



## Holy Cross Catholic Primary School Pupil premium strategy statement

This statement details our school’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 pupils last academic year.

### School overview

Detail	Data
School name	Holy Cross Catholic Primary School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	51 (12.9%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sam Dowdeswell Headteacher
Pupil premium lead	Tara Moran Deputy Headteacher
Governor / Trustee lead	Caroline Cabrera Jo Vickers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,430
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	£75,430



## Part A: Pupil premium strategy plan

### Statement of Intent

Our intention is to use our pupil premium funding to help improve and sustain good progress and higher attainment for disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally. Through careful consideration of the specific challenges faced by our cohort of children, our focus is on those areas in which our disadvantaged pupils require the most support. Put simply, the aim of our pupil premium strategy is not only to ensure we open doors for all of our children, but through addressing challenges to learning, we enable them to achieve their full potential and equip them with the skills and self-belief to walk through.

High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. An essential focus of our pupil premium spending will be on ensuring all children have an effective teacher that is skilled in steering them through all subjects across the curriculum and astute in recognising and addressing the key challenges that face our pupils.

In line with many national studies, our assessments, observations and discussions with pupils and families show that many of our disadvantaged students have been disproportionately impacted by the educational and emotional effects of low income. Targeted academic support is an essential element of our pupil premium strategy and will enable those children whose education has been worst affected to receive additional tuition. Continuation of our SEMH programmes will also support our children in developing social and emotional strategies to manage their mental health through: promoting positive physical and mental wellbeing; encouraging perseverance and resilience; and enabling them to be ready and effective learners. Good mental and physical wellbeing also positively impacts attendance.

At our school, we remember that disadvantaged pupils don't lack talent or ability, but can lack opportunity. Therefore, an important element of our pupil premium strategy is to deepen cultural capital through enabling children to access a wide range of enrichment and extra-curricular experiences, both in and out of school. Allowing children from vulnerable families to participate in rich first-hand experiences develops confidence and curiosity. Our pupil premium strategy addresses the need to widen horizons and raise aspirations which, through our own observations and discussions, has proven to have a positive impact on academic attainment and personal achievement.

Our approach will be responsive to the common challenges and individual needs of our pupils and will be rooted in diagnostic assessment rather than misplaced assumptions or generalisations on the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- have high expectations for all of our pupils
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- be ambitious and creative in our approach when supporting our disadvantaged children
- work supportively and collaboratively with our most vulnerable families and
- support children's health and wellbeing to enable them to access learning at an appropriate level.



## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>In 2021-22, the gap between disadvantaged and non-disadvantaged grew to 2%. Disadvantaged 91.1% vs non-disadvantaged 93.1%</p> <p>In 2022-23, the gap was 0.1%. disadvantaged 91.1% and non-disadvantaged 93.1%</p> <p>Analysis of our attendance and punctuality data has improved, but gaps between the percentage of disadvantaged and non-disadvantaged pupils' attendance has remained, PP attendance remains below non-PP in all year groups. Our assessments and observations indicate that absenteeism and lateness is negatively impacting disadvantaged pupils' progress.</p>
2	<p><b>Oracy and vocabulary</b></p> <p>Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among a disproportionate number of disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p><b>Phonics</b></p> <p>Little Wandle assessments, annual assessment, observations, teacher feedback and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, and are not attaining as well as their non-disadvantaged peers generally and this negatively impacts their development as readers.</p>
4	<p><b>Reading comprehension</b></p> <p>Our assessments and observations indicate due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers.</p> <p>The reading skills of some pupils eligible for pupil premium (e.g. word level decoding strategies and/or comprehension skills) are not as well developed as those of other pupils in the school. They do not read as widely or as fluently as pupils from non-disadvantaged backgrounds.</p>
5	<p><b>Writing</b></p> <p>The writing skills of pupils eligible for pupil premium (e.g. application of SPAG related skills) are not always as well developed as those of other pupils. Many experience difficulties forming grammatically correct sentences. They also often have problems with spelling and punctuation. These issues have been exacerbated as a result of EAL, which means the proportions of disadvantaged pupils writing at ARE or above are lower than for other pupils in the school in many year groups.</p>



6	<p><b>Parental Support and Engagement</b>            Many of our disadvantaged pupils live in households where they have limited access to materials and experiences that support educational success. Parents can often lack the confidence to support their children with learning at home. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.</p>
7	<p><b>Emotional Support and Well-being</b>            Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.</p>
8	<p><b>Cultural Capital</b>            Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.</p>

## 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 / Impact Criteria
<p><b>Attendance</b>            To ensure the attendance of pupils in receipt of PPG is above 96%.</p>	<ul style="list-style-type: none"> <li>• Reduction in persistent absence for PPG group.</li> <li>• Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 96%.</li> </ul>
<p><b>Oracy and vocabulary</b>            Improved oral language skills and vocabulary among our disadvantaged pupils.</p>	<p>This will be demonstrated through:</p> <ul style="list-style-type: none"> <li>• Assessments and observations indicating significant improvement in oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative and summative assessment.</li> <li>• Also, an increase in participation in enrichment activities will help improve attitudes to learning. This will be evidenced through observations of children's discussions and within their writing.</li> </ul>
<p><b>Phonics</b>            To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check</p>	<ul style="list-style-type: none"> <li>• % of pupils reaching expected standard in comparison to other pupils nationally.</li> <li>• Achievement of disadvantaged pupils across school in comparison to all pupils nationally.</li> <li>• Progress of identified disadvantaged pupils reaching the higher standard because of intervention.</li> <li>• Phonics check data for disadvantaged pupils is above that of all pupils nationally.</li> </ul>



<p><b>Reading and Writing</b> Improve reading and writing attainment of all pupils, particularly disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils will make accelerated progress in reading and writing and the % of children at age related expectations will increase.</li> <li>Progress scores of disadvantaged pupils will be higher than non-disadvantaged pupils</li> <li>Attainment of disadvantaged pupils in reading and writing will be in-line or above National averages</li> </ul>
<p><b>Parental Engagement</b> To equip parents/carers with the skills, confidence and knowledge to support their children's learning at home, particularly our disadvantaged families.</p>	<p>Through strengthening links with our families, we will work to create a collaborative and supportive community that supports our children in their learning and their wellbeing. This will be demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from pupil voice, student and parent surveys and teacher observations.</li> <li>good levels of engagement and attendance at teacher-led workshops for parents/carers.</li> <li>quantitative data will show a closure in the attainment and progress gap between disadvantaged and non-disadvantaged families, particularly in the event of any future school closures.</li> </ul>
<p><b>SEMH and Wellbeing</b> Further improve access to Mental Health support and programming for our disadvantaged pupils. To achieve and sustain further improved wellbeing for our disadvantaged pupils.</p> <p>To raise the self-esteem, resilience and aspirations of students entitled to pupil premium through pastoral support and extracurricular activities.</p>	<p>Develop high levels of mental and emotional wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent/carer surveys and teacher observations; and</li> <li>a significant reduction in the demand for pastoral support, particularly in disadvantaged pupils.</li> <li>a reduction in the waiting list for pupils requiring ELSA support.</li> </ul>
<p><b>SEMH and Wellbeing</b> To achieve and sustain improved wellbeing for all pupils at our school, particularly our disadvantaged pupils by ensuring access to in school therapeutic services which develop social and emotional well-being.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>teachers quickly identifying disadvantaged children who would benefit from wraparound care</li> <li>disadvantaged children have access to provision before and after school</li> <li>disadvantaged children have a healthy breakfast</li> <li>disadvantaged children are able to access SEMH programmes, if needed</li> <li>good attendance levels</li> <li>increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>Therapy reports indicate impact.</li> </ul>
<p><b>Cultural Capital</b> To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.</p> <p>To ensure high degree of engagement and opportunity for parents through coffee morning workshops, enrichment and school oracy/social projects.</p>	<ul style="list-style-type: none"> <li>Experiences and visitors planned for all pupils across the year.</li> <li>Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment.</li> <li>Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access.</li> </ul>



## 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: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of teachers to deliver our SSP programme (Letters and Sounds) to secure stronger phonics teaching for all pupils. Use of 'Little Wandle' to develop and teach the children's phonic knowledge	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,4
Training of teachers and LSPs to deliver Nuffield Early Language Intervention (NELI)	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. <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4,5
We will fund release time to allow subject leaders to develop the skills they need to articulate their own educational vision and use this to inform curriculum design, subject enrichment and subject-level interventions designed to raise achievement.	Our 2023 Ofsted report said: They have designed an ambitious curriculum that builds pupils' knowledge over time. Some subject curriculums are in the early stages of implementation. Nonetheless, in many subjects, pupils learn well because they build on what they already know. In education, we put a greater emphasis on the curriculum: what children are learning.	2,3,4,5
Learning Support training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly	<a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a> identifies that research on LSPs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when LSPs work in structured settings with high quality support and training.	2,3,4,5



<p>Raise the importance of reading throughout the school Promotion of reading for pleasure throughout the school</p> <p>Promotion of reading for pleasure throughout the school</p>	<p>Phonics and Reading Comprehension activities all have a high impact on pupils learning <a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/blog/the-reading-comprehension-house-and-foundations/">EEF blog: The 'Reading Comprehension House' and foundations...   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3,4,5</p>
<p>Oral intervention and focus within lessons</p>	<p>Research repeatedly shows a positive link between oral interventions and academic attainment. <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>High-quality classroom discussion, are inexpensive to implement with high impacts on reading, EEF, 2021. Within the school context, continued professional development focusing on improving the use of vocabulary and language.</p>	<p>2,3,4,5,</p>

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group intervention and booster classes</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021). Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established through evaluation and analysis termly.</p>	<p>2,3,4,5,</p>



<p>Sustained and intensive support where needed, offered through:</p> <ul style="list-style-type: none"> <li>• practical support and resources for home.</li> <li>• group-based parenting initiatives such as stay and play and reading workshops,</li> <li>• 1:1 support offered to disadvantaged children with greater needs.</li> </ul>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>6, 7</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p>Research shows that children learn better and are happier in school if their emotional needs are also addressed.</p> <p><a href="https://www.elsanetwork.org/about/">https://www.elsanetwork.org/about/</a></p>	7
Wraparound care	<p>Good quality wraparound childcare has a positive impact on children’s outcomes. Research by NatCen shows that participating in organised sports and joining after school clubs can help to improve primary school children’s academic performance and social skills.</p> <p>Among disadvantaged children, those who attended after school clubs fared better than their peers who did not take part in such groups. They achieved on average, a 2- point higher total score in their KS2 assessments in English, maths and science at the end of primary school.</p> <p><a href="https://www.gov.uk/government/publications/wraparound-and-holiday-childcare-responding-to-requests">https://www.gov.uk/government/publications/wraparound-and-holiday-childcare-responding-to-requests</a></p>	1, 2, 3, 4, 5,6,7
Targeted pastoral support enables regulation of emotions	<p>Vulnerable pupils will receive appropriate targeted support to overcome a range of social and emotional difficulties. This support will enable the pupils to access the curriculum and make progress. <a href="https://www.eef.org.uk/primary/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.eef.org.uk/primary/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 7





<p>Positive communications between home and school Improve parental engagement with school activities, workshops and learning</p>	<p>Well-designed school communications can be effective for improving attainment and a range of other outcomes Communication should be two-way: consulting with parents Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 6, 8</p>
<p>Develop a whole school approach to career related learning</p>	<p>Research shows us that starting career-related learning early is important. Pupils start to adopt stereotypes based on gender, ethnicity and social background from an early age. Such stereotypes can go on to influence career and subject choices. By embedding career-related learning into your curriculum, you have the opportunity to broaden your pupils’ aspirations and challenge stereotypes they may hold; this may ultimately have a positive impact on their future life choices. <a href="#">Home page   Primary Platform (careersandenterprise.co.uk)</a></p>	<p>1, 6, 8</p>
<p>Enrichment activities Curriculum Passport</p>	<p>Ofsted’s 2019 framework states the importance of personal development as they acknowledge: “The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents. The curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.” <a href="https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework#provision-inspected">https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework#provision-inspected</a></p>	<p>6, 7, 8</p>
<p>Extra-curricular activities</p>	<p>Research shows that participation in extra-curricular activities has many benefits for disadvantaged children. These have been found to include:</p> <ul style="list-style-type: none"> <li>• development of thinking skills</li> <li>• enhancing social skills</li> <li>• boost to self confidence</li> <li>• identifying a hidden talent</li> <li>• learning of new skills</li> <li>• boost to academic performance</li> <li>• time management</li> <li>• developing creativity</li> </ul>	<p>1, 2, 3, 5, 7, 8</p>

**Total budgeted cost: £ 75,000**



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

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

### **What information has been collated re PPG spend?**

Our PPG spending is evidence-informed; for this reason, we place significant focus on ensuring that all children in the school receive quality-first teaching, something that the EEF recognise as being “a top priority for pupil premium spending.”

A brief overview of the areas where the fund has been spent this year include:

### **Quality-first teaching – Staffing and Staff Training**

- Investment in maths – Maths teachers have attended Mobius Maths, this has helped develop fluency and teacher knowledge in Maths across the school.
- Training of teachers to deliver our SSP programme – this is ongoing until the programme is fully embedded
- SLT – Training for leaders Bill Jerman
- RE – New curriculum training
- Learning Support training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly
- Visit to other schools to observe best practice – SLT and whole school
- Additional staff and SLT time to organise and run parent workshops, assessment meetings, weekly staff meetings
- Staff training for specific 1:1 intervention strategies

### **Quality-first teaching - Targeted academic support**

- Maths and English Boosters in Year 6
- Bell Foundation aims to supporting learners with EAL
- Oral intervention and focus within lessons
- Little Wandle
- Precision Teaching
- Reading Interventions

### **Quality-first teaching - Resources**

- Investment in replacing banded books, focusing on the bands that most PPG pupils are working within.
- Investment in maths curriculum – Mobius/ Mastering Number
- Investment in English curriculum – Writing resources

### **Parental support / engagement**

- PPG Workshops
- Open days and afternoons – resources and time to put together the sessions
- SATs and EYFS Workshops
- RHE Workshops
- Read around the World

### **Providing pupils with access to opportunities**

- ELSA Support
- Wraparound care
- After school clubs – Indian dance, chess club, gardening and art club



- Music Lessons and Music Workshops - Recorder lessons for PPG students and Year 3 students
- Rock and Pop Roadshow and the Woodwind Workshop
- Swimming – Both years 4 and 5 have been given the opportunity to learn how to swim. PPG students have been supported
- Wyvern Theatre
- Maths Week
- School Discos
- Trips – STEAM, Westonbirt, Cotswold Wildlife Park, Living Rainforest, PGL

## **How have pupils been impacted?**

We track the pupils' progress – both at an individual and cohort level - very carefully at precise and regular intervals (termly Pupil Progress Meetings). We spend time ensuring that children eligible for the PPG are supported and stretched to the fullest extent. They are a priority group; and we make sure all staff are acutely aware of both the needs and expectations surrounding individuals eligible for the PPG.

The school is working extremely hard to ensure the gap in attainment between those who are not eligible for Pupil Premium funding and those who in vulnerable groups to ensure all children attain and achieve highly, irrespective of their background. The data does not always reflect the true impact of the work being done to support PPG children. The true impact is the children's experiences and how they impact their aspirations, behaviour, vocabulary and love of learning.

During a recent PPG pupil voice survey the following results were observed:

- 50% stated that they always enjoy school
- 62% stated that they enjoy learning.
- 70% stated that the school always provides different after school activities for the children to take part in.
- 48% state that, 'my teacher always gives me work that challenges me.'
- 71% stated that, 'the school always helps me to understand what I need to do next to improve.'
- 50% of PPG students have attended an afterschool club or wraparound care this year.

The children stated that the wraparound care helped them in the following ways:

'It helps with my social skills.'

'It helps me to discover the world outside. Looking at the trees and exercising. It helps me to stay healthy and fit.'

'It helps me to focus and it helps me to create or do something I like.'

'It doesn't make me hungry.'

The pastoral wraparound care is vital to ensure that our children come into school ready to learn. The school provides a stable environment and supports with that transition from home to school.

The children also talked about how the extra-curricular activities that helped them to learn.

- 'The rainforest trip helped me learn about nature.'
- 'The visit to Westonbirt helped me to know more about plants and Science.'
- 'STEAM museum was full of trains and I loved learning about them.'

Many of our PPG children lack first hand cultural experiences and attending a club or trip can often enrich their life aspirations.



## Current Achievement of PPG Pupils (September 2024, KS2 Outcomes)

% achieving the expected standard or above	All Pupils		Our pupils eligible for PPG		National Average for all pupils	
	% at expected standard	% at the high standard	% at expected standard	% at the high standard	% at expected standard	% at the high standard
Reading	75%	19%	33%	16%	74%	n/a
Writing	76%	5%	50%	n/a	72%	n/a
Maths	80%	19%	50%	n/a	73%	n/a

### Key Stage 2 results

The percentage of PPG children achieving the expected standard for reading, writing and maths were as follows:

Subject	2022/23	2023/24
Reading	Cohort 2/6 Percentage EXS 33%	Cohort 3/6 Percentage EXS + 50%
Writing	Cohort 3/6 Percentage EXS 50%	Cohort 3/6 Percentage EXS 50%
Maths	Cohort 1/6 Percentage EXS 17%	Cohort 3/6 Percentage EXS 50%

The data shows that the PPG children results did improved from the previous year. The target for next academic year is to try to match the national statistics for PPG.

## Current Achievement of PPG Pupils (2024 KS1 Outcomes)

% achieving the expected standard or above	All Pupils		Our pupils eligible for PPG		National Average for all pupils	
	% at expected standard	% at the high standard	% at expected standard	% at the high standard	% at expected standard	% at the high standard
Reading	58%	5%	45%	n/a		
Writing	55%	2%	45%	n/a		
Maths	68%	15%	45%	n/a		

### KS1 Optional SATs Data

This year's KS1 cohort had a large number of SEND and this had an impact on the whole year group including the PPG. Every child received some form of intervention, support or took part in extra-curricular activities.

The percentage of pupil premium (PPG) children achieving the expected standard for reading, writing and maths were as follows:



## Year 4 Multiplication Table Check

2023-2024		
	Non-Pupil Premium	Pupil Premium
pupils who scored 25 (% of year group)	28 (55%)	2 (22%)
pupils who scored 20 - 24 (% of year group)	17 (33%)	5 (56%)
pupils who scored <20 (% of year group)	6 (12%)	2 (22%)

## Phonics

### Year 1 - Check

2023-2024		
	Non-Pupil Premium	Pupil Premium
% of children who met standard	92%	100%

### Year 2 - Check

2023-2024		
	Non-Pupil Premium	Pupil Premium
% of children who met standard	69%	100%

In the Year 1 phonics check, 100% of disadvantaged children achieved standard in Year 1 and 2. This was due to intervention groups and focussed rapid-catch up for children who fell behind the standard.

## Whole School Data

	All Pupils meeting ARE	Our pupils eligible for PPG meeting ARE
Reading	58%	53.3%
Writing	51.2%	46.7%
Maths	58.2%	48.9%

Our data also shows that in 2023/24, 11.1% of our disadvantaged pupils were on the SEND register and 60% of our disadvantaged pupils were identified on our inclusion register as EAL. A total of 85% of our PPG have attended some form of intervention group and it was as a result of these interventions that our data gap is reducing. Interventions such as Little Wandle's rapid catch up which was delivered in all year groups, daily reading, reading comprehension groups, Maths booster groups in Year 5 and 6 and one to one tuition all supported an improvement in data.



- Across the school pupil premium children are not making as much progress as non-pupil premium. This is despite 85% of pupil premium attending intervention for core areas.
- Tracking data shows a continuation of small attainment gap across subjects and year groups. It also shows that there is room for improvement in all areas.
- Year groups that are a focus for 2024-25 included Year 3 and 5 where data showed a drop across all core subject areas.
- PP children have performed better than non-pupil premium in maths in Year 3 with 72.8% of pupil premium on track compared to 54.1% of non-pupil premium being on track by the end of year.
- A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement. For example, subject leaders continue to be given additional release time to develop their subject's vocabulary and content.

### **Targeted Support**

- Mobius Maths Hub continued to work with the school in 2023-24 to develop the maths curriculum across the school.
- Maths booster groups were introduced earlier in 2023-24.
- Mastering Number will be introduced in 2024-25
- Little Wandle continues to be embedded across the school. Regular training sessions will continue to be delivered by our phonics lead.
- Speech and language and Oracy interventions did not start this year but will be a focus for 2024-25.

### **Wider Strategies**

- Our disadvantaged children have benefitted from a wide range of activities such as; trips, sports tournaments, music lessons and swimming lessons to name a few. These have developed their confidence and life experiences.
- 15% of our children have attended ELSA ensuring and maintaining positive mental health and wellbeing of children and their families so the children could thrive socially, emotionally and academically.