inclusive of hundreds of virtual classroom films for children to practise at home with parents &amp; carers.</p>		
<p>£1190.70</p>		
<p><b>Accelerated Reader:</b> A powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure.</p> <p>To fund the implementation of training for English Lead including release time for implementing and monitoring the system with the support from Renaissance.</p> <p>To receive three one-hour remote training sessions and six hours of whole school training. Training sessions help to ensure that the Home Reading library is prepared for the intervention, show teachers how to use quizzes and analyse the data that they generate.</p> <p>Introduction and training of staff to ensure the effective implementation and maintenance of the tool.</p> <p>Allocate staff and time to ensure that quality reading materials are categorised according to their ZPD using the Accelerated Reader Book finder.</p> <p>Investment in quality reading material to support the tool.</p>	<p>Accelerated Reader (AR) is a digital whole-class reading management and monitoring programme that aims to foster independent reading among primary and secondary pupils. The internet-based software initially screens pupils according to their reading levels using Star Reading Assessment and suggests books that match their reading age and reading interest. Pupils take computerised quizzes on the books they have read, and quiz performance allows teachers to monitor pupil's progress in reading.</p> <p>EEF: AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes.</p> <p><a href="#">Accelerated Reader (re-grant)   EEF</a></p> <p>Renaissance: Students develop reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated. Regular STAR Reading assessments determine each student's current reading level and the range of book levels within which the student ought to be reading</p>	<p>2, 3, 4, 5 &amp; 7</p>

	<p>in order to make the greatest progress. Students respond to regular feedback and are motivated to make progress with their reading skills.</p>	
£1111.81		
<p><b>Spelling Shed:</b> Spelling Shed’s approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning.</p> <p>The carefully selected word lists and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition.</p>	<p>The Science of Spelling is a systematic approach that involves understanding the relationship between sounds and written symbols.</p> <p>It utilises the large body of Science of Reading research to implement evidence-based best practices and strategies to teach and practise spelling. Learning to spell is a key ingredient to becoming a good reader and is far more intricate than just memorising words.</p> <p>There are over 300 words on the statutory spelling lists from years one to six. Committing each word to memory would be an enormous and daunting task for any learner. Instead, The Science of Spelling teaches children to recognise spelling patterns and highlights notable exceptions. Words are taught in context and linked to other words with similar patterns in order to fully explore their meanings.</p>	2, 3, 4, 5 & 7
£176.40		
<p><b>Ready Steady Comprehension:</b> (formally known as Steps to Read) is planning support for whole class Shared Reading through carefully crafted units of work. They empower teachers to teach all aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts.</p> <p>Ready Steady Comprehension provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches.</p> <p>Staff have received two Twilights of training and resources have been purchased to ensure a consistency of approach from Early Years - Y6.</p>	<p>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.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p>	2, 3, 4, 5 & 7

	<p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently</p> <p><a href="#">EEF Reading Comprehension Strategies</a></p>	
<p>£686.00</p>		
<p><b>Maths</b></p>		
<p><b>Embedding Mastery Project</b></p> <p>Developmental workgroup for Maths Lead and lead teacher to research and observe the teaching of Mastery. Range of professional development opportunities including observing good practise and termly bespoke Mastery Specialist support visit. Focus is on systems and culture to support mastery, subject knowledge, lesson design, support for school and subject leadership.</p>	<p>Pupil outcomes:</p> <ul style="list-style-type: none"> <li>- Pupils across school have high expectations of themselves as mathematicians; they enjoy learning the subject and demonstrate a growth mindset.</li> </ul> <p>Practice development:</p> <p>All teachers in the participant schools will:</p> <ul style="list-style-type: none"> <li>- develop their ability to plan, teach and reflect on effective maths lessons that reflect a teaching for mastery approach.</li> </ul> <p>Professional learning:</p> <p>Lead teachers and the Head Teacher will:</p> <ul style="list-style-type: none"> <li>- clearly understand the teaching for mastery pedagogy and the school structures which support all staff to continually develop teaching for mastery approaches.</li> </ul> <p>Teachers in the participant school will:</p> <ul style="list-style-type: none"> <li>- enhance their mathematical subject knowledge with an emphasis on progression within key areas of maths</li> </ul> <p><a href="#">Supporting Research, Evidence and Argument   NCETM</a> <a href="#">Mastery learning   EEF</a></p>	<p>4,5,6 &amp; 7</p>
<p>£490.00</p>		
<p><b>TT Rock Stars:</b></p> <p>Times Tables Rock Stars is an award-winning maths learning platform where children can practise their times tables like a rock star.</p> <p>Suitable for all learners aged 6 years and up, the question-based games automatically adapt to each child's unique learning needs, helping them to recall their times tables in record speed. Accessible on any</p>	<p>Pupils should master basic mental arithmetic – addition, subtraction, multiplications and division – and be able to recall their times tables quickly. Those who don't may well have difficulty with more challenging maths later in school.</p>	<p>4,5,6 &amp; 7</p>

<p>device, via the app or browser, children can play anytime, anywhere.</p> <p>Times Tables Rock Stars creates confident and competent maths learners by securing the foundation of quick multiplication and division recall.</p>	<p>EEF: The latest data shows that just over half (54%) of pupils who are eligible for free school meals achieved the expected standard in maths by the end of primary school, compared to almost three-quarters (73%) of all other pupils.</p> <p>EEF recommend for good maths teaching for seven – 14 year olds are: - Use tasks and resources like digital technology to support good maths teaching.</p> <p><u>EEF guidance to help teachers boost primary and secondary school pupils' maths skills</u></p> <p>Repeated practice</p> <p>We know that simply giving time to practise a mathematical skill isn't enough to build fluency in our young learners.</p> <p>But memorisation of some key mathematical facts is a factor in building fluency.</p> <p>To learn something, we do require the information to be committed to long-term memory. Through attention and repeated rehearsal, the information moves from the working memory to the long-term memory.</p> <p>Having known facts frees up working memory to focus on higher order mathematical thinking.</p> <p>Memorisation of key facts can also support children to build confidence in their own mathematical ability.</p> <p><u>EEF the importance of meaningful and motivating contexts for repeated practice of key mathematical skills in helping to build fluency.</u></p>	
<p>£87.64</p>		
<p><b>White Rose</b> - The White Rose Maths positive approach focuses on reinforcing number competency, whilst providing opportunities to build reasoning and problem solving into each lesson, and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	<p>4,5,6 &amp; 7</p>

<p>encourages each student to build confidence and resilience to achieve in maths.</p> <p>helps children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking. This inclusive approach is based on the principles of cognitive psychology and child development.</p>	<p>Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>£102.90</p>		
<p><b>Enrichment</b></p>		
<p>Enrichment opportunities through the provision of regular, quality specialist teaching: Spanish, Computing &amp; PE</p>	<p>Enriching, stimulating and engaging activities and experiences impact positively on the rate and depth of learning in addition to enhancing positive health and wellbeing. They develop character, resilience and motivation, and encourage children to pursue wider goals.</p> <p><a href="#">Life skills and enrichment   EEF</a></p>	<p>1, 2, 3, 6 &amp; 7</p>
<p>£13895.52</p>		
<p>Investment in the outdoor areas) to ensure provision is equitable indoors and outdoors.</p> <p>The development of a safe and purposeful outdoor provision is aimed at enabling children to freely access appropriate spaces where they are able to explore, reflect &amp; self-regulate:</p> <ul style="list-style-type: none"> <li>- Music Panels</li> <li>- Picnic Benches</li> <li>- Sensory Boards - EYFS</li> <li>- Sand Pit</li> <li>- Sensory Garden (courtyard)</li> </ul>	<p>The importance of outdoor learning is paramount for young children in order to develop, they must have access to outdoor spaces. Outdoor learning plays a crucial role in helping children make sense of the world and grasp the basic concepts of science</p> <p>Development Matters states that EYFS practitioners should provide plenty of open-ended resources for children to play freely outdoors. It also states it's important to make time and space for children to become deeply involved in imaginative play outside. This is prevalent to all of our children inclusive of PP and SEND.</p> <p>Outdoor Learning may provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	<p>1,2, 3, 4, 5, 6 &amp; 7</p>



	<a href="#">Learning outside the classroom - The Ofsted perspective   Education Business</a>  <a href="#">Physical development approaches   EEF</a>  <a href="#">Outdoor adventure learning   EEF</a>	
£16,397.36		

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

Budgeted cost: £13,442.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>RWI</b> - One-to-one tutoring to accelerate the progress of children, with 10 minutes one-to-one tutoring every day.</p> <p><b>RWI Fresh Start</b> - Daily intervention (one to one or small group) for children in Y5&amp;6 finding it difficult to read accurately and fluently with good comprehension. Sessions rooted in phonics using age appropriate decodable texts.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Phonics   EEF</a></p> <p>It has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas.</p> <p><a href="#">An Introduction to Read Write Inc.</a></p> <p>The EEF reported that Fresh Start shows ‘considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.’</p> <p>Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test.</p> <p><a href="#">RWI Fresh Start - Ruth Miskin Phonics Training</a></p>	4, 5, 6 & 7
£10672.80		
<p><b>SLA - Educational Psychology Service</b></p> <ul style="list-style-type: none"> <li>● Staff CPD</li> <li>● Consultation Service</li> <li>● Advisors</li> <li>● Assessments according to need</li> <li>● Pupil observation / report writing</li> </ul>	<p>Closing the disadvantage gap means finding better ways to support pupils with SEND.</p> <p><a href="#">Guidance Report SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS</a></p> <p>Tailored and personalised approach for the school globally in addition to individual children and families.</p>	1, 3, 6 & 7

	<p>Upskilling staff to be able to support the evolving needs of our school community:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="background-color: #d9e1f2;"><b>16.2% (34 children) SEN &amp; EHCP</b></th> </tr> <tr> <th style="background-color: #d9e1f2;">Primary area of need</th> <th style="background-color: #d9e1f2;">Number of children</th> <th style="background-color: #d9e1f2;">%</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;">Cognition &amp; Learning</td> <td style="text-align: center;">4</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="background-color: #d9e1f2;">SEMH</td> <td style="text-align: center;">11</td> <td style="text-align: center;">32%</td> </tr> <tr> <td style="background-color: #d9e1f2;">Communication &amp; Interaction</td> <td style="text-align: center;">10</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="background-color: #d9e1f2;">Sensory &amp; Physical</td> <td style="text-align: center;">2</td> <td style="text-align: center;">6%</td> </tr> <tr> <td style="background-color: #d9e1f2;">ASD</td> <td style="text-align: center;">3</td> <td style="text-align: center;">9%</td> </tr> <tr> <td style="background-color: #d9e1f2;">EHCP</td> <td style="text-align: center;">4</td> <td style="text-align: center;">12%</td> </tr> </tbody> </table>	<b>16.2% (34 children) SEN &amp; EHCP</b>			Primary area of need	Number of children	%	Cognition & Learning	4	12%	SEMH	11	32%	Communication & Interaction	10	29%	Sensory & Physical	2	6%	ASD	3	9%	EHCP	4	12%	
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### Wider strategies

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

Budgeted cost: £29523.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance Officer</b> - Absence, and particularly persistent absence, is an immediate challenge we are facing along with schools up and down the country.</p> <p>With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all children.</p> <p>Attendance Officer's Role is to work in collaboration with the HT, SLT and Class based staff to:</p> <ul style="list-style-type: none"> <li>- Raise the profile of attendance and punctuality within the school community</li> <li>- Maximise the overall percentage of pupil attendance</li> </ul>	<p>To facilitate a thoughtful and diagnostic approach, wider systems within the school need to work effectively. Teachers and school leaders must be able to reliably gather, report, access and analyse data, and work together to take appropriate and targeted actions.</p> <p><a href="#">EEF blog: Addressing attendance: Getting below the surface</a></p>	<p>1,2,3, 4, 5, 6 &amp; 7</p>

<p>and punctuality.</p> <ul style="list-style-type: none"> <li>- Reduce the number of pupils who of persistently absent (90% or below) or severely absent (50% or below)</li> <li>- Provide support advice and guidance for parents, pupils and staff.</li> <li>- Develop clear procedures for the maintenance of accurate registration for pupils.</li> <li>- Ensure a systematic approach to gathering, analysing and acting upon attendance data.</li> <li>- Ensure there is a proactive whole school approach that embeds a consistency of practice.</li> <li>- Continue to promote effective partnerships with the Local Authority, Children’s Services, School Health and other partner agencies</li> </ul>	<p>Our analysis of data is reflective of national trends whereby children from socio-economically disadvantaged backgrounds are nearly twice as likely to be persistently absent than their class friends.</p> <p>The attendance interventions that show promise take a holistic approach in understanding pupils and their specific need, and which address the specific barriers to attendance that have been identified.</p> <p><a href="#">Supporting attendance   EEF</a></p> <p>Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school. Effective communication considers frequency, timing, audience and potential barriers such as inaccessible language and professional jargon.</p> <p><a href="#">Communicate effectively with families   EEF</a></p> <p>The problem with headline attendance figures is that they don’t tell us much about the problem: they just tell us there is a problem. The percentage is only the beginning of the story.</p> <p>To devise a potentially effective solution, we need to go beyond the ‘symptom’ of absence and explore possible underlying causes to more precisely diagnose the issue that we are trying to solve.</p> <p>By looking more closely at attendance data and talking with students and families, a</p>	
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	<p>range of different issues can be uncovered, which will be both individual and contextual.</p> <p><a href="#">EEF blog: Addressing attendance: Getting below the surface</a></p>	
<p>£18940.67</p>		
<p><b>React Uk Positive Handling - Foundation Level in Reducing Challenging Behaviour &amp; L2 Positive Handling -</b></p> <p>Whole staff explored how they can reduce risks to themselves, the children in their care and setting by deepening their understanding of the functions of behaviour and the impact of the selected communication being presented.</p> <p>This course provides essential training for staff to assist children who are struggling to manage their emotional regulation by applying knowledge of the biology behind the behaviour, Positive Behaviour Support, effective de-escalation techniques and relational therapeutic interventions. easy for all course participants to apply in practice.</p> <p>The bespoke training package is based on neuroscience and latest academic research enabling improvements in behaviour and building bridges to better relationships. The aim is to lead to a positive change to the climate for learning and both social and emotional intelligence whilst ensuring that all staff recognise the vital importance of 'connection and correction' of behaviour to reduce disruption, improving positive outcomes for all.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1,2 &amp; 3</p>
<p>£644.35</p>		
<p><b>CPOMS</b> - software solution for monitoring Safeguarding, wellbeing and all pastoral issues. Working alongside our existing safeguarding processes, CPOMS is an intuitive system which helps to ensure that our children are safe and fully supported.</p>	<p>CPOMS is a revolutionary software application for monitoring child protection, safeguarding, SEND and a range of pastoral and welfare issues. Concerns recorded by staff are sent immediately to SLT and assigned to the relevant member of the Safeguarding team – ensuring students are well protected, and staff have made high quality, easily referenced records. CPOMS is intuitive and fully customisable to draw lines between child protection, mental health, bullying, special educational needs, health and safety, and any other concerns. CPOMS is the clear</p>	<p>1, 2 3, 4 &amp; 7</p>

	market leader in the sector trusted by over 13,000 schools in the UK.	
£352.80		
<p><b>Education Welfare Officer SLA</b></p> <ul style="list-style-type: none"> <li>● Targeting PAs</li> <li>● Targeting 91%-95%</li> <li>● Agree strategies</li> <li>● Prosecutions</li> <li>● Penalty Notices Annual Register Check</li> </ul>	<p>Our Education Welfare Officer (EWO) is trained to work with young people and families, with a track record of being able to challenge, support and solve issues that have historically led to poor attendance. They have extensive experience of individual casework management and knowledge of attendance issues including policy, law and best practice.</p> <p><a href="#">Improving School Attendance</a></p>	1, 2, 3, 4 & 7
£1955.10		
<p><b>Resourcing class libraries</b> - The teaching of reading continues to be a major focus and is led by the desire for children to read widely, to read fluently and to develop good reading habits based on a love of books. Investment in quality and well-resourced class libraries whereby our children are empowered to make their own choices about what they read and in turn make the choice to read for pleasure.</p> <p>Fiction, Non-fiction and poetry book choices will have representation focusing on:</p> <ul style="list-style-type: none"> <li>- Celebrating inclusivity</li> <li>- Challenging Gender Stereotypes</li> <li>- Equality &amp; Diversity</li> <li>- Multicultural characters</li> <li>- Multicultural illustrators &amp; authors</li> <li>- Disability</li> <li>- Neurodiversity</li> <li>- Inspirational people of colour</li> <li>- Dual Language</li> </ul>	<p>DfE Research Evidence on Reading for Pleasure:</p> <p><a href="#">Research evidence on reading for pleasure - GOV.UK</a></p> <p>A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:</p> <ul style="list-style-type: none"> <li>- Reading attainment and writing ability</li> <li>- Text comprehension and grammar</li> <li>- Breadth of vocabulary</li> <li>- Positive reading attitudes</li> <li>- Greater self-confidence as a reader</li> <li>- Pleasure in reading in later life</li> <li>- General knowledge</li> <li>- A better understanding of other cultures</li> <li>- Community participation</li> <li>- A greater insight into human nature and decision-making.</li> </ul> <p>Evidence suggests that reading for pleasure leads to increased attainment.</p>	1, 2, 3, 4, 5, 6 & 7
£708.39		
<p>House Point System and Reward Celebrations - providing memorable incentives that may not otherwise be experienced.</p>	<p>A strength of the House Point system is that it provides children of all ages the opportunity to work together, creating a truly cohesive learning environment; without barriers and inclusive to all.</p> <p>Improving:</p> <ul style="list-style-type: none"> <li>● attendance (incentive)</li> </ul>	1, 2, 3, 6, 7

	<ul style="list-style-type: none"> <li>● punctuality (incentive)</li> <li>● engagement within learning</li> <li>● self confidence</li> <li>● self esteem</li> <li>● motivation</li> <li>● collaboration with peers - developing a sense of community</li> <li>● resilience</li> <li>● determination</li> </ul>	
£150		
<p><b>Fareshare</b> - is the US's national network of charitable food redistributors. They take good quality surplus food from right across the food industry and redistribute the nutritious and good-to-eat food. Every week they provide enough food to create almost a million meals for vulnerable people - including the families of St Cuthbert's.</p>	<p>An evaluation of food supplied by FareShare, via frontline food provisions, on mental health and isolation in Liverpool. The report demonstrates how community based food provision promotes mental health and reduces isolation. <a href="#">FareShare</a></p> <p>People report improvements in access to healthy food, wellbeing, reductions in stress and isolation, and less financial pressure. <a href="#">FareShare's Impact on Individuals</a></p> <p>The 2024 Impact Report uses FareShare's latest survey and operational data to look at the difference made in the year to 31 March 2024: from preventing embedded greenhouse gas emissions going to waste, to helping children develop better eating habits. <a href="#">FareShare Impact Report 2024</a></p>	1,2,4, 6 & 7
£1011.75		
<p><b>Breakfast Club and After School Club</b> - offer subsidised provision to disadvantaged children / families.</p> <p><b>Bagel Breakfast</b> - National School Breakfast Programme is funded by the DfE and delivered by Family Action, supporting schools in England to provide children with a healthy breakfast at the start of the school day. Volunteers have been drafted in from our wider school community to provide all children with a Bagel Breakfast &amp; milk each morning upon arriving at school.</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. <a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF</a></p> <p>Before and after school programmes with a clear structure, well trained and well qualified staff are more clearly linked to academic benefits than other types of extended hour's provision.</p> <p>The provision of a stimulating environment and activities aid in developing additional personal and social skills. Such provision is more likely to have an impact on</p>	1,2,4, 6 & 7

	attainment than those that are solely academic in focus. <a href="#">Extending school time   EEF</a>	
£1279.98		
Provide children with school uniform, PE kit (including footwear and outerwear).	Children from lower socioeconomic households are less likely to be able to afford the cost of school uniforms and PE kits; provision must be made available for this.  Equity for all is essential in an inclusive school, all children should feel proud, feel they belong and in turn feel motivated to learn.  <a href="#">School uniform   EEF</a>	2, 3, 4 & 7
£600		
Disadvantaged children and vulnerable groups to be prioritised for opportunities which promote cultural capital. Such experiences will come with a significantly reduced cost or no cost at all.	Participation within the arts are proven to have a positive impact on academic outcomes in other areas of the curriculum. <a href="#">Arts participation   EEF</a>  Physical activity has important benefits in terms of health, wellbeing and physical development. <a href="#">Physical activity   EEF</a>  Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged children. Ofsted added the term 'cultural capital' in paragraph 203, it defines it as: ... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.	1, 3, 4, 5, 6 & 7
£2900.00		
Contingency fund for acute issues.	Based on our experiences and the unpredictability of circumstances within our school community, we have identified a need to set aside a small amount of funding allowing for us to respond quickly to support needs that have not as yet been identified.	1, 2, 3, 4, 5, 6 & 7
The delegated budget will support unexpected expenditure (contingency) £2000 of which PP will be £980.00		

Total budgeted cost: £243,942.78

<b>Detail</b>	<b>Total Expenditure</b>
Pupil premium funding allocation this academic year	£166,740.00
Pupil premium funding expenditure this academic year	£243,942.78
Delegated school budget allocated to further support Pupil Premium children	£77202.78



## Part B: Review of the previous academic year Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year, drawing on national assessment data: EYFS, key stage 1 Phonics Screening Check and key stage 2 and our own internal summative and formative assessment.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

EYFS - GLD		
Cohort (30)	Disadvantaged (12)	Non Disadvantaged (18)
60%	41.7%	72.2%
Phonics Check - Working at or above		
Cohort (29)	Disadvantaged (16)	Non Disadvantaged (13)
79.3%	68.8%	92.3%
KS2 SATs		
Cohort (30)	Disadvantaged (17)	Non Disadvantaged (13)
Reading		
80%	76.5%	84.6%
Writing (TA)		
73.3%	64.7%	84.6%
Maths		
80%	64.7%	100%
RWM Combined		
66.7%	52.9%	84.6%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Absence among disadvantaged pupils was 3% higher than their peers in 2023/24 and persistent absence 50% higher (20 children in total: 15 Disadvantaged and 5 Non-Disadvantaged). We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. We have appointed an Attendance Lead who works alongside the Safeguarding Team to support children and families in ensuring that children are in school every day and on time.

Despite clear identification of vulnerable groups and measures taken to safeguard and support our disadvantaged pupils, we anticipate the need for longer-term support before input can be fully identified. A recognition of the need for a nurturing approach, as well as the need for adaptive teaching to meet diversity and complexity of need will continue to remain at the core of in-school provision and practice.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been and continues to be particularly acute.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

### 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*

<b>Programme</b>	<b>Provider</b>
STAR Reading	Renaissance
Accelerated Reader	Renaissance
Ready Steady Comprehension	Literacy Counts
EdShed	EdShed
Read Write Inc. / Fresh Start	Ruth Miskin
SPAG.com	SPAG.com
White Rose Hub	White Rose Education
TT Rockstars	Playtrockstars.com
Transforming Teaching	Ambition Institute
Provision Mapping	Edukey
Evidence Me	2 Simple
Clicker	Crick Software
Charanga	Wise Music Group
Thinking Moves A-Z	Dialogue Works / School Improvement Liverpool

## Further Information

### Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Quality First Adaptive Teaching - Embedding more effective practice focusing on retrieval and feedback. [EEF evidence](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Continual review, monitoring and evaluation of our curriculum offer for all pupils.
- Continual emphasis on curriculum enhancement and enrichment opportunities through workshops, projects, trips and residentials.
- Continual review of our Provision mapping for all pupils.
- Continued emphasis on investing in and developing the 'whole child' offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

- Each year, we continue to evaluate the impact of our projects and initiatives. In planning our new pupil premium strategy, we evaluated the expected level of impact.
- We triangulated evidence from multiple sources of data including assessments, engagement in class book-looks and conversations with families, pupils and staff, in order to identify the challenges faced by disadvantaged pupils.
- We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.
- We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.
- We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.