

St Cuthbert's Catholic Primary School

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 | 208 Reception - Year 6 230 2YO - Year 6 |
| Proportion (%) of pupil premium eligible pupils (PP incl EYSPP) | 52.2% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025-2026 to 2027-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Claire Bellis-Knox (Head Teacher) |
| Pupil premium leads | Claire Bellis-Knox (Head Teacher) Kate Lunt (Assistant Head Teacher) Danielle Garvey (Assistant Head Teacher) Donna Radburn (Business Manager) |
| Governor | Pat Moloney (Chair) |

Funding Overview

| Detail | Amount |
|---|------------------|
| Pupil premium funding allocation this academic year | £ 176,230 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £0 |

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 including children with SEND, children who are known (or previously known to CASS, 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 has a clarity of understanding 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 will:

- ✓ Aim to identify the needs of Pupil Premium children in our school and any possible barriers to their progress.
- ✓ Address barriers to learning through specific, realistic targets and with timely, appropriate and bespoke intervention.
- ✓ Ensure that high quality and adaptive teaching provides appropriate support and challenge for disadvantaged pupils. Continuously monitor progress against our set objectives - redirecting and re-planning where necessary in order to achieve the desired outcomes.
- ✓ Will work to lessen the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils.
- ✓ Provide high quality opportunities for all our pupils centred on a curriculum (inclusive of enrichment opportunities), which is appropriately adapted whilst striving for ambition for all.
- ✓ Focus on evidence of EEF in relation to high quality feedback, mastery approach, reading comprehension and emotional intelligence.
- ✓ Provide quality CPD to teaching and support staff – we have a whole school approach whereby all staff take responsibility for our disadvantaged pupils outcomes and raise expectations for what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 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. 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% - 3% lower than non-disadvantaged.</p> <table><tr><th colspan="6">Attendance 2024 - 2025</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><td>children</td><td>%</td><td>children</td><td>%</td><td>children</td><td>%</td></tr><tr><td>173</td><td>95.2</td><td>97</td><td>95</td><td>76</td><td>96</td></tr></table> <table><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><td>children</td><td>%</td><td>children</td><td>%</td><td>children</td><td>%</td></tr><tr><td>180</td><td>95.1%</td><td>103</td><td>94%</td><td>77</td><td>97%</td></tr></table> <table><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><td>children</td><td>%</td><td>children</td><td>%</td><td>children</td><td>%</td></tr><tr><td>171</td><td>94.7%</td><td>91</td><td>93.9%</td><td>80</td><td>95.6%</td></tr></table> <p>Our attendance data demonstrates the significant divide between disadvantaged and non-disadvantaged persistent absentees.</p> <p>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.</p> <p>In 2023-2024, according to our termly analysis, 25.5% - 10% of disadvantaged children were persistently absent compared to 9% - 4% of non-disadvantaged.</p> | Attendance 2024 - 2025 | | | | | | Whole School Attendance – school age children | | Disadvantaged Attendance | | Non disadvantaged Attendance | | children | % | children | % | children | % | 173 | 95.2 | 97 | 95 | 76 | 96 | 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 2024 - 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Whole School Attendance – school age children | | Disadvantaged Attendance | | Non disadvantaged Attendance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| children | % | children | % | children | % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 173 | 95.2 | 97 | 95 | 76 | 96 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

In 2024-2025, according to our termly analysis, 15.8% - 6.2% of disadvantaged children were persistently absent compared to 12.5% - 7.4% of non-disadvantaged.

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

| PAs 2024-2025 | | | | | |
|------------------|-------|------------------------------|-------|----------------------------------|------|
| Total PAs | | PA % of disadvantaged cohort | | PA % of non-disadvantaged cohort | |
| children | % | children | % | children | % |
| 15 | 8.7 | 6 | 6.2 | 9 | 12 |
| 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% |

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 |
|--|---|
| Improved attainment in phonics and reading aiming to further diminish the gap between PP and non-PP children. | <p>2027-2028</p> <p>Year 1 Phonics outcomes will show more than 45% of disadvantaged children have met the expected standard.</p> <p>KS2 Reading outcomes will show more than 50% of disadvantaged children have met the expected standard</p> |
| To raise the standards of oracy, language development and vocabulary. | <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 & 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> |
| Improved attainment in maths aiming to further diminish the gap between PP and non-PP children. | <p>2027-2028</p> <p>Year 4 Multiplication Check outcomes will show more than 40% of disadvantaged children have achieved 20 or more.</p> <p>KS2 Maths outcomes will show more than 45% of disadvantaged children have met the expected standard</p> |
| PP children will be exposed to a wide range of educational and enrichment experiences and opportunities to further enhance the curriculum offer. | Sustained high levels of engagement in educational and enrichment activities by 2027-2028 demonstrated by: |

| | |
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| | <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> |
| To support the emotional wellbeing, resilience and self-esteem of children to enable them to engage within their learning. | <p>Sustained high levels of wellbeing by 2027-2028:</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"> ● Eco Leaders ● House Captains ● RE Ambassadors ● PALS ● School Councillors ● Worship Leaders <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 and are responsive to feedback.</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> |
| Parental engagement and involvement in their child / children's learning. | <p>Home visits - a more personable approach towards establishing an immediate and highly supportive home-school link. A proactive and</p> |

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|---|--|
| | <p>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 & pray, read with me, maths breakfasts, sport, music, graduations and fayres etc</p> <p>Parenting classes, courses & support signposted globally via Dojo, website notices and to individuals in person:</p> <p>PTA HAF (Holiday Activities and Food Programme) Fareshare Child Health & Wellbeing (sleep support) Merseyside Youth Association Children's Centre YPAS - Crisis walk-in service Benefits advice Debt management advice Council tax support Housing Fuel & 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 2027-2028 demonstrated by:</p> <p>The overall unauthorised absence rate for all children being no more than 1.5% and the attendance gap between disadvantaged and their non-disadvantaged peers being maintained as 1% or less.</p> <p>The percentage of all children who are persistently absent being below 10% and the figure among disadvantaged pupils being maintained as lower than their peers.</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 & 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: £8188.70

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Assessment | | |
| <p>Purchase of assessment tools and tracking systems including training for staff to ensure assessments are interpreted correctly and accurately inform action planning and adaptive teaching.</p> <p>Evidence Me - observation and reporting app EYFS - Y6</p> <p>Maths.co.uk (gap analysis and termly reporting) - provides online maths assessments including termly KS1 & 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>NfERs - 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 & 5.</p> <p>PIVATS - an assessment tool used in school to assess pupils who are working below their</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> <p>Diagnostic assessment EEF</p> | 4, 5 & 6 |

| | | |
|--|---|---------------------------|
| <p>chronological age expectations within the National Curriculum in aspects of Reading, Writing and Maths.</p> <p>SONAR - 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>SPAG.COM - 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>STAR Reader Assessment - 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>TT Rock Stars - an award-winning maths learning platform where children can practise their times tables like a rock star. It is suitable for all learners aged 6 years and up, our question-based games automatically adapt to each child's unique learning needs, helping them to recall their times tables in record. speed.</p> <p>Wellcomm - Speech & Language toolkit from screening to intervention. It supports early identification of children facing speech and language barriers allowing for the implementation of appropriate targeted intervention in response to the child's SLCN profile.</p> | | |
| £1849.45 | | |
| Targeted Intervention | | |
| CPD | | |
| <p>Investment in the internal and external training of Teaching Assistants to ensure the high-quality delivery of targeted support and intervention; meeting the needs of disadvantaged children. Provision Mapping is regularly reviewed to assess impact and next steps.</p> <p>Academic: 1st Class @ Number 1 1st Class @ Number 2 Fresh Start / RWI Tutoring</p> | <p>The percentage of disadvantaged children in each cohort ranges from 26.7% - 65.5%.</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 One to one tuition EEF Small groups Small group tuition EEF</p> | <p>1, 4, 5, 6 & 7</p> |

| | | |
|---|---|---------------------------|
| <p>Paired Reading & Cued Spelling Success @ Arithmetic Toe by Toe Wellcomm Write from the start</p> <p>Behaviour, Mental Health and Wellbeing: Box Time Comic Strip Conversations ELSA Intensive Interaction Lego Therapy Sensory Circuits Social Stories SunBeams & Rainbows</p> | | |
| £1611.87 | | |
| <p>ELSA - Emotional Literacy Support Assistant is trained in supporting social and emotional development. ELSA training / supervision is attended on a half termly basis.</p> <p>The content of the training consists of:</p> <p>Drawing & Talking 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):</p> <p>EEF Improving Social and Emotional Learning</p> <p>The ELSA programme is proven to have positive outcomes 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.</p> <p>An evaluation of the Emotional Literacy Support Assistant Programme 2021:</p> <p>An Evaluation of the Emotional Literacy Support Assistant (ELSA) Programme</p> | <p>1, 2, 5, 6 & 7</p> |
| £300 | | |
| English | | |
| <p>Accelerated Reader: 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</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</p> | <p>2, 3, 4, 5 & 7</p> |

| | | |
|--|--|---------------------------|
| <p>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>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>Accelerated Reader (re-grant) EEF</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 in order to make the greatest progress. Students respond to regular feedback and are motivated to make progress with their reading skills.</p> | |
| <p>£1071.67</p> | | |
| <p>Ready Steady Comprehension: (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>Weekly collaboration ensures that high quality CPD is positively impactful on the quality of provision. 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> <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>2, 3, 4, 5 & 7</p> |

| | EEF Reading Comprehension Strategies | |
|--|---|----------------|
| £274.05 | | |
| <p>RWI - DfE validated Systematic Synthetic Phonics programme:</p> <ul style="list-style-type: none"> • Development Days • Consultation • Remote Progress Meetings <p>Aiming for a consistent and holistic approach to the delivery of phonics - early reading in conjunction with support from RWI Consultant (Ruth Miskin)</p> <p>RWI resources purchased to support the teaching of early reading - comprehension books</p> <p>RWI Lead facilitates weekly support to all staff who deliver RWI sessions, focusing on:</p> <p>feedback 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>RWI Portal - 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 & carers.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</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>An Introduction to Read Write Inc.</p> | 4, 5, 6 & 7 |
| £2119.61 | | |
| <p>Spelling Shed: 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</p> | 2, 3, 4, 5 & 7 |

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| <p>Regular CPD for teaching & support staff aiming for clear progression whilst ensuring an explicit teaching of spelling rules / patterns whilst exploring word structures like morphology (prefixes / suffixes) and etymology (root words) for deeper understanding.</p> | <p>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> | |
| <p>£187.92</p> | | |
| <p>Maths</p> | | |
| <p>Sustaining Mastery Project</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>Maths Leads support staff through:</p> <ul style="list-style-type: none"> - Coaching - Collaborative coaching - Model lessons - Team teaching - Mini-TRGs - Learning walks - Twilights <p>Mastering Number at KS2 – a project offering us the opportunity to develop the knowledge and skills to secure firm foundations for children in multiplicative relationships.</p> <p>The aim over time is that all children will leave KS2 with fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense when looking at the multiplicative relationship.</p> | <p>Pupil outcomes:</p> <ul style="list-style-type: none"> - Pupils across school have high expectations of themselves as mathematicians; they enjoy learning the subject and demonstrate a growth mindset. <p>Practice development:</p> <p>All teachers in the participant schools will:</p> <ul style="list-style-type: none"> - develop their ability to plan, teach and reflect on effective maths lessons that reflect a teaching for mastery approach. <p>Professional learning:</p> <p>Lead teachers and the Head Teacher will:</p> <ul style="list-style-type: none"> - clearly understand the teaching for mastery pedagogy and the school structures which support all staff to continually develop teaching for mastery approaches. <p>Teachers in the participant school will:</p> <ul style="list-style-type: none"> - enhance their mathematical subject knowledge with an emphasis on progression within key areas of maths <p>Supporting Research, Evidence and Argument NCETM Mastery learning EEF</p> | <p>2, 3, 4, 5 & 7</p> |

£774.14

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

Budgeted cost: £91280

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| English | | |
| <p>Clicker – Supports children throughout the writing process, enabling them to complete writing tasks alongside their peers whilst developing their core literacy skills.</p> | <p>EEF recommends that teachers develop a flexible, responsive teaching approach by incorporating the following five strategies:</p> <ol style="list-style-type: none"> 1. Explicit instruction – Breaking down complex concepts into manageable steps with clear explanations and modelling. 2. Cognitive and metacognitive strategies – Helping pupils understand how they learn by encouraging planning, monitoring, and self-evaluation. 3. Scaffolding – Providing structured support that gradually reduces as pupils gain confidence and independence. 4. Flexible grouping – Using different grouping methods based on pupils' needs, rather than fixed ability groups. 5. Use of technology – Leveraging assistive tools and digital resources to enhance learning accessibility and engagement. <p>Clicker is a powerful tool that can be seamlessly integrated into these five strategies to support learners.</p> | 2, 3, 4, 5, 6 & 7 |
| <p>Paired Reading & Cued Spelling – Effective, evidence-based peer tutoring where children work in pairs (tutor / tutee) in order to boost reading and spelling skills, fostering independence, motivation and confidence by using personalised memory aids (cues like sounds, pictures and Mnemonics) within structured</p> | <p>The EEF released findings from their independent evaluation of the paired reading programme, Peer Assisted Learning Strategies UK (PALS-UK), which shows it has a positive impact on pupils' reading skills. EEF Paired Reading Programme Boosts Attainment When looking specifically at the impact of the programme on pupils experiencing socio-economic disadvantage, the evaluation found that those eligible</p> | |

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| <p>sessions. The basis of the intervention is for children to develop personalised strategies for long term retention.</p> <p>RWI - One-to-one tutoring to accelerate the progress of children, with 10 minutes one-to-one tutoring every day.</p> <p>RWI Fresh Start - Daily intervention (one to one or small group) for children in Y5&6 finding it difficult to read accurately and fluently with good comprehension. Sessions rooted in phonics using age-appropriate decodable texts.</p> <p>WellComm – Speech & Language toolkit from screening to intervention. It supports early identification of children facing speech and language barriers allowing for the implementation of appropriate targeted intervention in response to the child's SLCN profile.</p> <p>Write from the Start – An intervention to develop the fine motor and perceptual skills necessary for effective handwriting. Structured activities develop the muscles in the hand – enabling children to gain the necessary control to produce letter forms to produce fluent, legible handwriting. Activities focus on:</p> <ul style="list-style-type: none"> • Hand-eye co-ordination • Form constancy • Special organisation • Figure-ground discrimination • Orientation • Laterality | <p>for Free School Meals (FSM) made an average of one months' additional progress compared to their peers in schools not running the programme</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>Phonics EEF</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>An Introduction to Read Write Inc.</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>RWI Fresh Start - Ruth Miskin Phonics Training</p> <p>Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression. Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>EEF Communication & Language Approaches</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> | |
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| £54768 | | |
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| Mathematics | | |
| <p>Success@Arithmetic – Number Sense</p> <p>An evidence-based intervention for learners who need support to improve their understanding of number & written calculation skills. It specifically focuses on children in Year 3-5 who require targeted intervention to support their understanding of the number system and develop fluency with number facts.</p> <p>1st Class at Number: Weekly small-group intervention focusing on number, calculation, developing children's mathematical understanding, communication and reasoning skills.</p> <p>1stClass@Number 1: for children who need further support at the level of the Year 1 curriculum.</p> <p>1stClass@Number 2: for children who need further support at the level of the Year 2 curriculum.</p> | <p>Small group tuition can be effective for improving pupils' attainment, particularly when targeted to their specific needs. The EEF has trialled 1stClass@Number 1 twice at effectiveness level...pupils who took part in the programme made two additional months' progress, on average, compared to those who did not. The impact was the same for pupils eligible for FSM.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/1stclass-number-1</p> | <p>2, 3, 4, 5, 6 & 7</p> |
| £ 36512 | | |

Wider strategies

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

Budgeted cost: £176752.24

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---------------------------------|
| <p>Attendance Officer – Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>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>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>EEF blog: Addressing attendance: Getting below the surface</p> <p>Our analysis of data is reflective of national trends whereby children from socio-</p> | <p>1, 2, 3, 4, 5, 6 & 7</p> |

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| <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"> - Raise the profile of attendance and punctuality within the school community - Maximise the overall percentage of pupil attendance and punctuality. - Reduce the number of pupils who of persistently absent (90% or below) or severely absent (50% or below) - Provide support advice and guidance for parents, pupils and staff. - Develop clear procedures for the maintenance of accurate registration for pupils. - Ensure a systematic approach to gathering, analysing and acting upon attendance data. - Ensure there is a proactive whole school approach that embeds a consistency of practice. - Continue to promote effective partnerships with the Local Authority, Children's Services, School Health and other partner agencies | <p>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. Supporting attendance EEF</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. Communicate effectively with families EEF</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 range of different issues can be uncovered, which will be both individual and contextual. EEF blog: Addressing attendance: Getting below the surface</p> | |
| <p>£16867.61</p> | | |
| <p>Breakfast Club and After School Club - offer subsidised provision to disadvantaged children / families.</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.</p> | <p>1, 2, 4, 6 & 7</p> |

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| <p>Bagel Breakfast - 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 & milk each morning upon arriving at school.</p> | <p>Breakfast clubs found to boost primary pupils' reading writing... EEF</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 attainment than those that are solely academic in focus.</p> <p>Extending school time EEF</p> | |
| <p>£1490.31</p> | | |
| <p>CPOMS - 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 market leader in the sector trusted by over 13,000 schools in the UK.</p> | <p>1, 2, 3, 4 & 7</p> |
| <p>£425.43</p> | | |
| <p>Cultural Capital - 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 to our families.</p> | <p>Participation within the arts is proven to have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>Physical activity EEF</p> <p>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</p> | <p>1, 2, 3, 4, 5 & 7</p> |

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| | an appreciation of human creativity and achievement. | |
| £2632 | | |
| Education Welfare Officer SLA <ul style="list-style-type: none"> • Targeting PAs • Targeting 91%-95% • Agree strategies • Prosecutions • Penalty Notices Annual Register Check | <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>Improving School Attendance</p> | 1, 2, 3, 4 & 7 |
| £4270 | | |
| Enrichment - opportunities through the provision of regular, quality specialist teaching: Spanish, Computing (MGL) & PE (LSSP & LSC) | <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>Life skills and enrichment EEF</p> | 1, 2, 3, 4, 5, 6 & 7 |
| £11557.26 | | |
| FareShare - 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>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.</p> <p>FareShare</p> <p>People report improvements in access to healthy food, wellbeing, reductions in stress and isolation, and less financial pressure.</p> <p>FareShare's Impact on Individuals</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.</p> <p>FareShare Impact Report 2024</p> | 1, 2, 4 & 7 |
| £1609 | | |

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| <p>Fruit & Milk – for many contributing factors as to why the daily diet of many of our children is lacking in fruit and milk. We provide fruit for all children and make milk available to them in order to establish healthy eating habits, to provide our children with energy and nutrition they need not only to grow but in order to get the most from the school day.</p> | <p>Why Fruit & Milk Matter (DfE & Health Perspectives)</p> <p><u>Bone Health</u>: Milk provides calcium and phosphorus, crucial for rapid bone growth in children, notes Milk.co.uk.</p> <p><u>Cognitive Function</u>: Iodine (in milk/yogurt) supports normal cognitive function, helping with attention, memory, and problem-solving, say Milk.co.uk, Milk.co.uk.</p> <p><u>Immunity & Vision</u>: Vitamin A (in dairy) supports skin, vision, and immune function, important for fighting school-related illnesses, according to Milk.co.uk.</p> <p><u>Balanced Diet</u>: Fruit provides vitamins, minerals, and fibre, while milk offers protein, protein, and essential micronutrients.</p> <p><u>Habit Formation</u>: School programs help develop healthy eating habits early, as stated in the GOV.UK School Food Standards practical guide.</p> <p>DfE - School food standards practical guide</p> | <p>1, 2, 3, 4, & 7</p> |
| <p>£21831</p> | | |
| <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"> • attendance (incentive) • punctuality (incentive) • engagement within learning • self confidence • self esteem • motivation • collaboration with peers - developing a sense of community • resilience • determination | <p>1, 2, 3, 6 & 7</p> |
| <p>£717.75</p> | | |

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| <p>Music:</p> <p>Resonate - Immerses our children in a world of sound, music and multi-sensory experiences with trained musicians who will bring extra life to our music curriculum and wider opportunities programme.</p> <p>Our musician / tutor offers hands-on practical music lessons working with individual pupils, small groups and whole classes (with support). Explore the building blocks of music such as communicating through sound, using music to express feelings and mood, and creating songs and musical soundscapes.</p> <p>Schools Singing Programme - aims to aid evangelisation through a love of singing and performing sacred and secular music across the Archdiocese. It seeks to evangelise the young people of our schools by exposing them to the beauty, goodness and truth of Jesus Christ and his Church, in order to prepare them for their future role in society.</p> | <p>Arts participation (inclusive of music) approaches can have a positive impact on academic outcomes in other areas of the curriculum. Research summarises the impact of arts participation on academic outcomes. Arts engagement is valuable in and of itself and the value of arts participation should be considered beyond maths or English outcomes. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p><u>Arts Participation - EEF</u></p> | <p>1, 2, 3, 4 & 7</p> |
| <p>£3956.76</p> | | |
| <p>Seedlings - Seedlings primary school therapeutic intervention supports our children to come to terms with difficult feelings, feel empowered and find new ways to express themselves. Whatever a child is dealing with, Seedlings provides a safe environment where children can creatively share their personal story. Early intervention is key in assisting children to achieve their full potential, enabling them to build a strong foundation which they can carry through life.</p> | <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><u>Social & Emotional Learning - EEF</u></p> | <p>1, 2, 3, 4, 5, 6 & 7</p> |
| <p>£4226</p> | | |
| <p>School Uniform - Provide children with school uniform, PE kit (including underwear, footwear & outerwear).</p> | <p>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.</p> <p>Equity for all is essential in an inclusive school, all children should feel proud, feel they belong and in turn feel motivated to learn.</p> <p><u>School uniform EEF</u></p> | <p>2, 3, 4 & 7</p> |

| £1851 | | |
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| Wellbeing & Behavioural Interventions | When a child is struggling it is natural to assume the role of listener, but we can also maximise the impact of those interactions, providing one-to-one support, recognising the power of naming emotions and sharing practical strategies to help them cope with their feelings. These individual connections are vital for those children who need them most and professional expertise is required to help build them. | 1, 2, 3, 4, 5, 6 & 7 |
| Box Time: an intervention designed to build attention, communication, and social skills, especially for autistic children, using highly motivating, visually exciting items in a bucket to draw focus to an adult-led activity, focusing on shared enjoyment and interaction without giving the object to the child initially. | <u>Modelling Social & Emotional Behaviour - EEF</u> | |
| Comic Strip Conversations: (CSCs): a visual strategy developed by Carol Gray to help individuals, particularly those with autism spectrum disorder (ASD) and social communication difficulties, better understand social interactions and emotions. | Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. | |
| ELSA: a school-based program where trained staff (ELSAs) provide targeted, short-term support to children struggling with social and emotional skills, helping them understand feelings, build resilience, and develop coping strategies through one-on-one or small group sessions, focusing on emotional literacy, self-esteem, and managing anxiety/anger, but <i>not</i> long-term therapy. | <u>Prioritise social and emotional learning - EEF</u> | |
| Social Stories: short, descriptive narratives, often illustrated, that explain social situations, skills, or concepts to help individuals, especially those with autism, understand expectations and navigate social interactions more effectively, reducing anxiety by providing clear, visual, and personalised information about "what, where, when, who, and why" of a scenario. Developed by Carol Gray, they offer a structured, non-judgmental way to teach appropriate responses for events like doctor visits, new routines, or sharing, aiming for understanding rather than just compliance. | Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning | |
| SunBeams & Rainbows: Nurture and develop the emotional health and mental well-being of children, young people and adults who have experienced a significant loss through death, relationship breakdown or other adverse circumstance. | The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. | |
| Intensive Interaction is an approach to communication development that supports children with early-stage communication difficulties build fundamental skills like eye contact, turn-taking, and shared enjoyment. It involves a communication partner closely observing a person's non-verbal cues and responding in a way that builds connection and confidence. | <u>Social & Emotional Learning - EEF</u> | |

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| <p>Lego Therapy: a structured, play-based intervention that uses collaborative LEGO building to help individuals, particularly children with autism, develop social and communication skills.</p> <p>Sensory Circuits: a sequence of physical activities designed to help children achieve an optimal level of alertness, focus, and readiness for learning. They are particularly beneficial for children with sensory processing difficulties, ADHD, and autism, but can benefit all children. Circuits are typically completed at the start of the school day or after lunch and is divided into three distinct sections, which should always be done in order: Alerting, Organising, and Calming.</p> | | |
| £124966.12 | | |
| Contingency | | |
| 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 £1044 | | |

Total budgeted cost: £225,487.82

| Detail | Total Expenditure |
|---|--------------------|
| Pupil premium funding allocation this academic year | £ 176,230 |
| Pupil premium funding expenditure this academic year | £225,478.82 |
| Delegated school budget allocated to further support Pupil Premium children | £49,248.82 |

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 2024/25 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 (29) | Disadvantaged (11) | Non-Disadvantaged (18) |
| 65.5% | 54.5% | 72.2% |
| Year 1 Phonics Check - Working at or above | | |
| Cohort (30) | Disadvantaged (15) | Non-Disadvantaged (15) |
| 63.3% | 46.7% | 80% |
| Year 2 Phonics Check - Working at or above | | |
| Cohort (6) | Disadvantaged (5) | Non-Disadvantaged (1) |
| 66.7% | 60% | 100% |
| KS2 SATs | | |
| Cohort (29) | Disadvantaged (16) | Non-Disadvantaged (13) |
| Reading | | |
| 96.6% | 93.8% | 100% |
| Writing (TA) | | |
| 82.8% | 81.3% | 84.6% |
| Maths | | |
| 89.7% | 87.5% | 92.3% |
| RWM Combined | | |

| 82.8% | 81.3% | 84.6% |
|---|-------|-------|
| <p>We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.</p> <p>Absence among disadvantaged pupils was 1.5% higher than their peers in 2024/25 and persistent absence 50% lower (15 children in total: 6 Disadvantaged and 9 Non-Disadvantaged). We celebrate this gap; continuing to raise and maintain the attendance of our disadvantaged pupils continues to be 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.</p> <p>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.</p> <p>Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain as a significant challenge. The impact on disadvantaged pupils has been and continues to be particularly acute.</p> <p>Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present <i>on course</i> to achieve the outcomes we set out to achieve by 2027/28, 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.</p> | | |

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 |
|-------------------------------|----------------------|
| Accelerated Reader | Renaissance |
| Charanga | Wise Music Group |
| Clicker | Crick Software |
| EdShed | EdShed |
| Evidence Me | 2 Simple |
| Literacy Counts Portal | Literacy Counts |
| Provision Mapping | Edukey |
| Ready Steady Comprehension | Literacy Counts |
| Read Write Inc. / Fresh Start | Ruth Miskin |
| SPAG.com | SPAG.com |
| STAR Reading | Renaissance |
| TT Rockstars | Playtrockstars.com |
| White Rose Hub | White Rose Education |

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:

- 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 residential.
- 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.