



Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name:	St George's Central CE Primary School and Nursery
Number of pupils in school;	340
Proportion (%) of pupil premium eligible pupils:	37.7%
Academic years that our current pupil premium strategy plan covers:	2022/2023 to 2024/2025
Date this statement was published:	September 2023
Date on which it will be reviewed:	July 2024 (Termly updates)
Statement authorised by:	Mark Grogan, Headteacher
Pupil premium lead:	Tracey Leech, Inclusion Leader
Governor lead:	Iain Hodcroft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:	£167,995
Recovery premium funding allocation this academic year:	£16095
Pupil premium funding carried forward from previous years:	£0
Total budget for this academic year:	£184,090

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Statement of intent

Objectives for our disadvantaged pupils.

- To ensure that all pupils achieve their full potential by providing a rich, varied and quality curriculum that is ambitious for all and is enriched with high quality experiences that equip children with the cultural capital that they need to succeed in life.
- To consistently promote the personal development and well-being of all of our children, particularly disadvantaged children, providing them with the relevant support and encouragement to set high aspirations for themselves.

Aims of our Pupil Premium strategy

- Promote excellent attendance and punctuality rates and reduce the rate of persistent absences.
- Ensure that every child receives high quality teaching that leads to disadvantaged children achieving in line with their peers.
- Promote positive mental health and well-being and safeguarding.
- Reduce the attainment gap between children who are disadvantaged and those who are not.

Key principles of the strategy plan.

- Provide an ambitious and clear sequence of learning with opportunities for pupils to revisit previous learning so that pupils build on existing knowledge and remember more.
- Promote high quality teaching and learning through providing high quality, evidence based CPD on a whole school and needs led basis.
- Ensure that children are engaged and excited by their learning by providing an exciting, varied curriculum filled with rich and memorable trips, visits and experiences.
- Ensure that the mental health and well-being of our children remains a high priority by identifying children who have social, emotional and mental health needs at the earliest opportunity and providing interventions, strategies and support as necessary. This will be accomplished through the use of our mental health lead, trained support staff and our well-being rooms in addition to support from external agencies.
- To encourage excellent attendance and punctuality by developing positive relationships with families, working with the learning mentor to identify barriers to attendance and punctuality and liaising with external agencies to provide support where necessary.
- Develop the oracy and vocabulary of children so they become confident speakers, can better understand themselves and each other, and can express their opinions of the world around them.
- Secure positive academic outcomes for all children, ensuring that disadvantaged children in our school achieve as well as disadvantaged children nationally.
- Use diagnostic assessment and assessment for learning strategies to ensure that needs are identified and met as soon as possible.

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Challenges

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

Challenge number	Detail of challenge
1	<p>Observations, discussions with pupils and national data shows that disadvantaged children have greater difficulty in securing the expected level of development in phonics by the end of Year 1. For those children who do not pass the phonics screening check resit in Year 2, accelerated progress needs to be made to ensure that gaps are narrowed.</p> <p>In the academic year 2021-2022, 53% of disadvantaged Year 1 children achieved the expected standard in phonics compared to 89% of non-disadvantaged pupils showing an achievement gap of 36%. In the academic year 2022-23, this gap decreased to 31%.</p>
2	<p>National tests, internal data, observations and discussions with children demonstrate that maths attainment for disadvantaged children is significantly below that of their peers.</p> <p>In the academic year 2021-2022, 35% of disadvantaged Year 2 children achieved the expected standard compared to 56% of non-disadvantaged children, showing an attainment gap of 21%. In the academic year 2022-23, the attainment gap increased to 26%. However, the overall achievement of both groups increased significantly (please see review of 2022-23 academic year for more information).</p> <p>In Year 6 national tests, 89% of non-disadvantaged children achieved the expected standard compared with 62% of disadvantaged children, representing an attainment gap of 27%. In the academic year 2022-23, the attainment gap reduced significantly to 13%.</p>
3	<p>Observations, internal data and external data show that children achieve Greater Depth in Maths at a lower rate than in Reading and Writing. For example, Key Stage 2 for the academic year 2021-2022 assessment data shows that 30% of all children achieved greater depth in Reading and 18% of children achieved Greater Depth in writing compared with 13% of children who achieved Greater Depth in Maths.</p> <p>In the academic year 2022-23, Key Stage 2 assessment data shows that 17% of all children achieved Greater Depth in Writing, 15% of all children achieved Greater Depth in Reading and 23% of all children achieved Greater Depth in Maths. However, the percentage of disadvantaged children who achieved Greater Depth in Maths was 18% compared to 26% of non-disadvantaged children.</p>
4	<p>Internal and external data demonstrates that disadvantaged children's attainment in spelling, punctuation and grammar is significantly below that of their peers.</p> <p>In the academic year 2021-2022, Year 6 national tests showed that 68% of non-disadvantaged pupils achieved the expected standard in spelling, punctuation and grammar tests compared with 48% of disadvantaged children representing an attainment gap of 20%.</p> <p>In the academic year 2022-2023, 76% of Year 6 disadvantaged children achieved the expected standard in spelling, punctuation and grammar compared with 77% of non-disadvantaged children, representing an attainment gap of 1%.</p>
5	<p>Many of our disadvantaged children have not had the life experiences that will help them to put their learning into context. This has had an impact on their use of relevant vocabulary in foundation subjects and the ability to make links across different areas of study. Furthermore, this lack of experience and the lockdowns of 2020 and 2021 have had a negative impact on the social, emotional and mental health of some children.</p>
6	<p>Attendance data for the academic year 2021-2022 showed that disadvantaged children had an attendance rate of 92.8% compared with whole school attendance of 92.59%. These rates were below the national average and therefore, this was identified as a key priority.</p>

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	In the academic year 2022-23, whole school attendance was 93.63% compared with the attendance of disadvantaged children of 91.9%. Whilst whole school attendance has increased, the attendance of disadvantaged children has decreased and so attendance remains a key priority.
7	Observations, internal data and discussions with children show that some children do not have sufficient spoken language skills that will allow them to achieve their full academic potential.

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 phonics development of disadvantaged children.	The percentage of disadvantaged children who pass the phonics screening check in 2025/26 will be broadly in line with the percentage of non-disadvantaged children who pass.
Improved maths attainment of disadvantaged children at the end of Key Stage 1 and Key Stage 2.	Key Stage 1 and Key Stage 2 internal and external Maths assessment data will show that the percentage of disadvantaged children who achieve the expected standard and above will be broadly in line with their peers in 2025/26. Key Stage 2 Maths assessments results will show that the percentage of children who achieve Greater Depth will be broadly in line with the percentage of children who achieve Greater Depth in Reading and Writing.
Improved spelling, punctuation and grammar of disadvantaged children at the end of Key Stage 2.	Key Stage 2 assessment data will show that the percentage of disadvantaged children who achieve the expected standard and above will be broadly in line with their peers in 2025/26.
To improve and sustain the wellbeing of all children.	Internal assessment data using the Stirling Wellbeing assessment tool, Boxhall Profiles, Motional and 'I Wish My Teacher Knew' questionnaires will show that there are fewer children with lower wellbeing scores. Where issues are identified they are addressed and a positive impact on overall wellbeing is shown.
Improve the attendance of all children, particularly our disadvantaged children.	Overall attendance rates will improve and the attendance of disadvantaged children will improve to 95%.
Improve the oral language skills of children so that their spoken language is consistent with their chronological age.	Children's spoken language skills will be consistent with the expectations of the school's newly developed speaking and listening progression document.
All children but particularly disadvantaged children will improve their ability to use subject specific vocabulary and to make links across different areas of learning which will help children to commit their learning to long term memory.	Internal assessments using knowledge organiser quizzes and pupil interviews with subject leaders will show that an increased number of children are able to recall learning from previous topics and year groups and can use this knowledge to make links with their current learning.

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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: £ 74,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Resources to be purchased to support our school's delivery of the newly acquired phonics programme, 'Little Wandle's Letters and Sounds'.</p> <p>Resources and teacher/teaching assistant release time for CPD will be funded.</p> <p>Subject leader release time will be funded to monitor the impact of the programme and its interventions.</p> <p><u>2023-2024 updates.</u></p> <p>The above actions are to be continued with new members of staff undertaking training in the Little Wandle's Letters and Sounds phonics programme.</p> <p>Early Reading and Phonics workshops will take place in the Autumn term to engage parents and offer advice on how to support children's reading at home.</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 (educationendowmentfoundation.org.uk)</p> <p>Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Reading for pleasure books to be purchased to enhance the school's existing offer and to promote a love of reading amongst all pupils.</p> <p><u>2023-24 updates.</u></p> <p>Further enhancements to class reading corners are to be made to reflect a therapeutic approach and to offer a wide range of texts including texts that the children have read before and texts that link to their current learning.</p>	<p>'We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts'.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Because of this, we aim to provide high quality texts that children can share with an adult to foster a love of reading.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>Department for Education: Reading for pleasure</p>	1

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	<p>Ideally, every book corner should be a mini library, a place for children to browse the best books, revisit the ones that the teacher has read to them, and borrow books to read or retell at home. Every child should be able to spend time in their book corner. Children will want to share books with others, especially if they are 'books in common' that they know their friends have heard before. They will also be interested to look at books which feature well-known fictional characters or are new and tempting.</p> <p>Department for Education: The reading framework</p>	
<p>The Maths curriculum will be enhanced with introduction of mixed age planning.</p> <p>Further opportunities to be given to children so that all children access Reasoning and Problem Solving tasks.</p> <p>The Maths leader will be given subject release time to carry out observations and give feedback to class teachers.</p> <p>CPD and release time to be funded for class teachers.</p> <p><u>2023-24 updates.</u></p> <p>Maths workshops for parents will be held by the Maths subject leader, informing parents about how Maths is taught in our school and educating parents about how to support their children's Maths learning at home.</p> <p>Regular maths moderation sessions will take place in key phases and as a whole school.</p> <p>Improving learning activities will focus on standards in maths with a focus on children targeted to achieve greater depth to ensure a consistency of approach is in place.</p>	<p>The EEF toolkit for improving Maths in the Early Years and Key Stage 1 states that professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF toolkit for improving Maths in the Key Stages 2 and 3 states that teachers should require pupils to monitor, reflect on, and communicate their problem solving.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Parental engagement EEF</p>	2, 3
<p>Maths Reasoning Club will be included in our extracurricular clubs offer.</p> <p>Purchase of resources and release time for teachers will be funded.</p> <p><u>2023-2024 updates.</u></p> <p>Maths Reasoning Club will continue in this academic year.</p> <p>Whole school CPD will be provided in with a focus on raising standards in Maths and ensuring that all children have access to regular reasoning and problem solving questions.</p>	<p>The EEF toolkit for improving Maths in Key Stages 2 and 3 states that teachers should require pupils to monitor, reflect on, and communicate their problem solving.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	2, 3

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<p>English subject leader release time to refine English subject overviews across school and to explicitly link grammar teaching to specific genres and texts. Release time for subject leader to monitor the impact of the new approach.</p> <p><u>2023-2024 updates.</u></p> <p>English subject leader will further refine the English subject overviews to reduce the number of genres taught each half term and ensure there is a clear audience and purpose for writing.</p>	<p>'A Quantitative Synthesis of Research on Writing Approaches in Years 3 to 13' published by the EEF found that writing programmes that teach writing conventions like grammar, punctuation and spelling in the context of creative writing result in positive outcomes.</p> <p>Writing programmes EEF (educationendowmentfoundation.org.uk)</p>	4
<p>The profile of poetry in the school will be raised to develop the speaking and listening skills of children. Children will learn and perform a different poem each half term and specific classes will use our school's filming facilities to record their performances and share them with parents. Visits and workshops from poets will be funded.</p> <p><u>2023-2024 updates.</u></p> <p>Regular visits from poets will continue in this academic year. Children will continue to learn a new poem each half term and will perform their poem in a whole school sharing assembly. Children will also record one of their poems each year, using the school's filming facilities.</p>	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions EEF</p> <p>The following strategies for raising boys' performance have been identified Literacy-specific activities such as appropriate use of oral work; poetry and the use of emotionally powerful texts. DFE-RR238.pdf (publishing.service.gov.uk)</p>	7
<p>The school's Forest school will be established with planning and whole school progression in place. Subject leader release time to establish the forest school setting, create plans and a linked progression document. Whole school CPD to be funded.</p> <p><u>2023-2024 updates.</u></p> <p>Our Forest School will be in place, with planning and whole school curriculum linked progression in place and regular timetabled opportunities for children across the whole school to make use of the environment.</p>	<p>This study explored the suggestion that, for disadvantaged children, wellbeing through outdoor learning is important in improving achievement.</p> <p>Mel McCree, Roger Cutting & Dean Sherwin (2018) The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors, Early Child Development and Care, 188:7, 980-996, DOI: 10.1080/03004430.2018.1446430</p>	5

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<p>Whole staff refresher training to be provided to enhance and refine the teaching of reading through a whole class guided reading approach.</p> <p><u>2023-2024 updates.</u></p> <p>All teachers will be provided with training on a new approach to teaching reading which will complement the current approaches in place.</p>	<p>Both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own.</p> <p>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topic.</p> <p>Improving Literacy in Key Stage 1 EEF</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>Reading comprehension strategies EEF</p>	1
<p>Children will gain life experiences from high quality experiences to introduce and enhance learning across all subjects.</p> <p>Time will be provided for teachers to plan and implement these to ensure that these experiences have the maximum impact on learning.</p> <p><u>2023-2024 updates.</u></p> <p>Time will be provided for teachers to plan for 'Wow' moments to enhance and engage learners in the curriculum each half term.</p> <p>Children will continue to visit the local care home, with a chance to share elements of their learning.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation EEF educationendowmentfoundation.org.uk</p> <p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.</p> <p>Non-cognitive skills literature review- EEF</p>	5
<p>Release time for subject leaders will be funded to undertake CPD, analyse the impact of their curriculum and provide feedback to staff.</p> <p><u>2023-2024 updates.</u></p> <p>Further CPD for subject leaders will be provided as in the previous academic year.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development EEF educationendowmentfoundation.org.uk</p>	5
<p>Funding is reserved for staff CPD to develop in areas which may be deemed necessary over the course of the year.</p> <p><u>2023-2024 updates.</u></p> <p>Funding continues to be reserved for staff to attend CPD as needs are identified.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development EEF</p>	5

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<p><u>New for 2023-24</u></p> <p>Improving Learning activities focus on the teaching of grammar and spelling to ensure it is consistent and embedded into writing alongside GAPS tests. Release time will be provided to the English subject leader to undertake these activities.</p>	<p>There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested. EEF-Improving literacy in key stage 2 report</p> <p>The notion that spelling can be 'caught' has been superseded by the understanding that to develop and sustain children's ability to spell, they need direct systematic instruction. Spelling, as a key transcription skill, must be explicitly taught, rather than simply tested. EEF- Literacy KS1 Guidance Report 2020</p>	4
<p><u>New for 2023-24</u></p> <p>A new spelling scheme will be purchased and a new approach to teaching spelling will be in place across school (including home learning).</p>	<p>There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested. EEF-Improving literacy in key stage 2 report</p> <p>The notion that spelling can be 'caught' has been superseded by the understanding that to develop and sustain children's ability to spell, they need direct systematic instruction. Spelling, as a key transcription skill, must be explicitly taught, rather than simply tested. EEF- Literacy KS1 Guidance Report 2020</p>	4
<p><u>New for 2023-24</u></p> <p>Spelling competitions will take place in key phases each term to raise the profile of spelling.</p> <p>Spelling Bee competitions with other local schools will be established.</p>	<p>There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested. EEF-Improving literacy in key stage 2 report</p> <p>The notion that spelling can be 'caught' has been superseded by the understanding that to develop and sustain children's ability to spell, they need direct systematic instruction. Spelling, as a key transcription skill, must be explicitly taught, rather than simply tested. EEF- Literacy KS1 Guidance Report 2020</p>	4

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

Budgeted cost: £ 45,024

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics interventions that are consistent with our phonics scheme, 'Little Wandle's Letters and Sounds' to be delivered to children in Year 1 who are not 'on track' to pass the phonics screening check.</p> <p>Rapid catch up interventions to be delivered to children in Year 2 (and Key Stage 2 where necessary).</p> <p>Resources and teacher/teaching assistant release time for CPD will be funded.</p> <p>Subject leader release time will be funded to monitor the impact of the</p>	<p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Phonics EEF (educationendowmentfoundation.org.uk)</p>	1

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<p>programme and its interventions.</p> <p><u>2023-24 Updates</u></p> <p>All staff to be trained in the Little Wandle's Letters and Sounds Rapid Catch Up interventions to ensure that all children make good progress in reading.</p> <p>Early Reading and Phonics leader will be given release time to monitor the impact and delivery of the Little Wandle's Letters and Sounds programme to ensure consistency and fidelity to the scheme.</p>		
<p>Maths Recovery interventions will be provided to small groups to close gaps that are acting as a barrier to identified children's achievement.</p> <p>Time will be provided for staff members to prepare plans and resources.</p> <p>In some cases, individual interventions may be provided by an external provider.</p> <p><u>2023-24 Updates</u></p> <p>The interventions stated above will continue in this academic year.</p>	<p>Interventions should start early, be evidence-based and be carefully planned.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Individual pupils who receive MR programmes make good progress in basic numeracy skills. Teachers and teaching assistants develop their knowledge, skills and confidence to teach numeracy. The Maths Recovery principles, assessment tools and activities work well at a number of levels: in individual programmes, in group work and in informing good classroom teaching.</p> <p>Achieving new heights in Cumbria: Raising standards in early numeracy through mathematics recovery – Maths Recovery Council UK and Ireland</p>	2
<p>Renewal of subscription of 'B Squared' package to track the needs and progress of disadvantaged children with SEND.</p> <p><u>2023-2024 updates.</u></p> <p>The above programme will be renewed and continue to be used to track the progress of disadvantaged children with SEND.</p>	<p>The 'Assess, Plan, Do, Review' process is not only a legal requirement (SEND Code of Practice, 2015) but it is essential in ensuring that interventions are having the desired impact on children's progress and development.</p>	1,2,3,4
<p>Purchase of a software package (Provision map) to track the impact of interventions on disadvantaged children.</p> <p><u>2023-2024 updates.</u></p> <p>This package will be renewed for the current academic year, with the progress of disadvantaged children in relation to their peers to be reported regularly to all stakeholders, including class teachers, the senior leadership team and governors.</p>	<p>Similarly, as with disadvantaged children with SEND, it is important that needs can be identified at the earliest opportunity and the impact of interventions can be analysed so that appropriate changes can be made in a timely manner.</p>	1,2,3,4

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<p>Purchase of a speech and language diagnostic and intervention programme. Release time will be funded to allow relevant staff members to receive training in its use and implementation.</p> <p><u>2023-2024 updates.</u></p> <p>All staff in the Early Years department will receive training on the school's adopted speech and language assessment and intervention programme, WellComm. All children in the EYFS will have a baseline assessment and children will be identified for intervention. The Inclusion Leader will report termly on the impact of these interventions.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	7
<p>Children to take part in regular reading comprehension interventions with a suitably qualified and trained teaching assistant.</p> <p><u>2023-2024 updates.</u></p> <p>Reading comprehension intervention will continue in this academic year, with the progress of targeted children monitored.</p>	<p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1

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

Budgeted cost: £ 64,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies will be implemented by the Learning Mentor/ SLT to improve the attendance of identified families. This includes phone calls home, home visits and meetings.</p> <p>Postcards will be sent home for families with improved attendance.</p> <p>Funding will be provided to reward the class with the overall highest attendance over the course of the year.</p> <p><u>2023-2024 updates</u></p> <p>The Pastoral Mentor will make use of links with the attendance officer from Wigan Council, including termly meetings.</p> <p>The Pastoral Mentor will meet with families from EYFS and Key Stage 1 where attendance is a concern.</p> <p>Attendance will be discussed with parents/carers of children with SEND as part of review meetings.</p> <p>Termly analysis of attendance of disadvantaged children takes place and is shared with governors and other staff as needed.</p>	<p>The EEF Rapid Evidence Review of Attendance Interventions found that ‘there is a small positive impact, on average for communication parental engagement on attendance and a small positive impact for other parental engagement interventions.’</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Funding will be used to subsidise trips and residential opportunities for disadvantaged children.</p> <p><u>2023-2024 updates.</u></p> <p>The residential opportunities provided for children in Y1-Y6 in the previous academic year will continue to be offered, with an aim to improve on the good attendance achieved last year.</p> <p>Trips and residential opportunities will continue to be subsidised for targeted children.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.</p> <p>Literature review on non-cognitive skills EEF (educationendowmentfoundation.org.uk)</p>	5

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<p>Funding will be used to establish and maintain community wide projects including litter picking and visits to local care home residents.</p> <p><u>2023-2024 Updates</u></p> <p>Children will continue to take part in regular 'care for the community' activities.</p>	<p>Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole-school level.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>This whole school approach aims for the positive behaviours shown by children in the community to be reflected in the classroom.</p>	5
<p>Whole school CPD provides a starting point to reflect on the impact of adult behaviours and attitudes upon the behaviour and attitudes of children and their relationships across school.</p> <p><u>2023-2024 Updates</u></p> <p>This will continue to be monitored as part of wider improving learning activities.</p>	<p>Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Stirling wellbeing questionnaires are fully utilised with children in Key Stage 2 to identify children who may require targeted support to improve their social, emotional and mental health.</p> <p>The results are then used to identify relevant interventions and the impact of these is monitored.</p> <p><u>2023-2024 Updates</u></p> <p>Training will be provided for members of staff who are providing wellbeing interventions and the impact of these interventions will be monitored by the Mental Health and Well Being Leader.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Collaborative work will be completed with class teachers, the Mental Health Leader and/or parents/carers to identify and monitor the social, emotional and mental health needs of pupils through the implementation and use of 'Motional'. This monitoring will identify children who require further intervention.</p> <p>Time will be provided to the Mental Health Leader to complete assessments and meet with parents/ class teachers to monitor the impact of interventions.</p> <p><u>2023-2024 Updates</u></p> <p>The above actions will continue in this academic year, with class teachers receiving training and support (where necessary) on the use of Motional.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5

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<p>Funding is provided to ensure pupil premium children's regular attendance at extra-curricular clubs.</p> <p><u>2023-2024 Updates</u> The above actions will continue this year, with the attendance of disadvantaged children being monitored and reported to the headteacher.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds</p> <p>Arts participation EEF educationendowmentfoundation.org.uk</p> <p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.</p> <p>Literature review on non-cognitive skills EEF educationendowmentfoundation.org.uk</p>	5
<p>A Breakfast club is provided for identified pupils. Breakfast is provided and children take part in games and activities to enable them to have a positive start to the day.</p> <p><u>2023-2024 Updates</u> This offer will continue this year.</p>	<p>Supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>Magic Breakfast EEF educationendowmentfoundation.org.uk</p>	5,6
<p>Funding will be provided to subsidise specialist sports coaching, after school clubs and funding for swimming lessons.</p> <p><u>2023-2024 Updates</u> The above offer will continue this year.</p> <p>Swimming lessons will be provided to children in Nursery and Reception this year.</p>	<p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.</p> <p>Literature review on non-cognitive skills EEF educationendowmentfoundation.org.uk</p>	5
<p>A counselling service is provided and available to identified children and their families.</p> <p><u>2023-2024 Updates</u> Counselling will continue to be offered this year, with a larger number of children being offered this service.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Behaviour interventions EEF educationendowmentfoundation.org.uk</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF educationendowmentfoundation.org.uk</p>	5

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<p>Funding for all pupils to learn an instrument in Key Stage 2 as part of the Wider Opportunities programme. Children will be able to learn an instrument and will be exposed to this area of the curriculum fully. Identified children have the opportunity to develop skills that they may not otherwise have had chance to.</p> <p><u>2023-2024 Updates</u> The above offer will continue this year.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation EEF educationendowmentfoundation.org.uk</p>	5
<p><u>New for 2023-24</u> SGC 'Life Skills' as identified for each year group are worked on as part of the curriculum offer with staff liaising with and arranging relevant providers as required.</p>	<p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.</p> <p>There is no single non-cognitive skill that predicts long-term outcomes. Rather key skills are inter-related and need to be developed in combination with each other.</p> <p>Non-cognitive skills literature review-EEF</p>	5

Total budgeted cost: £ 184,090

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

When the impact of the previous year's Pupil Premium Strategy was analysed, data from statutory assessments was used and referred to. To help us to assess the impact of our strategy, we compared results between disadvantaged children and their peers. We also compared our results to those at a national level for disadvantaged and non-disadvantaged children. Furthermore, we compared our results from 2023 to the results from 2022. The details of this analysis are below. Our evidence has been triangulated using internal data, conversations with subject leaders and teachers, pupil interviews, observations and book scrutinies.

Comparison of assessment data from statutory assessments between 2019 and 2022.						
KS2	Disadvantaged pupils 2022	Disadvantaged pupils 2023	Difference	Non- disadvantaged pupils 2022	Non- disadvantaged pupils 2023	Difference
% achieving expected standard in reading	86%	76%	-10%	89%	77%	-12%
	Gap between disadvantaged and non-disadvantaged pupils in 2022: -3%			Gap between disadvantaged and non-disadvantaged pupils in 2023: -1%		+2%
% achieving expected standard in writing	86%	76%	-10%	95%	90%	-5%
	Gap between disadvantaged and non-disadvantaged pupils in 2022: 9%			Gap between disadvantaged and non-disadvantaged pupils in 2023: 14%		-5%
% achieving expected standard in maths	62%	71%	+9%	89%	84%	-5%
	Gap between disadvantaged and non-disadvantaged pupils in 2022: 27%			Gap between disadvantaged and non-disadvantaged pupils in 2023: 13%		+14%
% achieving expected standard in SPAG	48%	76%	+28%	68%	77%	+9%
	Gap between disadvantaged and non-disadvantaged pupils in 2022: 20%			Gap between disadvantaged and non-disadvantaged pupils in 2022: 1%		+19%
KS1	Disadvantaged pupils 2022	Disadvantaged pupils 2023	Difference	Non- disadvantaged pupils 2022	Non- disadvantaged pupils 2023	Difference
% achieving expected standard in reading	59%	31%	+26%	61%	79%	+18%
	Gap between disadvantaged and non-disadvantaged pupils in 2022: 2%			Gap between disadvantaged and non-disadvantaged pupils in 2023: 48%		-46%
% achieving expected standard in	47%	31%	-16%	50%	76%	+26%

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writing						
	Gap between disadvantaged and non-disadvantaged pupils in 2022: 3%			Gap between disadvantaged and non-disadvantaged pupils in 2023: 45%		-42%
% achieving expected standard in maths	35%	50%	+15%	56%	76%	+20%
	Gap between disadvantaged and non-disadvantaged pupils in 2022: 21%			Gap between disadvantaged and non-disadvantaged pupils in 2023: 26%		-5%
	2022	2023		2022	2023	
Y1 Phonics Screening Check	Disadvantaged pupils	Disadvantaged pupils	Difference	Non- disadvantaged pupils	Non-disadvantaged pupils	Difference
	53%	60%	+7%	89%	91%	+2%
	Gap between disadvantaged and non-disadvantaged pupils in 2022: 36%			Gap between disadvantaged and non-disadvantaged pupils in 2023: 31%		5%

The overall percentage of children who passed the 2023 Phonics Screening Check (84%) was above the Local Authority and National averages (both 79%). Furthermore, the percentage of disadvantaged children who achieved the pass mark in the Phonics Screening Check rose from 53% in 2022 to 60% in 2023, representing a 7% increase. Whilst the percentage of non-disadvantaged children who passed the phonics screening check rose from 89% in 2022, to 91% in 2023, this represented an increase of 2% and therefore, the attainment gap between disadvantaged and non-disadvantaged children has closed by 5%. The children who did not pass the phonics screening check will access the Rapid Catch Up programme in year 2.

The children who did not pass the phonics screening check in 2022 accessed the Rapid Catch Up programme which ensured that 90% of those children passed the phonics screening re-take in 2023. The children who did not pass the re-take in 2023 will continue to access Rapid Catch Up interventions until they are competent and fluent readers.

In end of Key Stage 2 national tests, it was pleasing to see that the attainment gap between disadvantaged and non-disadvantaged children has narrowed in all areas apart from writing. In end of Key Stage 1 national tests, the attainment gap widened between disadvantaged and non-disadvantaged children widened in all areas and therefore, particular attention must be paid to these children as they progress into Key Stage 2. Furthermore, the attainment of disadvantaged children in Key Stage 1 must be carefully monitored in Key Stage 1 to ensure that the attainment gap narrows in this academic year.

The Forest School was accessed by children across the EYFS on a regular basis and children in Key Stage 1 also began to access the Forest. In the Summer term of 2023, staff members met to plan for all children across school to access the Forest School for a half term in 2023-24. An additional staff member will be accessing Forest School training in 2023-24 to facilitate this.

Across the school, children's learning was enhanced by rich experiences (including external trips and visits and experiences in school). Pupil interviews from subject leaders has demonstrated that these experiences have had a positive impact on children's wellbeing and on their ability to commit learning to their long term memory.

The school's filming facilities were used across the school at regular intervals throughout the year. This has had a positive impact on children's oral language, self-confidence and performance skills. Because of the positive impact that this has had, further opportunities are planned for the current (and future) academic year(s). Furthermore, in order to quantify the impact of this and other interventions on children's speaking and listening skills, a speech and language assessment and intervention tool has been purchased and staff will receive training on this package in 2023-24. It is anticipated that all children in the EYFS will be baseline assessed on their speech and language skills in order to ensure that any

Book scrutinies, observations and pupil interviews demonstrated the impact of the introduction of poetry workshops and a raised profile of poetry across the school. It was evident in children's writing and improved performance skills that this avenue should continue to be explored. Because of this, poetry remains a key focus for our children and regular visits from poets have been planned for 2023-24.

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Small group support in the form of targeted comprehension activities, focussed reading groups and targeted individual support across a range of other subjects have shown some demonstrable impact, particularly amongst key stage 2 children.

Regular monitoring of the social, emotional and mental health of children has been established and will continue to be embedded in this and subsequent years. This means that the needs of children are quickly identified. In 2022-23, the Wellbeing leader achieved the Trauma Informed Schools diploma. Aspects of this approach will be introduced across school to enhance our wellbeing offer. Further training will also be provided to relevant staff members to ensure a consistent and quality approach to our wellbeing interventions.

Breakfast club has continued to be available to families of children who may need a calmer transition into school. Behaviour logs and discussions with parents and teachers have proven that this has had a positive impact on those children's over all wellbeing.

Our school continues to offer an extensive range of clubs to our children and the number of disadvantaged children who attend these clubs compared with their peers is monitored. There is variation between classes but in some cases, more disadvantaged children attend one or more after school clubs than non-disadvantaged children.

The Senior Leadership Team and the Pastoral Mentor have worked to reduce the rate of overall absences and the rate of persistent absence. This has included parent meetings and phone calls. The school's attendance award has also been heavily promoted and this will continue into the current academic year, as detailed in the strategy. Following the retirement of the previous Pastoral Mentor, a new Pastoral Mentor has been employed.

Externally provided programmes

Programme	Provider
Times Tables Rockstars and Numbots	Maths Circle Ltd
Reading Plus	DreamBox Learning
Spelling Shed	Education Shed
White Rose Maths	White Rose Maths
B Squared	B Squared Ltd
Little Wandle's Letters and Sounds Revised	Wandle Learning Trust
Seesaw	Seesaw Learning inc.
Test Base	Doublestruck Ltd.

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Further information

Additional activities

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

- *Establishing a child based support system, using expertise within this area.
- *The Early Years and Key Stage 1 leader will work with Early Years staff to develop children's movement and engagement with learning environments across classrooms and outdoors.
- *People from a range of careers, including people from our school community will visit school to discuss their roles and the training they have undertaken.

Planning, implementation and evaluation.

As discussed in the strategy outcomes section, all statutory assessment data was triangulated with a range of sources including; internal data, observations, conversations with parents/carers and staff members and pupil interviews. This has helped us to obtain a clear picture of the challenges faced by our disadvantaged children.

We used the EEF's Guide to Pupil Premium to assist us in our evidence gathering and analysis. When challenges were identified, we analysed the impact of existing strategies to ascertain which strategies we should maintain or develop and which strategies were not having the intended impact. We also looked at a range of evidence using the EEF's Teaching and Learning Toolkit and Guidance Reports. This enabled us to identify effective strategies to overcome the challenges that our disadvantaged children face.

In the last academic year, the pupil premium strategy was assessed on a termly basis and this enabled us to identify any problems with the implementation of strategies and to monitor the impact on a regular basis. This year, this process will be followed again so that, if the desired impact is not achieved, we will be able to make early adjustments to ensure the best possible outcomes for our disadvantaged children.

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