

St. Elphege's Infant and Junior Catholic Schools



School Improvement & Development Plan 2025-2026

With God, all things are possible.



SANCTA FAMILIA
CATHOLIC ACADEMY TRUST

The Jubilee prayer

Father in heaven,
may the *faith* you have given us
in your son, Jesus Christ, our brother,
and the flame of *charity* enkindled
in our hearts by the Holy Spirit,
reawaken in us the blessed *hope*
for the coming of your Kingdom.

May your grace transform us
into tireless cultivators of the seeds of the Gospel.
May those seeds transform from within both humanity and the whole cosmos
in the sure expectation
of a new heaven and a new earth,
when, with the powers of Evil vanquished,
your glory will shine eternally.

May the grace of the Jubilee
reawaken in us, *Pilgrims of Hope*,
a yearning for the treasures of heaven.
May that same grace spread
the joy and peace of our Redeemer
throughout the earth.
To you our God, eternally blessed,
be glory and praise for ever.

Amen.

Official prayer from Pope Francis for the Jubilee year 2025, "Pilgrims of hope"



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Part 1



2024-2025

With God, all things are possible.



Mission Statement

With the help of God's love, St Elphege's Catholic Schools will seek to develop the whole child. Each child is uniquely created and precious to God and it is the school's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth.

Inspired by the teachings of Christ we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our school is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best to create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community.





FAITH

Values



St Elphege's Catholic Schools is committed to developing a community where our schools will be places of excellence. We will provide outstanding opportunities for all members of the community to grow in their knowledge and understanding of the Gospel values whilst serving as witnesses to Christ. We will develop our schools to ensure learning opportunities and outcomes are based on first class teaching and leadership.

- Family** we seek to act fairly and responsibly in our relationships to ensure all are welcomed, nurtured and successful.
- Aspiration** to provide the highest standards of teaching and learning so all in the schools' communities excel.
- Inclusiveness** we believe that all are created in the image of God and therefore we will respect the unique and intrinsic value of every person, promoting equality and celebrating diversity.
- Tolerance** to develop schools where there is true understanding of culture, respect for difference and special care for those most in need.
- Harmony** to develop the schools as faith communities where the Gospel values of truth, honesty, forgiveness and reconciliation are lived.



School Evaluations



2024-2025

With God, all things are possible.

Junior School Review - Jenelle Chetty

Excel-Ed Consultancy Limited

School:	St Elphege's Catholic Primary School (Junior)
Date of visit:	4 March 2025
Staff involved:	Senior leaders and subject leaders
Focus	• Reading (discussion with leaders, lesson visits, story time, discussion with pupils) • History (discussion with leaders, lesson visits, work sampling)

Findings:

- Leaders continue to uphold the highest expectations for both, staff and their pupils. Despite the many demands on their time, they remain committed to staying current and ambitious, ensuring that pupils receive the very best educational experience. Their focus on evidence-informed practice, such as the Fundamental Five, helps to embed inclusive strategies that support all learners.
- Since the previous visit, there has been an enhanced emphasis on fostering a love of reading and enriching pupils' vocabulary. Phonics is now well embedded, providing a secure foundation for early reading development. High-quality core texts are carefully selected and used in shared reading to enhance pupils' engagement and comprehension skills.
- Shared reading is the key approach to developing reading comprehension, with a structured focus on reading skills (domains of reading). Each day, a specific skill is explicitly taught, followed by a multi-skill lesson later in the week to reinforce learning. The Think Back, Look Forward strategy is used effectively to support recall of prior learning, ensuring pupils build on their knowledge over time.
- The teaching of vocabulary has also significantly improved. Teachers now incorporate dual coding strategies and provide pupils with definitions, as well as morphological insights, to deepen their understanding of words.

Reading sessions follow the I Read, We Read, You Read structure, a key component of the Fundamental Five, ensuring that pupils develop fluency and confidence in reading. Additionally, the definitions of each reading domain have been agreed upon and are consistently applied across all year groups, providing a clear and unified approach to reading instruction.

- Book Week was an immersive experience, with a special focus on Shakespeare. Pupils engaged in workshops exploring *The Tempest*, *Romeo and Juliet*, and *Macbeth*, allowing them to experience the richness of Shakespeare's language through drama and active participation. The workshops provided an excellent opportunity for pupils to deepen their understanding of the themes and language of these classic texts, sparking enthusiasm and engagement.
- Leaders have provided teachers with skeleton slides, including sentence stems, to support pupils in formulating their answers with greater confidence. The implementation of vocabulary strategies, such as dual coding, is being embedded across lessons to enhance pupils' understanding of new words. Reading areas are well-stocked with a range of books, further supporting the development of a reading culture.
- In a Year 3 lesson, the focus was on vocabulary development while reading *The Tempest*. The teacher and pupils took turns reading the text. When encountering the word 'overthrow,' the teacher paused to remind pupils of the definition they had previously discussed, reinforcing understanding. Another key vocabulary word, 'unchartered,' was highlighted, and it was suggested that having a printed vocabulary handout available would support pupils in referring to definitions as they read.
- In Year 4, pupils were reading *The River Singers*, with a strong focus on vocabulary development. Words such as 'juvenile,' 'disintegrating,' 'meagre,' and 'glowered' were displayed on the board alongside dual coding visuals to aid comprehension. The teacher modeled fluent reading, followed by an echo reading approach, where pupils repeated the text to reinforce fluency and expression.
- During the session, pupils demonstrated high levels of engagement, following the text attentively. As part of comprehension practice, the teacher posed a question: Find two adjectives that describe the grass. To guide pupils through the process, the teacher modeled 'thinking out loud', demonstrating how to skim and scan for relevant information. Upon identifying the word 'grasses,' the teacher exemplified a full-sentence

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Name Kingfisher in Year 6 and My Parents Cancelled My Birthday in Year 5. However, some younger pupils, particularly in Year 3, mentioned that they sometimes start books but do not finish them, which may indicate a need for further support in book selection or engagement strategies.

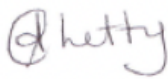
- Leaders have wasted no time in refining the history curriculum, ensuring that it is both rigorous and accessible. A key focus has been placed on strengthening pupils' chronological understanding, with CPD sessions dedicated to supporting teachers in effectively teaching chronology. This has included highlighting the connections between British history and the wider world, providing pupils with a broader historical perspective. To manage cognitive demand, leaders have streamlined lesson slides, ensuring that essential content is retained without overwhelming pupils. Standardised slides have been introduced across year groups, reinforcing a consistent approach to building pupils' chronological understanding.
- As part of this refinement, CPD has also focused on developing a lesson deck of slides that serve as WAGOLL (What A Good One Looks Like), ensuring that teachers have clear exemplars to guide their instruction. Additionally, history knowledge organisers have been placed in pupils' books, identifying key knowledge and vocabulary essential for each unit. Leaders have translated these knowledge organisers into carefully structured lesson sequences that ensure coherence and progression.
- Each history lesson sequence has been designed with a set of key features to support pupils' retention and understanding. Every lesson begins with a Think Back activity, allowing pupils to recall specific prior learning and make connections. Chronology is reinforced at the start of every session through a dedicated recap slide. A driver question acts as the overarching inquiry for the unit, with each lesson breaking this down into mini questions that build towards answering the key historical enquiry. This structure ensures that pupils acquire and retain knowledge progressively.
- In Year 3, pupils are exploring early settlements, using key vocabulary such as hillforts, ramparts, and earthworks to describe images of historical sites. This approach ensures that pupils not only learn historical content but also develop the language to articulate their understanding effectively.
- In Year 4, pupils are examining historical sources, categorising them as being from before or after 43 CE, to explore life in Britain before and after Roman settlement. This activity helps pupils develop an understanding of continuity and change over time.

- In Year 6, the focus is on the Battle of Britain, with pupils engaging in a sequence of key questions:
 - What was happening before the Battle of Britain?
 - What happened during the Battle of Britain?
 - What happened as a result?
 - Why was the Battle of Britain a significant turning point in WWII?
- As pupils progress through the school, their understanding of chronology is reinforced through a cumulative timeline, ensuring that historical knowledge builds sequentially.

Next steps:

- Ensure consistency in reading:
 - Provide teachers with a checklist for a high-quality reading area.
 - Dedicate part of a staff meeting for staff to get sort out the reading area and then visit each other's classes to vote for the most inviting reading area.
 - Before the start of the new half term, teachers to choose a selection of non-fiction books that relate to other curriculum areas and use this in their class libraries.
 - Remind staff about the rationale and purpose of story time.
 - Consider signaling the start of story time by playing a short piece of music or light a candle to indicate that this is a special time.
- History
 - Continue to secure teachers' subject knowledge in teaching history with a focus on enhancing the teaching of disciplinary knowledge.
 - Ensure that pupils are taught how historians consider the reliability of a source through using a set of criteria set out below:

- **Who Made It?**
 - Historians ask who created the source.
 - Was it made by someone who was there at the time or later? Knowing who made it helps us understand their point of view.
- **When Was It Made?**
 - They look at the date or period when the source was created. A source made closer to the event might be more reliable than one made many years later.
- **Why Was It Made?**
 - Historians think about the reason behind the source. Was it meant to inform, persuade, or entertain? This helps us know if the information might be biased or one-sided.
- **What Does It Say?**
 - They check if the facts in the source make sense. Does it agree with other sources? Comparing sources helps historians decide if the information is accurate.
- **Is It Complete?**
 - Historians consider if the source shows the full story or only part of it. A source that leaves out important details might not be completely reliable.

 Jenell Chetty School Improvement Partner (SIP) Director of Education at Excel-Ed	Date: 4 March 2025
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Catholic Life Review - Julia Waters



School Name: St Elphege's Infants and Junior Schools

Focus of visit: 'Fourth Term Visit'

Observations:

KS2 Pupil Led Liturgy on Unity and the Trinity Yr 5 Oscar Romero
Lesson drops in Yrs 3, 4, EYFS, Yrs 2,1,5,6

Pupil Conference Yrs 1-3

Pupil Conference Yrs 4-6

Meetings

Executive Head Martin Jones

Headteacher Laurence Hawkes

RE Lead Ellen Maguire

Feedback to the Senior Team

School Tour Nicola and Alicia Yr 6

Book Scrutiny tba

Good Practice:

Prayer and Worship

Superb pupil led liturgy by Yr 5 Oscar Romero included an impactful drama, pupils leading singing, musicians leading bidding prayer responses, the coordination of the IT, use of visual resources, explanation of the Trinity through a three part song, inclusive welcome through celebration of prayer in many different languages, pupils sharing their own prayers.

Mr Jones Yr 5 teacher and English Lead checked pupils' understanding at the end of the liturgy. Pupils understood the connection between the gospel reading and their responsibility to live out their faith and spread the good news as Jesus had asked his disciples in today's gospel reading. They spoke of giving time to others, being influencers for the good, follow our faith values and use Catholic Social Teaching

Teaching and learning

The summer term focus has been Reconciliation/Anointing of the sick. Teachers had planned 'the respond' stage using Creativity week as a vehicle for its delivery.



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St Philomena's



Regina Coeli

Awe and wonder was evidenced in

- the use of pupil Art work in Yr 5 relating Scripture to their own personal lives
- reception class collaboration, singing and learning of new hymns/ use of vocabulary and subject knowledge e.g. who Judas was and what he did
- Displays throughout the school

Excellent questioning linked to scripture was observed in Yr 1

In Yr 5 pupils were explaining articulately their chosen scripture passage which they believed showed God to be merciful. Pupils were confident and showed a very good understand of relevant scriptures

TA support of pupils was exemplary and enabled inclusivity and engagement from every pupil

Two members of Staff shared their experiences in RE lessons in Yr 6 and 1 e.g. Lourdes pilgrimage which enhanced the understanding of pilgrimage for pupils

The use of the Big question across all year groups enabled pupils to make personal responses and evidence greater depth as seen in Year 6

Knowledge organisers gave clarity and transparency to pupils' learning

Pupils

Pupils have a deep sense of who God is in their lives and who Jesus is and a growing understanding of how God interacts in their daily lives

Pupils have a genuine love of expressing their faith through Art and Song

RE 'helps me understand what the purpose of my life is and how to live properly' Yr 6 pupil

Pupils show reverence, respect, participation and engagement both in liturgies and in lessons. They are articulate and confident.

Pupils say they bring their emotions to RE lessons. They appreciate being able to do this as well as the respect and support teachers give them when they express their emotions.

'I am accepted for who I am' Yr 6 pupil.

Pupils say they appreciate learning about other religions and sharing other pupils' traditions and stories.

One Pupil said he 'likes acting out scripture because it can show how people were feeling and how you feel'

Leadership

Governors have appointed two members to give support and challenge to Catholic Life and Mission RE and Prayer and worship This will ensure continued rigour in monitoring and evaluation.

Staff respond well to the leadership of the RE Coordinator Ms Maguire



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As RE Coordinator Ms Maguire leads on induction for new staff, support for ECTs and new staff as for staff of different faiths. This clearly contributes to pupils experience of the ethos of the school and their formation

The RE Coordinator also leads Prayer and Worship and Catholic Life effectively

Ms Maguire has enabled pupil led liturgies to flourish, she has also been responsible for displays working with students and staff

The environment is inspiring both in the 2 main halls and classrooms. They include a holy door for Pilgrims of Hope, a Chaplaincy Pilgrims of Hope display and two in the John Bosco Hall.

Ms Maguire leads the Chaplaincy Club and has developed competent and enthusiastic young leaders who support the preparation of masses and liturgies

Leaders have ensured all pupils are making a pilgrimage during the Year of Hope

Leaders bring in outside speakers and groups to enrich the curriculum e.g. when teaching Hinduism. Sutton Schools Work a Christian organisation also works closely with the school providing enriching opportunities for pupils on their faith/ spiritual development.

Considerations:

Prayer and worship

- To consider how you can enable each pupil to take away an action personal to themselves
- To consider the use of silence/ meditation to give pupils time to reflect personally on their choice of actions
- To consider how you might involve parents in a 'Go Forth message'

Teaching and learning

- To consider how you might build breadth into creativity week
- To consider how you might develop/ clarify expectations of 'respond' for all staff
- Consider any scaffolding teachers may need put in place for pupils of different faiths e.g. when revisiting the Sacrament of Reconciliation

Pupil engagement

- To consider how you might enable pupils to ask more questions in lessons

Leadership

- To consider increasing the capacity of leadership for Chaplaincy
- To consider a more flexible approach for time release for leadership



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- To consider implementing a bespoke calendar for monitoring and evaluation of RE provision in line with the updating of the CSED through the year

Wider Systems considerations

- To consider a collaborative approach to implementing the new scheme for RE
- To consider an annual collaborative calendar for moderation for all year groups
- To consider a CPD programme for leaders visits to one another's school in 25/26 to include Prayer and Worship
- To consider a joint CPD programme for developing teacher's subject knowledge and understanding in preparation for the new scheme 25/26
- To consider developing a formation framework for pupils leadership from 7-18 years

Julia Waters
CSIP

Headteacher



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Note of Visit Tuesday July 1st pm

School Name: St Elphege's Infants and Junior Schools

Focus of visit: Greater depth

Book Scrutiny Yr 1-6 with Ellen Maguire Head of RE followed by feedback to Laurence Hawkes Headteacher

Good Practice:

- There was evidence of greater depth in all books in all years related to the greater depth statements laid out in the assessment descriptors
e.g. Yr 6 Greater depth statement Can find gospel values and link them to their own and others' lives. Work seen in yr 6 book on Saint Mother Teresa
- Key driver words for greater depth often seen in the learning objectives and big questions
- All pupils are given access to greater depth opportunities
- Floor books are used to show evidence of understanding, making links explaining and reasoning to complement work set out in pupil's exercise books
- Teachers highlight working towards greater depth by annotating work using gold stars. This is very helpful for the teacher and RE Coordinator in assessing and moderating overall standards
- Using codes such as A for Assessed and I for Independent as a marker to show independent work by pupils. This also supports staff moderation and assessment
- The assessment tables explicitly track students working towards greater depth

To consider

1. Making explicit by mapping for staff
 - All the opportunities for greater depth in each year
 - Stating how each opportunity is linked to which greater depth statement and which key driver word
 - Creating exemplars/ a portfolio of greater depth work for staff to know clearly the expectations of greater depth and to support them in their planning
2. Modelling greater depth to pupils and being explicit to pupils about the expectations of their responses
3. How teachers develop pupils' specific skills throughout the year
4. Correcting spelling of subject specific vocabulary



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5. Benchmarking percentage of student progress at greater depth with another Core subject to ensure no underachievement
6. Consider having a percentage target for greater depth for each year group to work towards

It was a pleasure to work with Ellen this afternoon. Thank you. I hope Francesca will find this note helpful.

Julia Waters
CSIP

Headteacher



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Sancta Familia Safeguarding Audit - Sarah McCourt

Sancta Familia Safeguarding Audit. The Federation of St Elpheges Catholic Schools.

Leadership and Governance

At St Elphege's, the Designated Safeguarding Lead (DSL) is Laurence Hawkes, the Headteacher. He is supported by 12 Deputy Designated Safeguarding Leads (DDSLs), all of whom are trained to the same standard as the DSL. This team includes both teaching and support staff, ensuring strong safeguarding coverage and availability throughout the school day for students, staff, parents, and external professionals.

The safeguarding team meets daily to share updates and jointly manage the day-to-day safeguarding responsibilities, including administrative tasks. This collaborative approach promotes consistency and effective communication across all safeguarding matters.

To ensure continuous safeguarding cover during school holidays, a dedicated safeguarding email address and mobile phone number are made available to staff, parents, and professionals. These are monitored by the DSL to respond to any concerns promptly.

Training

All members of the safeguarding team at St Elphege's have completed DSL training through Cognus, which is renewed in advance of its expiry. All staff receive annual safeguarding training, also delivered via Cognus, followed by a questionnaire to confirm understanding. This training is also completed by any staff members who join mid-year to ensure consistency and compliance.

The school has a Volunteer Policy in place. All volunteers are required to undergo a DBS check and receive appropriate training, including safeguarding. St Elphege's follows best practice by ensuring that volunteers are never left alone or unsupervised with a class.

All members of the Senior Leadership Team have completed Safer Recruitment training through the Virtual College, with certification valid for two years. The Director of Finance and Operations is responsible for maintaining the Single Central Record (SCR), ensuring it remains accurate and up to date.

Policies

The Safeguarding Policy was last reviewed in the Autumn Term of 2024 and is published on the school website.

A number of up-to-date, linked policies are also available online, including:

- Attendance Policy
- Internet Safety Policy
- Mobile Phone Policy
- Positive Behaviour Policy
- Intimate Care Policy
- Anti-Bullying Policy
- Nut-Free Policy

All external lettings are subject to a safeguarding risk assessment, conducted by the Director of Finance and Operations. A safeguarding checklist is completed for each letting to ensure compliance with the school's safeguarding standards.

Recording and reporting

All staff at St Elphege's are fully aware of how to report safeguarding concerns, as evidenced by the consistent and thorough records maintained on CPOMS. The school has established clear and open communication channels between home and school, enabling parents to feel confident in sharing relevant information with staff.

St Elphege's uses CPOMS as its primary platform for recording safeguarding concerns and related actions. All staff have received training on how to log concerns, and the safeguarding team monitors the system daily to ensure timely responses. The school's CPOMS contract is renewed annually, with the cost based on pupil numbers.

Although a small number of active paper files remain, these are being phased out as the school transitions to a fully electronic system. Paper files are transferred using a borough-wide system, while electronic records are transferred securely either through CPOMS or via the Egress platform.

The school uses LGfL for internet filtering and Classroom Cloud for monitoring. Classroom Cloud operates on a rolling one-year Service Level Agreement (SLA). All members of the safeguarding team have access to this monitoring system, and alerts are promptly followed up by any available team member.

External Support offer

St Elphege's has a robust pastoral offer in place, which reduces the need for external services. However, the school is part of the Sutton Cluster for the Educational Wellbeing Service, and has dedicated practitioners assigned to support the school. The majority of their work focuses on supporting parents.

For bereavement support, St Elphege's partners with Jigsaw4u, who provide specialist assistance when needed.

The school also commissions Unique Talents to deliver tailored workshops on knife crime, aiming to educate and raise awareness among students.

The school benefits from the support of a School Support Officer (SSO), who was previously assigned exclusively to the school. Following a restructure, the SSO is now part of the broader neighbourhood scheme, while still maintaining a connection to the school.

Additionally, the school receives support from an Educational Welfare Officer (EWO) through the Cognus service.

Contextual issues

The most common safeguarding concerns at St Elphege's include:

- **Physical Chastisement:** This remains the most frequently reported safeguarding issue, both within the school and across the London Borough of Sutton. To address this, the Local Authority has provided a letter to parents, which is now included in the admissions pack.

- Other Safeguarding Themes: These include gang culture, knife crime, domestic violence, and drug/alcohol misuse.

Students receive education on these topics through the Relationships, Sex, and Health Education (RSE) and Personal, Social, Health, and Economic Education (PSHEC) curriculum. The school also holds themed weeks, such as Mental Health Awareness Week, with resources provided by the Cluster to enhance learning and awareness.

Vision/Development:

St Elphege's aims to continue being a central hub within the community, responsive to the evolving needs of families. The school is dedicated to providing support, guidance, and reassurance to all, ensuring that every individual feels valued and cared for.

Sarah McCourt

May 2025

Reviews



2024-2025

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St. Elphege's KS1 Outcomes 2024-25

Subject	Year	All Pupils Attainment				PPG - Attainment	
		St E ARE	National	St E GDS	National	St E ARE	St E GDS
Reading	2019	84%	75%	28%	25%	75%	13%
	2022	91%	67%	46%	18%	84%	32%
	2023	90%	68%	33%	19%	73%	13%
	2024	90%	(71-73%)	52%		78%	22%
	2025	85%		40%		85%	8%
Writing	2019	81%	69%	26%	15%	75%	0%
	2022	89%	58%	28%	8%	79%	5%
	2023	88%	71%	27%	8%	73%	7%
	2024	85%	(71-73%)	39%		78%	11%
	2025	79%		33%		54%	8%
Maths	2019	82%	76%	26%	22%	75%	0%
	2022	90%	68%	39%	15%	84%	21%
	2023	89%	72%	33%	16%	73%	13%
	2024	92%	(71-73%)	47%		89%	17%
	2025	84%		44%		69%	8%
RWM Combined	2019	79%	65%	20%	11%	75%	0%
	2022	86%	54%	23%		79%	5%
	2023	82%	56%	24%		53%	7%
	2024	85%		36%		78%	6%
	2025	78%		30%		54%	8%

St. Elphege's PSC Outcomes 2024-25

	St Elphege's			
	Y1 Phonics Check All Pupils	Y1 Phonics Check PPG	Y2 Phonics Retake	National Y1 Phonics Test
2019	90%		6/7 = 86%	82%
2022	90%	67%	100%	75.5%
2023	87%	80%	9/12 = 75%	81%
2024	91%	82%	10/12 = 83%	71%
2025	78%	67%	9/11 = 81%	81%

St. Elphege's Reception GLD Outcomes 2024-25

	St Elphege's ALL	PPG	National
2019	75%		72%
2022	83.5%	71%	65%
2023	71%	57%	67%
2024	72%	60%	68%
2025	64%	35%	68.8% estimate

St. Elphege's Year 4 Multiplication Check Outcomes 2024-25

	Y4 All Pupils Scoring 23+/25	Y4 PPG Scoring 23+/25	Y4 National 25/25
2019			
2022	96%	92%	27%
2023	95%	86%	29%
2024	90%	76%	34%
2025	87%	71%	38%

St. Elphege's KS2 Outcomes 2024-25

Subject	Year	All Pupils Attainment				PPG - Attainment	
		St E ARE	National	St E GDS	National	St E ARE	St E GDS
Reading	2019	93%	73%	44%	27%	96%	28%
	2022	96%	74%	54%	28%	95%	42%
	2023	96%	73%	52%	29%	81%	19%
	2024	96%	74%	57%	28%	94%	44%
	2025	96%	75%	72%		90%	55%
Writing	2019	91%	78%	36%	20%	84%	20%
	2022	88%	69%	34%	13%	84%	32%
	2023	85%	71%	38%	13%	63%	6%
	2024	86%	72%	37%	13%	78%	17%
	2025	93%	72%	44%		80%	20%
Maths	2019	96%	79%	59%	27%	96%	44%
	2022	95%	71%	43%	23%	84%	26%
	2023	91%	73%	65%	24%	75%	38%
	2024	98%	73%	58%	24%	100%	44%
	2025	97%	74%	71%		90%	40%
GPS	2019	96%	78%	64%	36%	80%	12%
	2022	93%	72%	55%	28%	89%	42%
	2023	92%	72%	66%	30%	75%	38%
	2024	99%	72%	76%	30%	100%	72%
	2025	95%	73%	78%		85%	55%
RWM Combined	2019	84%	65%	25%	10%	80%	12%
	2022	87%	59%	21%	7%	84%	16%
	2023	85%	59%	29%	8%	63%	6%
	2024	83%	61%	28%	8%	72%	11%
	2025	92%	62%	39%		80%	10%

2024-2025 Impact Summary

Curriculum Delivery and Academic Assessment

- Successful completion of key statutory assessments: KS2 SATs for Year 6, Phonics Screening Check for Year 1, and Multiplication Tables Check for Year 4.
- Delivery of a carefully sequenced, child-centred curriculum, consistently embedding evidence-based 'Fundamental Five' teaching strategies.
- Strengthening of phonics and early reading through targeted interventions and streamed groups within EYFS and KS1.
- Enhanced writing instruction emphasising the complete writing process, with bespoke adaptations to engage and challenge all children.
- Regular formative and summative assessments to monitor progress and inform personalised learning.

Pastoral and Safeguarding Support

- Ongoing pastoral coffee mornings and parenting workshops to develop strong home-school partnerships.
- Expanded emotional and social support through ELSA, Lego therapy, social skills groups, and bespoke interventions.
- Robust safeguarding practice, including continuous monitoring, multi-agency collaboration, and Early Help assessments.
- Implementation of the Arbour Parent Portal, improving parent engagement with attendance and wellbeing data.

Attendance and Behaviour Management

- Targeted attendance strategy featuring personalised parental engagement, attendance letters, and Senior Leadership Team (SLT) meetings for persistent absentees.
- Revision and promotion of attendance reward initiatives promoting healthy competition and positive reinforcement.
- Consistent application of behaviour policies resulting in low incident rates and a positive, respectful learning environment.

Enrichment and Wider Curriculum

- Successful residential visits for Years 5 and 6 with excellent behaviour and enriched curriculum experiences.
- Continued excellence in extracurricular provision, including award-winning sports and music programmes.
- Faith formation activities, including the Year 3 Holy Communion programme and active RE chaplaincy, promoting spiritual growth aligned with Catholic ethos.

Inclusion and SEND Provision

- Expansion of the 'Nest' provision and integration of occupational therapy sessions tailored for children with Education, Health and Care Plans (EHCPs).
- Targeted Continuous Professional Development (CPD) for staff focused on neurodiversity awareness and effective writing instruction.
- Regular SEND surgeries and rigorous monitoring of vulnerable children's progress ensuring timely support and adjustment.

Impact and Outcomes

Academic Progress and Attainment

- KS2 outcomes are a testament to the ongoing curriculum review and design:
 - Reading: 96% at Age-Related Expectation (ARE), 72% at Greater Depth Standard (GDS).
 - Writing: 93% ARE, 44% GDS.
 - Maths: 97% ARE, 71% GDS.
 - Grammar, Punctuation, and Spelling (GPS): 95% ARE, 78% GDS.
- Consistent progress in reading, writing, and maths across all year groups.
- Narrowing of attainment gaps for disadvantaged and EAL children.
- EYFS children demonstrate strong development in physical, personal, social, and communication domains, supported by targeted literacy interventions.
- Pupil Premium Grant (PPG) children have made measurable progress from their starting points, reflecting the impact of Quality First Teaching combined with targeted support.

Attendance

- Whole school attendance remains strong and above national averages: 95.3% (Infant) and 95.4% (Junior).
- Significant reduction in persistent absence (PA):
 - Infant PA reduced from 16% to 10.4%, a 5.6% improvement.
 - Junior PA reduced from 11% to 8.37%, a 2.63% improvement.
- Attendance strategies effectively improved engagement and presence.

Behaviour and Safety

- Behaviour remains exemplary with very low incidents and no permanent exclusions.
- Children demonstrate pride, resilience, and respect within a safe and nurturing environment underpinned by clear 'golden rules'.
- Safeguarding remains a priority, with high levels of vigilance and proactive challenge of social care decisions when necessary.
- Regular fire drills and safety procedures ensure preparedness and child safety.

Pastoral and Inclusion Impact

- Over 48 children supported through emotional and social interventions, resulting in improved wellbeing and inclusion.
- Strengthened home-school partnerships through pastoral initiatives contribute to better learning outcomes.
- Enhanced SEND provision and staff training support full access to the curriculum for all children, fostering equity and ambition.

Faith and Community Engagement

- The Catholic Life of the school deepens spiritual understanding and community involvement.
- Successful sacramental preparation and participation in faith activities reinforce the school's distinctive Catholic ethos.
- Staff development in Religious Education (RE) and Relationships and Sex Education (RSE) has ensured confident, values-aligned delivery.

Safeguarding Review - L. Hawkes

Curriculum Intent Statements 2024-25	Tasks Completed	Impact on Learning
Personal safety To develop pupils' awareness of how to keep themselves safe in everyday situations - this will be age appropriate.	• Pants rule taught to infant classes and posters in toilets and in classrooms • Assemblies led by emergency services took place for EYFS, KS1 and KS2 • Swimming lessons for KS2 pupils have started, Year 6 have completed their sessions. • Bike ability for pupils in Year 5 and Year 6 • Dog safety assembly for all pupils in both schools	• Pupils understand that they have 'private parts' and how to keep themselves safe. Understanding of who safe adults are in their lives: parents, doctors etc. • Pupils know how to contact the emergency services and what constitutes an emergency. Pupils can also identify uniformed emergency services in the street. • Pupils are able to follow the rules of the road and are proficient in cycling • Pupils understand when it is appropriate to approach a dog and how to do so. Stranger danger is also taught as part of this session.
Contextual Safety To enable pupils to know how to manage risks within their community and locality.	• Age appropriate workshops for pupils led by metropolitan police focussing on when to contact the emergency services and how to keep safe in the local area • TfL workshop for pupils in Year 6 - keeping safe on public transport	• Pupils know how to ask for help and how to identify safe adults in the local area. • Pupils gain an understanding of what to do if they feel uncomfortable in a situation. • Older children who use public transport independently know how to keep themselves safe, identify risk and how to report issues.
Online safety To know how to use the internet safely. Develop pupils' knowledge of age appropriate platforms. To know how to report through CEOP	• Gap analysis tool Project Evolve identifies gaps in pupil knowledge, lessons are tailored to ensure pupils receive the full breadth of e-safety curriculum • 'Teach Computing' curriculum enables pupils to identify safe websites and search results • Pupils can identify the 'report' button on websites and the CEOP logo • Classroom.cloud monitoring of school devices	• Pupils are receiving a full e-safety curriculum and learning is embedded. • Pupils know how to report anything that makes them feel uncomfortable online.
Sexual Abuse To educate pupils about their rights and responsibilities in regard to sexual abuse To make all staff aware of their duty in relation to keeping pupils safe in regard to sexual abuse/violence.	• Staff have received safeguarding training which focusses on sexual abuse and changes to KCSIE24 • Staff are vigilant in reporting concerns to DSL/DDSLs • Weekly safeguarding email briefings sent to all staff • Bitesize safeguarding refreshers in staff briefings and staff meetings	• Staff are confident in assessing risk and reporting in a timely manner.

Curriculum Review - N. Hawkes

Curriculum Intent Statements 2024-25	Tasks Completed	Impact on Learning
The schools continue to use and develop a child centred approach to all aspects of wellbeing and safeguarding which is age appropriate. Revisions are made in response to local and national issues and emerging themes so pupils know how to keep safe in a range of situations.	• A monitoring activities timetable has been put in place to ensure fortnightly reviews of planning and book looks have been completed. • Subject leaders have been supported to review planning documents to ensure the safeguarding action plan is embedded in their subjects as the 'golden thread' of safeguarding. • Opportunities to inform pupils of how to keep themselves safe have been planned across the curriculum. For example through assemblies, discrete teaching of online safety and through swimming and road safety sessions.	• Pupils understand how to keep themselves safe in everyday situations. They recognise safe adults are in their lives: parents, teachers, doctors etc. • Pupils know how to contact the emergency services and what constitutes an emergency. Pupils can also identify uniformed emergency services in the street. • Pupils are able to follow the rules of the road and are proficient in cycling • Pupils know how to ask for help and how to identify safe adults in the local area. • Pupils gain an understanding of what to do if they feel uncomfortable in a situation. Pupils are receiving a full e-safety curriculum and learning is embedded. • Pupils know how to report anything that makes them feel uncomfortable online. • Pupils understand that they have 'private parts' and how to keep themselves safe. Understanding of who safe adults are in their lives: parents, doctors etc.
Quality First Teaching focuses on the 'Fundamental Five', ensuring that every lesson includes: 'Think Back, Look Forward; Teacher Subject Knowledge; Explicit Instruction; Adaptation; Vocabulary'.	• Monitoring and evaluation activities have been completed across the curriculum with a focus on 'Fundamental Five' • As a result of monitoring, appropriate CPD has been put in place to ensure all staff are supported to use these strategies to teach across the curriculum. • The curriculum has been reviewed for science, history, geography and art. Work has been completed to ensure: - o key knowledge is taught sequentially, building on prior learning. - o The 'Think back, Look Forward' aspect of each lesson has been carefully considered to ensure pupils make links between what they already know and new content. - o Vocabulary is taught explicitly across the topics.	• Pupils are making links between concepts previously taught and new learning. They are able to apply this knowledge across different subjects. • Pupils are making progress from their starting points across all subjects. • Pupil conferencing demonstrates that pupils are retaining knowledge over time as continuous review of key learning has led to a change in long term memory. • Pupils are developing a broad vocabulary. Evidence in books demonstrates they can use technical language across the different curriculum areas to articulate substantive and disciplinary knowledge. • 'Spotlight pupils' and vulnerable learners have had more opportunities to read aloud to adults and have targeted

	- o All sequences include opportunities to develop substantive and disciplinary knowledge of individual subjects. - o Reasoning challenges have been purposefully planned within lesson sequences with consideration of how they can be used to assess pupils' existing knowledge. Teachers use this information to adapt planning so that pupils make maximal progress. • Monitoring and evaluation activities have been completed across the curriculum with a focus on reading. This includes shared reading lessons, the teaching of comprehension skills and the frequency of 1:2:1 reading completed. • The DT curriculum has been reviewed with a focus on the food and hygiene strand. This work includes reviewing the products made to ensure the school is promoting healthy food choices to pupils and key skills needed for food preparation are taught sequentially, building on prior knowledge • A subject review for history has taken place alongside school improvement partner Jenel Chetty. The review included: discussions with subject lead, review of curriculum planning documents, lesson visits and discussions with pupils	discussions around the texts they are reading. As a result, they are making expected progress and many pupils are catching up with their peers. • Subject review demonstrates that: - Pupils are developing secure knowledge of British and world history as they receive a carefully sequenced knowledge based curriculum. Opportunities to review previous learning supports pupils to make links between ideas and embed knowledge in long term memory. - Pupils are developing historical disciplinary knowledge as careful planning ensures pupils have frequent and focussed opportunities to develop historical enquiry skills
Pupils read a wide range of texts across a variety of themes and make links to prior knowledge, which supports vocabulary development and a depth of understanding across the primary curriculum.	• Books read during story time have been planned across the term so they include texts which support knowledge and vocabulary development • 'Author Spotlight' and 'Favourite book Friday' have been embedded across KS1 and KS2 to broaden knowledge of author's work and enjoyment of stories • Pupils from Year 2 - 6 have daily practice in developing reading comprehension skills (shared reading). • Pupils in EYFS and Year 1 have daily opportunities to discuss their comprehension of texts they read (1:1 reading, phonics lessons). • Reading sessions in KS1 have been re-structured to include daily opportunities to practise prosody regularly (echo reading, choral reading). • Reading sessions in KS2 have been standardised to ensure: - o comprehension skills are taught explicitly with a focus on one per day (prediction, vocabulary, retrieval, inference, summarising)	• Pupils are becoming fluent readers across the curriculum with secure knowledge of comprehension skills • Pupils are developing a deeper knowledge and understanding of topics across the curriculum as they explore relevant subject based texts. • Pupils know and have access to high quality texts and poems of interest to them across the curriculum. • Pupils can discuss their reading confidently as they have a wide knowledge of high quality texts and interesting authors and poets. • Pupils are developing a love of reading stories, poems and non-fiction texts. • Subject review demonstrates that: - Pupils are enthusiastic about reading and are keen to read at school and at home. - Pupils are developing a wide range of strategies to learn new vocabulary in context as a result of focussed teaching

	- o Modelling and explicit instruction are used to teach comprehension skills 'I do, we do, you do' - o Vocabulary is taught using etymology and word families to support pupils with strategies to understand unfamiliar words • CTs and TAs give extra provision for the children in the lowest 20% including pre-teaching, phonics support and daily reading. • A subject review has taken place alongside school improvement partner Jenel Chetty. The review included: discussions with subject leaders, review of long term planning and core texts, lesson visits and discussions with pupils	
Through explicit instruction of the five components of the writing process, pupils write effectively and develop their own approach to writing across a range of purposes and audiences.	• Lesson sequences have been reviewed for the spring term and adapted to reflect the iterative nature of writing and will account for each phase of the process (plan, draft, revise, edit, publish). • Teaching of writing makes use of the structures demonstrated in the high quality texts in the reading curriculum. • Pupils' writing plans have been devised to be concise and reflect the intended outcome of the piece of writing. • Success criteria is used across the school as both a tool for pupils to assess/edit their writing and a means by which teachers can mark against. • Lesson sequences have been reviewed for the summer term to provide more opportunities for pupils to revise, edit and publish their writing	• Pupils have knowledge of the writing process and engage well at each phase of the sequence of learning. • Pupils are beginning to use what they read to add flair and interest to their own writing. • Pupils are more motivated to write as writing is authentic, purposeful and meaningful. • Pupils are able to discuss and assess their own and others' writing using set criteria. • Attainment data for writing demonstrates that pupils are becoming more fluent and confident writers. In most year groups the numbers of pupils on-track to achieve the expected standard have increased significantly when compared to previous spring data
Secure teacher subject knowledge ensures the curriculum is continually reviewed and adapted to meet the needs of all disadvantaged pupils, with the support of EEF (Education Endowment Foundation) tested strategies.	• Training has been put in place to ensure all staff have secure subject knowledge of the primary curriculum including pedagogical knowledge for each subject. For example all teachers have received CPD for Reading, History and Art • All staff know the learning needs of vulnerable pupils in their class. • Baseline assessments and continuous assessment for learning are used to identify gaps in understanding and misconceptions. These are reviewed and targeted before moving on to new content. • Essential knowledge and vocabulary is indicated on new lesson sequences and planning documents to support all staff to adapt teaching to meet the needs of pupils.	• All groups of pupils including Disadvantaged, lowest 20% and those with SEND and are making progress from their starting points across all subjects. • Pupils are receiving a broad and balanced curriculum as all subjects are planned to ensure the needs of all pupils are considered. As a result, all groups of pupils can access the learning as work is adapted to encourage independence in lessons

	• Pupils who do not grasp new concepts have been given further opportunities to consolidate their understanding through additional practice. • ‘Spotlight’ pupils (Disadvantaged and lowest 20%) receive verbal feedback throughout lessons and have opportunities to correct mistakes and discuss misconceptions. • CTs and TAs give extra provision for the children in the lowest 20% including pre-teaching, phonics support (including Lexia) and daily reading. • Booster sessions and intervention have continued across all year groups to target pupils (Disadvantaged and lowest 20%) with significant gaps in knowledge to ensure they catch up with their peers. • All class teachers attended inset day with a focus on subject knowledge for art. This included knowledge of art and design techniques, examples of artists’ work and pedagogy for teaching using sketchbooks	
Coordinator Responsibilities	• Curriculum review plans have been put in place with a focus on KS2 • Subject leaders have been supported to monitor and evaluate their subjects and review planning documents to improve the curriculum offer for their subjects. • RRR meetings have been organised to ensure curriculum planning is continually reviewed and developed where appropriate to achieve the best outcomes for pupils • Staff meetings have been delivered to provide CPD for assessment, advise staff for how to complete moderation activities and prepare for progress meetings. • Progress meetings to support moderation, assessment judgements and plan next steps in learning for all pupils were completed in March	

Religious Education Review - E. Maguire

Curriculum Intent Statements 2024-25	Tasks Completed	Impact on Learning
To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith (RECD pg. 6)	- All lessons are built on prior knowledge and skills-this was monitored through learning walks, scrutiny of planning, books and lessons. - Data Packs created and shared with governors. These are shared with staff to improve planning, pupil engagement, delivery and quality of pupils' work including access arrangements and provisions for SEND pupils.	- All pupils including pupils with SEND, PPG and EAL are able to access RE lessons and develop a full understanding of their faith. - Lessons will consolidate and extend pupils' knowledge and understanding to build on previous years learning. - Governors are provided with an insight of RE progress and attainment in specific classes and cohorts. Subgroups are analysed to share insight on how they are supported for academic success. - Staff were able to target specific pupils/subgroups to ensure consistent progress is made and increase accelerated progress throughout the school.
To bring clarity to the relationship between faith and life, and between faith and culture (CST). (RECD pg. 6)	- Rec-Y6 have participated in: Assemblies by guest speakers: -Hinduism -Holi -SSW -Father Patrick -Sutton Schools Work to build relationship between faith and life for all classes - Y6 received support in their transition to high school. -Weekly assembly focused on CST, Liturgical events and our FAITH values. - Year of Hope community activities planned by staff and children to support those less fortunate. Links to CST.	- Pupils were provided with the opportunity to develop a deeper understanding of their faith and the Bible through opportunities to meet local Christians while discovering what it means to be a Christian in the 21st century. Pupils will have an opportunity to focus on AT2 KPI's (learning from our faith) specifically awe and wonder. - Pupils met with other schools in the diocese - Pupils developed better knowledge and awareness of how to live out CST in their daily lives.
To enable pupils to continually deepen their religious and theological understanding and be able to communicate this effectively (RECD pg. 6)	- RE chaplaincy group in collaboration with Mission Together Hub (MAT). Hosted at St Elphege's in Sping 1 - Select pupils attend Pilgrims Day of Hope at Aylesford Priory with other primary schools within the Diocese. - Through Catholic Social teaching focused 'respond' lessons pupils made links to Geography, science and sustainability. - Chaplaincy group supported the design of the 'Door of Hope' display - Chaplaincy group have taken a lead in the preparation of masses, Ash Wednesday assemblies and Easter Liturgies	- Pupils developed a deeper understanding of their moral compass and responsibility to care for God's creation. - Pupils were provided the opportunity to strengthen their Faith. (To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith RECD pg. 6)

Ensure that Religious Education contributes positively to the broad and balanced curriculum of a Catholic school through cooperation and dialogue with other subjects (RECD pg. 5)	• Pupils have continued to lead collective worship through our Celebration of the Word twice a term per class. • Pupils have been given opportunities to contribute to the preparation of masses. • Parents and family members have been informed of all collective worship and joined celebrations with their children witnessing the development of faith, spirituality and the joy and love for God.	• Pupils have ownership of their collective worship sessions and developed their abilities to communicate religious understanding effectively. • Y1- Y6 each class has Liturgy twice a term, • Reception led their first liturgy in Spring 2. Parents attended.
Staff to be given opportunities for their own spiritual and professional development as Catholic educators (RECD pg. 5)	• The RE lead supported year groups where necessary in planning and overseeing collective worship. • All staff have been involved in the assembly timetable to celebrate FAITH values particularly through Star of the week assemblies and reflections at class Liturgies. • RE lead will offer support and training for new staff to ensure all staff are well equipped to teach RECD. • Two members of staff have completed the RCIA to convert to Catholicism through the Avila Partnership at St Philomena's. • Staff led liturgy at staff insets	• Pupils were involved in the preparation of collective worship; they wrote their own prayers, chose hymns and created engaging expressions of the Gospel for that week (through song, Liturgical dance, art work, role play, and creativity). • The FAITH values are inherent in attitudes, personal development and behaviour across the school. • Teachers are confident in teaching and assessing RE based on authentic subject knowledge and expertise appropriate to the phase in which they are teaching. • Staff took ownership of leading staff liturgy and reflection.
• Engagement in Mission Together Hub-RE lead hosted Hub meeting at St Elphege's whereby RE leads of all SF schools attended • Faith Club has taken place weekly across summer term through a lunch time club. The RE MP leads the sessions organising elements of mass across both the Infants and Juniors. They also led organising the Harvest Festival Donations for Sutton Night Watch and our vulnerable families as well preparation for the Mission Together Hub Liturgy. Alongside this they have worked in collaboration with our Stewards of the Earth to care for God's creation. • RE lead has monitored collective worship across both Infant and Junior Schools. • RE lead led moderation through year group progress meetings in Spring and summer • RE Lead attended CPD - Diocesan Primary RE Lead Conference • First Holy Communion classes enabled Y3 pupils to receive the sacrament of Holy Communion • Continue to liaise with music coordinators to develop pupils praise through weekly singing sessions. • Year of Hope activities and pilgrimages successful and will continue into next academic year • Whole school timetable for staff to be involved in Liturgical events, assemblies and guest speakers. • Pupils and staff observed Ash Wednesday Liturgy • Christmans, Holy Week Easter Liturgies • Whole School Data Analysis • Catholic School Improvement Partner (CSIP) attended Easter Liturgies • CSIP conducted a review in Summer Term		

Inclusion Review - V. Laffin

Curriculum Intent Statements 2024-25	Tasks Completed	Impact on Learning
The schools continue to use and develop a child centred approach to all aspects of wellbeing and safeguarding which is age appropriate. Revisions are made in response to local and national issues and emerging themes so pupils know how to keep safe in a range of situations.	- Additional diabetes training has taken place. We have increased the number of who can support pupils with diabetes. - Diabetes protocol alongside training has supported the smooth running of ensuring pupils with diabetes are well managed within the school, particularly when staff are absent	- All staff have access to updated medical plans and can make notes of parent meetings and further information regarding pupils. Pupils' are kept safe regardless of their individual medical need - Pupils are kept safe at all times during the school day, including unplanned events such as staff absence
Pupils read a wide range of texts across a variety of themes and make links to prior knowledge, which supports vocabulary development and a depth of understanding across the primary curriculum.	- Monitoring of KS1 and reception pupils in phonics has taken place. Pupils who require additional support have been identified and interventions are effective. Pupils have access to a systematic teaching programme of phonics which builds upon reading and comprehension skills. - Inclusion team have worked directly with a group of Y1 pupils to improve writing skills, including letter formation and high frequency words to target transcription skills.	- All pupils, including those with SEND are able to read a wide range of texts. - Pupils make accelerated progress from their starting point - Pupils have made significant improvement in writing
Quality First Teaching focuses on the 'Fundamental Five', Adaptation, Vocabulary to suit the needs of the pupils	- M & E included the 'Fundamental Five'. This ensured that all leaders are promoting and supporting high quality provision for SEND pupils. We have monitored the plans and adaptations for pupils with SEND in a range of curriculum subject areas. Adaptations are evident but not yet consistent in each class. - Monitoring of homework in KS2 has highlighted the need for greater adaptations for a few particular children. This is now embedded into practice. Spelling homework across KS1 and 2 has been monitored and demonstrates that homework targets specific gaps in pupils' knowledge and skills.	- All pupils, including those with SEND acquire appropriate knowledge, skills and understanding in various subject areas. Knowledge is embedded - All pupils, including those with SEND extend and utilise their vocabulary related to topics learned in class - Pupils make accelerated progress from their starting point. - Pupils receive an adapted curriculum with some independence when working at home
Through explicit instruction of the five components of the writing process, pupils write effectively and develop their own approach to writing across a range of purposes	Following targeted CPD, Teachers, TA's and LSA's have a solid knowledge of the early components of the writing process and implement strategies which support writing at a basic level following targeted training.	- Pupils with SEND make accelerated progress with writing from their starting point - Pupils feel confident to write with increasing independence and know the tools which will help them

and audiences.	• Support with individual teachers and year groups means that Teachers, TA's and LSA's have a solid knowledge of how to plan and implement interventions to support basic writing skills. TA's and LSA's use writing tools such as letter mats and word banks to support writing which encourages independence • Reading theatre interventions have been introduced and pupils in Y3 are working on reading skills which complement their phonics knowledge work	
The schools continue to use and develop a child centred approach to all aspects of wellbeing	• Teachers and staff members have the solid knowledge and skills to support pupils who present as 'neurodiverse' following CPD training. Provision has been monitored from Early years through to KS2 and we continue to analyse our individual experiences with children to build on experience and improve on provision and approach to pupils with neurodiversity differences. • Teachers implement strategies and adapt provision for pupils present as 'neurodiverse' within the classroom such as Zumba rocking chairs • Nest provision is carefully planned for pupils across the infant school • Nest provision provides a learning environment for pupils who require a quiet calm area to work in small groups • OT sessions for pupils with an EHCP are opening up to a wider cohort of pupils with similar needs. Groups of pupils are taught skills such as playground games and co-operation which benefit individual pupils with an EHCP and those who have similar difficulties.	• Pupils who present as neurodiverse are able to co-regulate and self-regulate their behaviours throughout the day • Barriers to learning are reduced and pupils who present as neurodiverse are able to fully access the curriculum • Pupils who present as neurodiverse make good progress in all areas of the curriculum and in their personal development Pupils with an EHCP access regular OT sessions alongside peers rather in isolation. This supports their development of co-operation, negotiation and social communication. Pupils who do not have an EHCP have access to specialist support from an OT
Inclusion Team responsibilities	• SEND surgeries to support teachers plan and review Learning plans • Evaluated the effectiveness of interventions: RWI in Early years and KS1; targeted homework and spellings in KS1 and 2 • SEND surgeries to strategically plan for interventions • Regular TA and LSA targeted training and 'hands on' demonstration of techniques and setting standards • Evaluated and monitored the effectiveness of SEND provision including plans, lesson observations, learning walks etc. • Overview of provision for SEND pupils including meetings with key subject leads (phonics) • Spring and Summer progress meetings and SEND surgeries have been integrated ensuring a streamlined approach ensuring a whole school approach to strategies and target setting. • The Inclusion team have dealt with a substantial increase in referrals to assess neurodiversity differences such as ASD and ADHD • EP 'drop in' consultations have taken place giving access to individual parent consultations for 12 targeted pupils within the Spring term	

Part 2



2025-2026

With God, all things are possible.

Priority Areas & Action Plans



2025-2026

With God, all things are possible.

Priority Objectives 2025-2026

Objective 1: Safeguarding	Develop and embed a child-centred, age-appropriate approach to wellbeing and safeguarding, responsive to local and national issues, ensuring children understand how to keep safe in a variety of situations.
Objective 2: Quality First Teaching, The Fundamental Five	Ensure Quality First Teaching consistently incorporates the 'Fundamental Five' (Think Back, Look Forward; Teacher Subject Knowledge; Explicit Instruction; Adaptation; Vocabulary) in 100% of lessons across all key stages.
Objective 3: Writing	Develop a high-quality writing curriculum from EYFS to Year 6 that ensures early mastery of transcription and composition. Embed strategies that support executive functioning to help pupils write with confidence and purpose across genres, while strengthening their organisation, attention, and self-regulation across the curriculum.
Objective 4: Reading	To further raise standards in reading across the school by ensuring consistency, deepening comprehension, and narrowing the gap between groups of learners.

Objective 1: Safeguarding

Develop and embed a child-centred, age-appropriate approach to wellbeing and safeguarding, responsive to local and national issues, ensuring children understand how to keep safe in a variety of situations.

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Review and update the current wellbeing and safeguarding curriculum to reflect emerging local and national issues	Designated Safeguarding Lead (DSL), Wellbeing Lead, Senior Leadership Team (SLT)	Latest safeguarding guidance, local authority updates, national safeguarding frameworks	By October 2025	- Updated curriculum documents approved by SLT - Clear mapping of topics linked to current issues - Evidence of age-appropriate content for each key stage
Deliver CPD sessions for all staff on updated safeguarding procedures and wellbeing approaches	DSL, Wellbeing Lead	Training materials, external safeguarding consultants if needed	November 2025 - January 2026	100% staff attendance at CPD - Staff confidence survey shows increased understanding - Lesson observations demonstrate application of training
Implement regular child voice activities and wellbeing surveys to inform ongoing curriculum adaptations	Wellbeing Lead, Class Teachers, Child Parliament	Survey tools, meeting time	Termly from December 2025	- Termly child feedback collected and analysed - Evidence of changes made in response to child voice - Children articulate how to keep safe in different contexts
Embed safeguarding and wellbeing themes into assemblies and enrichment activities	Pastoral Team, Class Teachers	Assembly plans, guest speakers, external partnership links	Ongoing, reviewed termly	- Assemblies include safeguarding themes each term - Enrichment activities reflect wellbeing priorities - Children demonstrate awareness in discussions and activities

Impact Statement

By embedding a proactive, child-centred approach to safeguarding and wellbeing, pupils will feel safe, valued, and supported in all aspects of school life. They will demonstrate confidence in recognising risks and articulating strategies to keep themselves and others safe, both online and offline. Staff will show increased confidence and consistency in safeguarding practices, ensuring emerging local and national issues are swiftly addressed. Over time, this will strengthen a culture of trust and resilience across the school community, resulting in improved wellbeing, attendance, and readiness to learn.

Objective 2: Quality First Teaching, The Fundamental Five

Ensure Quality First Teaching consistently incorporates the 'Fundamental Five' (Think Back, Look Forward; Teacher Subject Knowledge; Explicit Instruction; Adaptation; Vocabulary) in 100% of lessons across all key stages.

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Develop and disseminate detailed guidance and examples on embedding the Fundamental Five in lesson planning and delivery	AHTs/ , Subject Leaders	Guidance documents, exemplar lesson plans	By September 2025	- Guidance documents distributed to all teaching staff - Staff feedback shows clarity on expectations - Lesson plans incorporate Fundamental Five elements
Provide targeted CPD focusing on each element of the Fundamental Five throughout the academic year	Deputy Headteacher/AHTs/ , External Trainers	CPD session plans, training materials	Termly CPD sessions, Sept 2025 to June 2026	- CPD attendance records show all teachers participate - Post-CPD surveys indicate increased confidence - Peer observations show improved practice
Conduct regular lesson observations and learning walks focusing on the Fundamental Five with feedback and coaching	SLT, Subject Leaders	Observation schedules, feedback templates	Ongoing, with termly reviews	100% of lessons observed include Fundamental Five elements - Feedback reports show strengths and areas for development - Teachers engage in coaching conversations
Use half-termly RRR (Review, Reflect, Respond) meetings to monitor and support the embedding of the Fundamental Five	Deputy Headteacher/AHTs, Class Teachers, Subject Leaders	Meeting time, data from observations and assessments	Half-termly from October 2025	- RRR meeting minutes reflect discussion of Fundamental Five - Evidence of adjustments to teaching practice - Improved child outcomes linked to teaching quality

Impact Statement

Through consistent use of the Fundamental Five across all lessons, teaching will be more focused, adaptive, and inclusive, enabling all pupils to access the curriculum effectively. Improved teacher subject knowledge and explicit instruction will lead to higher levels of pupil engagement, clarity, and independence in learning. Embedding vocabulary and adaptive strategies will particularly benefit disadvantaged pupils and those with SEND, reducing barriers to progress. Lesson observations and outcomes will evidence improved quality of teaching and accelerated pupil achievement across the curriculum.

Objective 3: Writing

Develop a high-quality writing curriculum from EYFS to Year 6 that ensures early mastery of transcription and composition. Embed strategies that support executive functioning to help pupils write with confidence and purpose across genres, while strengthening their organisation, attention, and self-regulation across the curriculum.

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Deliver targeted CPD for all teachers on explicit instruction of transcription and the writing process, including adaptation for disadvantaged pupils and those with SEND	Deputy Head Teacher (Curriculum & Assessment)	External trainers, in-house expertise	September 2025	- CPD sessions completed - Staff demonstrate increased confidence and competence in teaching writing and adaptation
Audit current transcription and composition teaching practices and resources across EYFS to Year 6	English Subject Leader	Curriculum documents, lesson plans	September 2025	Comprehensive audit report identifying strengths and gaps across all phases
<u>Transcription (Spelling)</u> Develop learners' fluency ensuring recall is quick and accurate. Phonic specific vocabulary is consistent from YN-Y6 i.e. split diagraphs, blends. In KS2 enable learners to identify morphology (prefix, suffix, root, rules, patterns, conventions) and orthography (inflection, derivations, compounds) of spelling words	English Subject Leader, SLT	Spelling Shed, lesson plans, MTP	September 2025	- Daily dictation of one short sentence - builds throughout year - All staff receive refresher training RWI - GPS lessons to include morphology and orthography
<u>Transcription (Handwriting)</u> Phonic sessions are the foundation of handwriting practice, skills built upon by age group. Explicit letter formation taught through formation groups - Griffin OT YR&KS1 daily handwriting practice KS2 minimum of 3 practice sessions a week	English Subject Leader, SLT	Griffin OT, Curriculum documents	September 2025	- Handwriting practice planned for daily KS1, 3x KS2 - Regular monitoring by leaders - Letter formation taught through grouping (Griffin OT)
<u>Composition (Articulate ideas + Structure into Speech and Writing)</u> All learners know the features of a sentence. Planning to detail audience and purpose of writing e.g. to entertain; to instruct	English Subject Leader, SLT	Planning documents	September 2025	- Writing sessions include planned oral rehearsal time - RRR meetings to consider purpose of writing in more depth

Oral rehearsal of sentences prior to committing to paper.				
Develop and implement a systematic, sequenced progression document integrating transcription (handwriting, spelling, punctuation) and composition (planning, drafting, revising, editing, publishing) skills aligned with the 2025 Writing Framework	English Subject Leader	2025 Writing Framework, phonics and handwriting schemes, exemplar texts	By November 2025	Approved progression document shared with all teaching staff - Evident coherence across year groups
Analyse attainment and progress data for disadvantaged pupils and those with SEND and adapt curriculum delivery and interventions accordingly	SENDCo, English Subject Leader	Pupil progress data, EEF guidance, SEND resources	Ongoing	- Data-informed adaptations implemented - Evidence of targeted support leading to measurable progress

Impact Statement

By embedding executive function strategies within the writing curriculum, pupils will not only secure strong transcription and composition skills but also develop improved organisation, attention, and self-regulation that enable them to become confident, independent writers. Progression in spelling, handwriting, and sentence construction will be consistent across year groups, with disadvantaged pupils and those with SEND benefiting from targeted adaptations and support. Monitoring will evidence measurable improvements in children's fluency, accuracy, and creativity in writing, alongside greater capacity to plan, monitor, and evaluate their work. Over time, this will result in sustained progress in writing outcomes, narrowing attainment gaps, and ensuring pupils are well prepared for the next stage of education in line with the 2025 Writing Framework and Ofsted expectations.

Objective 4: Reading

To further raise standards in reading across the school by ensuring consistency, deepening comprehension, and narrowing the gap between groups of learners.

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
All staff are trained and proficient in the delivery of RWI sessions, including KS2. All staff to use the same phonic vocabulary across the school.	Phonics Lead, DHT	RWI resources, Ruth Miskin CPD	September 25, bitesize refreshers, weekly meetings	- All staff are competent in delivering phonic sessions - All Staff use consistent vocabulary and actions across school - Definitions are reviewed by SLT
Story time is protected within the timetable in every class to ensure children develop of a love of reading and listening to stories. Spotlight authors and favourite book Fridays to supplement the programme.	Class Teachers, SLT	n/a	September 25	- Protected time ensures sessions take place daily - Communicate with parents (FBF)
Monitor and review phonic progress of pupils with SEND across both infant and junior schools to improve outcomes	Class Teachers, Phonics Lead, Inclusion Manager	Assessment tracking documents	In line with RWI assessment timetable	- Baseline review - Develop interventions for SEND - Monitor intervention and adapt accordingly
Develop a rigorous PSC programme to ensure learners are exposed to screening check style across the year	SLT, Phonics Lead	Action plan	By October 25	- Programme ensures learners are exposed to low-stake PSC sessions - Rigorous monitoring ensures effective planning
Bridge the gap between ARE and GD outcomes in reading in non-end of key stage year groups using trialled strategies such as stamina activities across different genres; explicit teaching of comprehension skills once a day	English Leads KS1&KS2	Planning documents	By October, ongoing monitoring	- English leads to roll out effective end of KS strategies to all year groups - Regular monitoring and feedback to teachers - Peer observations to improve pedagogy and planning.

Impact Statement

By strengthening the teaching of reading and promoting a whole-school love of literature, pupils will become fluent, confident readers who can access and enjoy a wide range of texts. The consistent use of phonics vocabulary and high-quality RWI delivery will secure strong foundations in early reading, while structured story times and enrichment activities will nurture positive reading habits. Systematic monitoring of progress, particularly for disadvantaged pupils and those with SEND, will ensure timely intervention and narrowing of attainment gaps. Ultimately, pupils will demonstrate deeper comprehension skills, increased stamina, and higher attainment in reading, supporting success across all curriculum areas.

Overall Impact Statement

By successfully implementing these four objectives, St Elphege's RC Schools will ensure a safe, inclusive, and supportive environment where every child's wellbeing and safeguarding are paramount. The consistent application of the Fundamental Five in teaching will guarantee high-quality, clear, and purposeful lessons tailored to meet every child's needs. Enhancing executive function skills will empower children to manage their learning effectively, fostering independence and resilience. Improving the quality and consistency of writing across all key stages will ensure all children, especially those from disadvantaged backgrounds or with SEND, make sustained progress and achieve or exceed age-related expectations. Collectively, these improvements will raise academic achievement, personal development, and readiness for the next stages of education, fully aligning with Ofsted's Education Inspection Framework 2025 and the school's vision for excellence.

Governance and Curriculum Action Plans



2025-2026

With God, all things are possible.

Governance - M. Jones

Intent 25-26	Implementation	Impact
To protect all pupils by ensuring best practice in regard to Safeguarding, Child Protection and a Safeguarding curriculum.	• Safeguarding Governors work closely with DSLs, Trust Governance Professional and Trust Safeguarding Lead to ensure the action plan for safeguarding is fully implemented and pupils are kept safe. • GB receives up to date training in Safeguarding, Child Protection and the Prevent Duty and has a working knowledge of KCSIE '25. • Governors responsible for senior appointments undertake Safer Recruitment training within 2 years prior to any appointment. • The Safeguarding Governors have oversight of the SCR and ensure all staff vetting and clearance procedures are carried out thoroughly and completely. Checks are reported to the GB. • Risk assessments are rigorously monitored by safeguarding governors and recorded through Evolve. Risk assessments for residential or adventurous activities are signed off by GB, LA Visits Coordinator, HT, EHT & Trust. • Governors receive termly child protection data in the HT Report, as well as salient local and national safeguarding issues, shared by the leadership team. • The LGB monitors the progress, attainment and provision for CLA through termly reports. • LGB monitors attendance and persistent absence data to ensure the schools carry out its duties to drive improved school attendance.	• Governors have a thorough knowledge and understanding of their statutory duties in relation to safeguarding, child protection and the Prevent Duty; they are therefore equipped to hold school leaders to account to ensure national and Trust policy and procedures are effective and pupils are safe from harm. • Safeguarding is judged effective through external reviews, Trust reviews and governor visits. • Pupils are aware of risk, understand how to keep themselves safe and know how to apply this in a range of situations. • All pupils, including those who are vulnerable, attend school regularly, make good progress and attain highly, relative to their starting points.
To ensure the schools are well led and managed.	• Alongside the Trust, SLT and LGB regularly review staff workload and ensure data drops and other required tasks are purposeful, useful and timed considerably. • The Trust & LGB makes use of regular stakeholder questionnaires and external validation through SIP visits, talking to staff and governor visits. • The LGB meet termly and consider issues that impact on staff workload and wellbeing.	• Pupils staff and families benefit from schools which are led and managed well, ensuring the best outcomes for pupils and staff. • Pupils achieve highly and make expected or better progress as a result of effective strategic direction implemented by the senior leadership team, ensuring all staff work to promote the best outcomes for children. • Pupils benefit from a workforce that is supported personally, professionally and in terms of workload and wellbeing; this is monitored regularly by school leaders, the local governing body and the Trust executive.

The curriculum allows pupils to make good progress and pupils achieve ARE / Greater Depth. Those pupils who have EHC Plans achieve in line with their predicted targets and are appropriately supported to meet their individual needs.	• Governors are provided with all school data and review the progress and attainment of pupils. The LGB knows the strengths and weaknesses in learning across the federation. • SEND pupils, including those with an EHCP, receive timely support to enable them make progress and, where appropriate, achieve in-line with their peers. • The curriculum is adapted to meet the needs of pupils with SEND and supports the lowest 20% of learners' needs. • Governors know and understand the three schools' PPG strategies and have an overview of the impact of funding on pupils' attainment and progress. • A focus on disadvantaged and vulnerable pupils during data reviews ensures these pupils attain in line with their peers (or make progress from their individual starting points). • The schools' subject planning documents are based on the National Curriculum. Governors know and understand the curriculum and have knowledge of progression documents etc. • The School Improvement Plans are working documents used by the LGB and are the basis of the schools' work. Regular reviews of the SIPs are shared with the LGB. • Governors carry out school visits and are well-informed regarding the curriculum and pupils' strengths and areas for development.	• Effective governance, underpinned by challenge and support for school leaders impacts positively on the quality of education and outcomes for all pupils. • Governors have a thorough understanding of the priority areas for school improvement for each school, as well as action planning for specific individual areas. Through this, the board monitors progress towards objectives and ensures that curriculum provision for pupils remains under continual review, development and improvement. • Governors scrutinise information reports, analyse data and conduct visits to triangulate their knowledge of curriculum provision and the quality of education for all pupils. • Pupils for whom the school receives top up funding benefit from strategic spend of this funding to meet their needs. This is monitored by the Trust and designated governors to ensure the principles of best value are applied and that spend promotes pupils achieving in line with objectives.
The LGB takes an active role in the development of Sancta Familia Catholic Academy Trust and support the schools as they navigate periods of change.	• The chair and vice chairs continue to contribute to the development of Sancta Familia Catholic Academy trust, providing support, challenge and influence to the Trust and its emerging policy. • The local governing body continues to organise itself to excel in the discharge of its duties as outlined in the Scheme of Delegation and with guidance from the Trust Governance Professional. • The local governing body invests in strategic succession planning for its members to ensure that as experienced governors come to the end of their term, there is capacity within the LGB to continue its work.	• The local governing board is stable, responsive to change under new academy frameworks and remains highly effective in discharging its duties and responsibilities. • The LGB makes good use of lessons learnt from working as a Federation, applying this to new governance structures, working alongside the CSEL and SFCAT directors.
The local governing body carries out its duties efficiently, knowledgeably and in line with government,	• The LGB ensures clarity of vision, ethos and strategic direction which is in-line with diocesan and Trust expectations. • Alongside the Executive, the LGB holds leaders to account for the educational performance of the organisations and its pupils, the efficient performance management of staff.	• The schools are effective, efficient and socially responsible, with distinct culture, values and ethos reflected in all school areas.

diocesan and environmental expectations.	• New governors are inducted, provided with a governor mentor and receive appropriate training through trust provided subscriptions, the diocese and SFCAT. • Governors to consider and design a Federation 'Net-Zero' Policy and accompanying strategy with a target of 2035.	
To protect all pupils by ensuring best practice in regard to Safeguarding, Child Protection and a Safeguarding curriculum.	• Safeguarding Governors work closely with DSLs, Trust Governance Professional and Trust Safeguarding Lead to ensure the action plan for safeguarding is fully implemented and pupils are kept safe. • GB receives up to date training in Safeguarding, Child Protection and the Prevent Duty and has a working knowledge of KCSIE '25. • Governors responsible for senior appointments undertake Safer Recruitment training within 2 years prior to any appointment. • The Safeguarding Governors have oversight of the SCR and ensure all staff vetting and clearance procedures are carried out thoroughly and completely. Checks are reported to the GB. • Risk assessments are rigorously monitored by safeguarding governors and recorded through Evolve. Risk assessments for residential or adventurous activities are signed off by GB, LA Visits Coordinator, HT, EHT & Trust. • Governors receive termly child protection data in the HT Report, as well as salient local and national safeguarding issues, shared by the leadership team. • The LGB monitors the progress, attainment and provision for CLA through termly reports. • LGB monitors attendance and persistent absence data to ensure the schools carry out its duties to drive improved school attendance.	• Governors have a thorough knowledge and understanding of their statutory duties in relation to safeguarding, child protection and the Prevent Duty; they are therefore equipped to hold school leaders to account to ensure national and Trust policy and procedures are effective and pupils are safe from harm. • Safeguarding is judged effective through external reviews, Trust reviews and governor visits. • Pupils are aware of risk, understand how to keep themselves safe and know how to apply this in a range of situations. • All pupils, including those who are vulnerable, attend school regularly, make good progress and attain highly, relative to their starting points.

Curriculum - N. Hawkes

Intent 25-26	Implementation	Impact
Develop and embed a child-centred, age-appropriate approach to wellbeing and safeguarding, responsive to local and national issues, ensuring children understand how to keep safe in a variety of situations.	• DHT will support all subject leaders to ensure the safeguarding action plan is embedded in their subjects • Ensure that subject leaders implement regular child voice activities and wellbeing surveys to inform ongoing curriculum adaptations • Review long term plans and lesson sequences to ensure safeguarding and wellbeing themes are embedded into assemblies and enrichment activities	• Pupils demonstrate awareness in discussions and activities • Updated curriculum documents approved by SLT • Clear mapping of topics linked to current issues • Evidence of age-appropriate content for each key stage • Lesson observations demonstrate application of training • Termly child feedback collected and analysed • Evidence of changes made in response to pupil voice • Pupils articulate how to keep safe in different contexts • Assemblies include safeguarding themes each term • Enrichment activities reflect wellbeing priorities
Ensure Quality First Teaching consistently incorporates the 'Fundamental Five' (Think Back, Look Forward; Teacher Subject Knowledge; Explicit Instruction; Adaptation; Vocabulary) in 100% of lessons across all key stages.	• CPD focusing on each element of the Fundamental Five will be provided and continually revisited throughout the academic year. • Examples of good practice will be shared and discussed making links to all key stages across a range of different subject areas. • Lesson sequences will be continually reviewed and developed in conjunction with subject leaders, with a strong focus on prior learning, supporting pupils to recall knowledge and vocabulary learnt in previous topics so links are explicitly made. • DHT alongside other school leaders will provide CPD opportunities and support to ensure all staff have secure subject knowledge of the primary curriculum including pedagogical knowledge for each subject • Reasoning challenges to be purposefully planned within lesson sequences with consideration of how they can be used to assess pupils' existing knowledge. Teachers use this information to adapt planning so that pupils make maximal progress.	• Pupils commit new knowledge to long term memory as a result of carefully planned opportunities to review past learning and make links to new information. They can apply knowledge in a variety of contexts and subject areas. • All groups of pupils make at least expected progress from their starting points across all subjects. • Pupils enjoy learning and embed knowledge and understanding across the curriculum. • All teaching staff use the 'Fundamental five' as a basis for planning and structuring lessons across the curriculum • Staff feedback shows clarity on expectations • Lesson plans incorporate Fundamental Five elements • Post-CPD surveys indicate increased confidence

	• Baseline assessments and continuous assessment for learning are used to identify gaps in understanding and misconceptions. These are reviewed and targeted before moving on to new content. • Essential knowledge and vocabulary will be indicated on planning documents to support all staff to adapt teaching to meet the needs of pupils. • Pupils who do not grasp new concepts will consolidate their understanding through additional practice. • In collaboration with other school leaders, DHT will plan and implement monitoring and evaluation activities to ensure all aspects of 'Fundamental Five' are embedded in teaching practice across the school. • 'Master classes' will be delivered by leaders in addition to weekly staff meetings with a focus on the 'Fundamental Five'. These sessions will be used to target support for ECTs and staff who are identified as the result of monitoring activities.	• Peer observations show improved practice • 100% of lessons observed include 'Fundamental Five' elements • Evidence of adjustments to teaching practice as a result of monitoring and CPD • RRR meeting minutes reflect discussion of 'Fundamental Five'
Develop a high-quality writing curriculum from EYFS to Year 6 that ensures early mastery of transcription and composition. Embed strategies that support executive functioning to help pupils write with confidence and purpose across genres, while strengthening their organisation, attention, and self-regulation across the curriculum.	• Spelling lessons and activities will review current transcription and composition teaching practices across the school through monitoring activities in autumn term. • As a result of monitoring, CPD will be delivered to all teachers to include: • Teacher subject knowledge of the expectations for transcription, composition and the writing process relevant to their key stage • Opportunities to share good practice across all key stages • Explicit instruction of transcription and the writing process • Adaptations for disadvantaged pupils and those with SEND • be adapted to include opportunities to develop fluency and quick and accurate recall of spelling rules and patterns. • In collaboration with other leaders, ensure that phonic specific vocabulary is used consistently across the school • All staff receive refresher training RWI • GPS lessons to include morphology and orthography • Handwriting practice sessions are monitored and evaluated across the school • Continually review writing long term planning to ensure writing projects allow opportunities for pupils to write for a range of purposes and audiences.	• Pupils have knowledge of the writing process and can navigate it on their own relative to their age and stage. • Pupils can use what they read to add flair and interest to their own writing. • Pupils are motivated to write as writing is authentic, purposeful and meaningful. • Pupils are able to discuss and assess their own and others' writing using set criteria. • All groups of pupils make at least expected progress from their starting points. • Pupils with SEND make progress in writing as a result of carefully planned adaptations • Staff demonstrate increased confidence and competence in teaching writing and adapting lessons for all learners.

	• Lessons will include regular opportunities for pupils to orally rehearse their writing at each stage of the writing process. • Explicit modelling of the planning process is included in all teaching sequences to ensure pupils' writing plans meet the intended outcome of the piece of writing. • Expectations for writing across the curriculum are high. This includes disciplinary writing in the foundation subjects • Success criteria will continue to be used across the school as both a tool for pupils to assess/edit their writing and a means by which teachers can mark against. • Teaching of writing makes use of the structures demonstrated in the high quality texts in the reading curriculum.	
To further raise standards in reading across the school by ensuring consistency, deepening comprehension, and narrowing the gap between groups of learners.	• Reading lessons will be continually monitored and reviewed. This includes delivery of phonics sessions, guided reading lessons, comprehension skills and story time • As a result of monitoring, CPD will be delivered to all teachers to include: • Teacher subject knowledge of the expectations for teaching decoding and comprehension skills relevant to their key stage • Opportunities to share good practice across all key stages • Explicit instruction of phonics, fluency and comprehension • Adaptations for disadvantaged pupils and those with SEND • CPD is provided to ensure all staff are trained and proficient in the delivery of RWI sessions, including KS2. • All staff to use the same phonic vocabulary across the school. • Core texts and reading lists are reviewed to ensure they reflect the interests and diversity of our school community. This includes texts that make links to wider subjects across the curriculum • Reading corners are attractive and regularly refreshed so as to include books that link to current topics being taught across the curriculum • Books read during story time are carefully selected so they include texts which support knowledge and vocabulary development • 'Author Spotlight' and 'Favourite book Friday' broaden knowledge of author's work and enjoyment of stories • Pupils from Year 2 - 6 have daily practice in developing reading comprehension skills (shared reading).	• Pupils are enthusiastic about reading and are keen to read at school and at home. • Pupils know and have access to high quality texts and poems of interest to them across the curriculum. • Pupils can discuss their reading confidently as they have a wide knowledge of high quality texts and interesting authors and poets. • Pupils can read fluently and with expression as they hear strong models of reading aloud and practise reading prosody regularly. • Pupils have a deeper knowledge and understanding of topics across the curriculum as they explore relevant subject based texts. • All groups of pupils make at least expected progress from their starting points. • Pupils with SEND make progress in reading as a result of carefully planned adaptations • Staff demonstrate increased confidence and competence in teaching reading and adapting lessons for all learners • Pupils develop a love of reading stories, poems and non-fiction texts.

	• Pupils in EYFS and Year 1 have daily opportunities to discuss their comprehension of texts they read (1:1 reading, phonics lessons). • Pupils read with fluency and expression and have opportunities to practise prosody regularly (echo reading, choral reading). • CTs and TAs give extra provision for the children in the lowest 20% including pre-teaching, phonics support and daily reading. • Parent workshops are delivered to ensure parents are informed of the importance of reading with their children and are equipped to support them at home through sharing stories.	
Coordinator Responsibilities	• To have a strategic overview of all curriculum areas and actions for school improvement • To support subject leaders to drive their subjects and share their expertise • To mentor new subject leaders to prioritise, organise and implement their work towards school improvement • To organise and oversee regular RRR meetings and ensure curriculum planning is continually reviewed and developed where appropriate to achieve the best outcomes for pupils • To ensure moderation takes place regularly within and across year groups, key stages and with other schools • To plan progress meetings to support moderation, assessment judgements and plan next steps in learning for all pupils	

Strategies & Grants



2025-2026

With God, all things are possible

Pupil Premium Strategy and Review: St. Elphege's Infant School - L. Hawkes

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St Elphege's RC Infant School
Number of pupils in school	2025-2026: 311
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26-27/28
Date this statement was published	September 2025
Date of next review	September 2026
Statement authorised by	Martin Jones (HT)
Pupil premium lead	Laurence Hawkes
Governor / Trustee lead	Tom Tamplin (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120
Recovery premium funding allocation this academic year	£0
National Tutoring Programme funding 2025- 2026	£0
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	£65,120

Part A: Pupil premium strategy plan

Statement of intent

Intent

At St Elphege's RC Infant School, our Pupil Premium strategy ensures that disadvantaged pupils, including those with SEND, have equity of opportunity and flourish academically, socially, and spiritually. We aim to close the attainment gap so that PPG pupils achieve as well as their peers, with a particular focus on ensuring PPG pupils with SEND make progress in line with those without SEND.

Our intent aligns with the school improvement plan and prioritises:

- **Safeguarding** - developing child-centred, age-appropriate approaches to wellbeing and safeguarding so pupils understand how to keep safe in a range of contexts.
- **Quality First Teaching - The Fundamental Five** - embedding consistently high-quality teaching through Think Back, Look Forward; Teacher Subject Knowledge; Explicit Instruction; Adaptation; Vocabulary.
- **Writing** - securing early mastery of transcription and composition, enabling pupils to write with confidence across genres, while embedding executive function skills to support independence, organisation, and self-regulation.
- **Reading** - raising standards in reading through systematic phonics, vocabulary development, comprehension, and a love of literature, while narrowing gaps between groups of learners.
- **Early Years Foundation Stage (EYFS)** - ensuring disadvantaged learners achieve a Good Level of Development (GLD) in line with their non-disadvantaged peers, with a focus on vocabulary acquisition and parental engagement.
- **Phonics** - ensuring disadvantaged pupils in Year 1 achieve the Phonics Screening Check in line with their peers through high-quality teaching, targeted intervention, and strong home-school partnerships.

Our PPG pupils will experience a curriculum that is ambitious, language-rich, and responsive to their needs, preparing them for success in the next stage of their education.

Implementation

High-Quality Teaching and Curriculum Design

- All teachers will embed the Fundamental Five into lessons across all key stages.
- Subject leaders will oversee sequencing, progression mapping, and knowledge links across year groups and subjects to strengthen retention and application of learning.
- Vocabulary will be a core focus in every lesson, supported by a language-rich environment and the use of high-quality texts.

Safeguarding and Wellbeing

- Staff will be trained to identify and respond to barriers that impact disadvantaged pupils' learning.
- Safeguarding and wellbeing will be integrated into the curriculum to ensure pupils feel safe, confident, and ready to learn.

Writing Development

- A structured writing curriculum from EYFS to Year 2 will secure transcription and composition skills.
- Executive function strategies will be explicitly taught to develop organisation, attention, and self-regulation.
- Interventions will provide targeted support for disadvantaged pupils, with adaptations to meet the needs of PPG pupils with SEND.

Reading Development

- All staff will be trained and regularly coached in Read Write Inc. phonics and early reading.
- Reading interventions will focus on fluency, comprehension, and vocabulary to narrow gaps between disadvantaged and non-disadvantaged pupils.
- A wide range of diverse texts will be used to foster engagement, cultural capital, and a love of reading.

Early Years Foundation Stage (EYFS)

- Focused work on communication and language will support vocabulary acquisition and early literacy skills.
- Parents will be engaged through workshops, stay-and-play sessions, and home learning support to promote early development.
- Continuous provision will be adapted to ensure disadvantaged learners are well supported in prime and specific areas of learning.

Phonics

- Disadvantaged pupils will receive targeted support and additional practice sessions to secure phonics knowledge.
- Teachers will monitor progress closely and intervene quickly to address misconceptions.
- Parents will be supported with resources and workshops to reinforce phonics learning at home.

Targeted Support and Interventions

- Every class has a designated teaching assistant to deliver both planned and responsive interventions in core and foundation subjects.
- Interventions will focus on securing knowledge, addressing misconceptions, and applying learning in new contexts.

Professional Development

- A robust programme of CPD and instructional coaching will ensure staff deliver

high-quality teaching and interventions.

- Regular monitoring of classroom practice will maintain high expectations and consistency.

Impact

The success of our Pupil Premium strategy will be measured by:

- A narrowing of the attainment and progress gap between PPG and non-PPG pupils across all subjects.
PPG pupils with SEND making similar progress to PPG pupils without SEND.
Disadvantaged learners in EYFS achieving GLD in line with their peers.
- **Disadvantaged pupils in Year 1 achieving the Phonics Screening Check in line with their peers.**
- Increased engagement, independence, and resilience of PPG pupils across the curriculum.
- Strong outcomes in reading and writing, with pupils writing with confidence and reading fluently and with comprehension.
- Evidence that safeguarding and wellbeing approaches have improved pupils' sense of safety, belonging, and readiness to learn.
- Teachers' consistent use of the Fundamental Five in lessons, ensuring high-quality teaching benefits all pupils, particularly the disadvantaged.

Progress and impact will be evaluated termly through:

- Data analysis of attainment and progress across year groups and pupil groups.
- Lesson observations, book looks, and learning walks.
- Pupil voice and wellbeing surveys.
- Regular reviews by subject leaders and senior leaders, with reports shared with governors.

Challenges

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

Challenge number	Detail of challenge
1	Many children fall within more than one group which will require additional support to ensure children's progress is rapid and sustained (EAL, social/emotional and pupils with SEND)
2	Vulnerable groups need to make expected progress in-line with their peers.
3	Pupils are taught how to keep themselves safe online and in the real world focussing on contextual safeguarding issues.
4	Pupils engagement in reading and sharing a love of reading
5	Attendance of DA and VP pupils is in line with their peers and the national average. Targeted discussions with parents whose children fall under the Persistent Absence category.

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
Disadvantaged learners in the EYFS achieve a Good Level of Development (GLD) in line with their non-disadvantaged peers.	- Parents of disadvantaged pupils are actively engaged through workshops, stay-and-play sessions, and regular home-school communication. - Disadvantaged pupils demonstrate accelerated progress in early language development, particularly vocabulary acquisition, evidenced through ongoing assessment and moderation. - Gaps between disadvantaged and non-disadvantaged pupils in prime areas (communication and language, personal/social/emotional development, physical development) narrow term on term.
Disadvantaged pupils in Year 1 achieve the Phonics Screening Check in line with their non-disadvantaged peers.	- Regular targeted phonics interventions enable disadvantaged pupils, including those with SEND, to secure rapid progress in blending and segmenting. - Engagement strategies, including parental workshops and the provision of home reading resources, increase parental involvement in supporting early reading. - Formative assessment data demonstrates disadvantaged pupils are keeping pace with peers in phonics attainment across the year. - Disadvantaged pupils demonstrate improved confidence and fluency in applying phonics knowledge to decode unfamiliar words in both assessment tasks and wider reading.
Pupils, including disadvantaged pupils and those with SEND, become fluent and confident readers, making strong progress from their starting points. Pupils read a wide range of high-quality texts, deepen comprehension, and make connections across the curriculum. Gaps in attainment between disadvantaged pupils (with and without SEND) and their peers narrow in reading.	- All staff deliver high-quality phonics and early reading teaching (Read Write Inc.) with fidelity. - Disadvantaged pupils with gaps in phonic knowledge make accelerated progress through targeted intervention. - Pupils demonstrate improved comprehension, inference, and vocabulary acquisition across all subjects. - The proportion of disadvantaged pupils meeting or exceeding age-related expectations in reading increases year on year.
Pupils secure early mastery of transcription and composition, enabling them to write with confidence and purpose across a	- Pupils apply explicit instruction in the five components of the writing process when producing written work. - Writing interventions address gaps and accelerate progress for disadvantaged pupils.

range of genres. Executive function strategies (organisation, attention, self-regulation) are embedded to strengthen independence and resilience in writing. Disadvantaged pupils with SEND make progress in line with their disadvantaged peers without SEND.	• Teachers adapt lessons effectively to support SEND and disadvantaged pupils, ensuring equitable access to the curriculum. • Pupil outcomes in writing demonstrate year-on-year improvement, particularly for disadvantaged pupils.
High-quality teaching enables disadvantaged pupils, including those with SEND, to achieve in line with their peers. All lessons consistently incorporate the Fundamental Five: Think Back, Look Forward; Teacher Subject Knowledge; Explicit Instruction; Adaptation; Vocabulary.	• Lesson observations and learning walks show the consistent use of the Fundamental Five in 100% of lessons. • Secure teacher subject knowledge ensures lesson sequencing builds knowledge and skills effectively. • Vocabulary is explicitly taught and interconnected across subjects. • Disadvantaged pupils demonstrate strong progress through planned adaptations and targeted support.
Pupils develop a secure understanding of how to keep safe in a variety of contexts, both in and outside school. Disadvantaged pupils, including those with SEND, feel safe, supported, and ready to learn. The curriculum reflects local and national safeguarding priorities and equips pupils with the skills to make safe choices.	• Safeguarding is embedded across the curriculum through RSHE, computing (Project Evolve), and contextual safeguarding themes (e.g., substance misuse, online safety, water and fire safety, road safety, dog safety). • Pupils confidently articulate how to stay safe in different contexts. • Parent workshops and pupil conferencing demonstrate increased awareness and engagement with safeguarding issues. • Staff monitor and respond effectively to wellbeing needs of disadvantaged pupils.
Disadvantaged pupils receive timely and effective interventions to accelerate progress and access a broad, balanced, and ambitious curriculum. SEND provision ensures PPG pupils with SEND progress in line with their peers without SEND.	• Planned and responsive interventions delivered by teachers and TAs accelerate progress in core and foundation subjects. • Disadvantaged pupils are prioritised for small-group and one-to-one interventions, including extended school opportunities. • Feedback is precise and impactful, supporting rapid improvement. • Monitoring demonstrates that gaps in attainment and progress are narrowing year on year.

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 2025 - 26: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching.	Research consistently supports the implementation of quality first teaching as a good practice in education. Quality first teaching refers to the provision of high quality instruction in the classroom that meets the diverse needs of all learners, regardless of their abilities or backgrounds. Studies have shown that effective teaching practices have a significant impact on pupil achievement. Quality first teaching focuses on providing clear learning objectives, well-structured lessons, and opportunities for active pupil engagement. Research highlights the following elements of quality first teaching: 1. Adaptive teaching: Effective teachers adapt their instruction to meet the individual needs of pupils, considering their prior knowledge, abilities, and learning styles. Differentiation strategies, such as providing varied levels of challenge, scaffolding support, and using diverse instructional approaches, have been shown to improve pupil learning outcomes. 2. Assessment for Learning: Quality first teaching involves ongoing assessment practices that inform instruction. Formative assessment strategies, such as regular feedback, self-assessment, and peer assessment, help pupils understand their progress and identify areas for improvement. Research shows that the use of formative assessment enhances pupil engagement, motivation, and achievement. 3. Classroom Climate: Creating a positive and inclusive classroom environment is essential for quality first teaching. Research indicates that classrooms characterised by mutual respect, positive teacher-pupil relationships, and a supportive learning community contribute to improved pupil outcomes, including academic achievement and well-being. 4. Effective Use of Resources: Quality first teaching involves utilising appropriate resources, including instructional materials, technology, and manipulatives, to support pupil learning. Research highlights the importance of using evidence-based instructional strategies and selecting resources that align with curriculum objectives and pupil needs.	1

	5. By implementing quality first teaching practices, schools can optimise pupil learning experiences and outcomes. Research consistently demonstrates the positive impact of effective teaching practices on pupil achievement, engagement, and overall well-being.	
All staff trained with regular refresher sessions in Phonics Read, Write Inc.	Pupils with higher levels of vocabulary make better readers - supporting them in accessing the wider curriculum. By providing refresher training for all staff, schools can enhance their teachers' understanding of phonics principles, instructional approaches, and best practices. This empowers teachers to deliver high quality phonics instruction that effectively supports pupils in developing decoding skills, phonemic awareness, and overall reading proficiency.	1
Specific Phonic intervention for PPG pupils, these children will be known as spotlight children	Spotlight children will be a focus for all staff, especially within phonic sessions ensuring that they are regularly questioned throughout each session. Teachers will assess disadvantaged learners rigorously in each session.	1,2,4
Discussions and strategies implemented at progress meetings	Assessment for Learning and Assessment of Learning enables teachers to plan effective lessons to support learners.	1
Lessons are planned following well-structured sequences developed by subject leads.	AfL used to analyse gaps in knowledge and skills, pupils to join intervention groups for catch-up.	1
To maintain high levels of attendance and punctuality.	First day absence call home. Punctuality recorded daily. Attendance planning meetings with parents and appropriate support put in place to bring about improvements for disadvantaged pupils. Reduced proportion of persistent absentees Pastoral Team support for families experiencing barriers to punctuality and attendance.	5
Baseline assessment and ongoing AfL. Prior knowledge assessed at start of topic. Mid-topic assessments. Interventions and Quality First Teaching. SLT focus on disadvantaged groups in planning sessions to support teachers.	On-going assessment and regular leadership moderation and progress meetings with teachers enables teachers to confidently assess pupils. Leadership support with whole-school view.	2

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

Budgeted cost 2025-2026: £53,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching and reactive intervention	Teacher directed interventions carried out by teaching assistants which MUST include disadvantaged pupils. Qualified teachers leading small group and individual intervention. Read, Write Inc. session for all year groups. Pre-teaching involves introducing key concepts or vocabulary to pupils before they engage in a new lesson or topic. This strategy helps to build pupils' background knowledge and understanding, making it easier for them to grasp new information during the actual lesson. Research suggests that pre-teaching can enhance pupil comprehension, engagement, and overall learning outcomes.	1
Writing across genres linked to a core text.	Pupils are immersed in a text building knowledge across other subjects. Pupils will be able to transfer skills from their reading to their writing in all areas of the curriculum and across genres.	2
Comprehension and shared reading to focus on similar texts to writing genre support by subject leads.	High quality support from specialist teachers have proven to be successful.	4
Traveller Agency support	Weekly meetings with Cognus Traveller support for pupils from traveller community improves behaviour and academics.	1,2,3,4,5
Attendance focus for DA and VP pupils	First day calling. Parent Meetings with HT and Attendance Officer if attendance issues.	5
Read, Write inc. Phonics programme	Early Reading intervention is integral to future progress and success in accessing a full curriculum.	1,2,3,4

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

Budgeted cost 2025 - 2026 £3,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
e-safety workshops for all stakeholders.	Parents need to be informed how to keep their children safe online when at home. Pupils, staff, parents and governors all need to know how to keep children safe online. All stakeholders working towards the same goal.	3
Curriculum links to safeguarding topics such as water safety, fire safety, dog safety, internet safety and mental health	Pupils have a better understanding of how to keep themselves safe and are able to articulate what they should do if they find themselves in a dangerous situation.	3
Safeguarding training KCSIE.	All staff understand and are competent in the changes to KCSIE and what to do when a safeguarding issue arises.	3,5
RSHE curriculum link to personal safeguarding	RSHE sessions have a clear focus on e-safety, preparing pupils for later life.	3, 5
Pastoral Support for vulnerable families	The Pastoral Support Team offers vulnerable families a number of options from food banks, legal support, citizenship, advocacy, emotional support, bereavement support, signposting to financial support. This support is hugely important for the well-being of our vulnerable pupils and families.	1, 2, 3, 4, 5

Total budgeted cost 2025-2026: £65,120

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The Pupil Premium strategy is centred on ensuring equity of opportunity for all disadvantaged learners, including those with SEND. While outcomes for disadvantaged pupils are not yet as strong as those of their non-disadvantaged peers, they remain broadly in line with – and in some cases above – national figures for PPG. Strong systems are already in place to support progress, and the next step is to sharpen the focus on accelerating attainment in the Early Years Foundation Stage (GLD), the Year 1 Phonics Screening Check (PSC), and optional KS1 SATs. As a school serving a community in the most deprived quintile, we are committed to ensuring that disadvantaged pupils continue to receive rigorous, targeted support to sustain progress and close gaps more rapidly.

Current Position

- EYFS: A gap remains between disadvantaged and non-disadvantaged pupils in achieving a Good Level of Development, with particular challenges in communication and language and early literacy.
- Phonics: Fewer disadvantaged pupils passed the Year 1 Phonics Screening Check compared to their peers, signalling the need for more intensive, targeted early reading support.
- KS1 SATs (Optional): Disadvantaged pupils performed in line with their peers in Reading and Maths but not in Writing. While some made secure progress, outcomes suggest more consistent intervention is needed to narrow attainment gaps before transition to KS2.

Contributing Factors

- Lower levels of vocabulary acquisition and oral language development on entry for many disadvantaged pupils.
- Parental engagement, while improving, remains variable in supporting home learning routines, particularly in phonics and reading.
- Gaps in early phonic knowledge and application impacting both reading fluency and writing outcomes.
- Attendance and punctuality issues for a small number of disadvantaged learners.

Strategies That Made a Positive Difference

- Use of targeted interventions led by teaching assistants and class teachers, including responsive in-class support.
- Early identification of ‘spotlight pupils’ to ensure staff tracked and adapted provision.
- Implementation of Read Write Inc. with fidelity, supported by regular coaching.
- Focused use of additional adults in EYFS to model and extend language during play and structured activities.

Next Steps / Key Priorities

1. Improve GLD outcomes for disadvantaged learners in EYFS by prioritising vocabulary acquisition, embedding language-rich provision, and strengthening parental engagement through workshops and home learning support.
2. Raise Year 1 Phonics Screening Check outcomes by ensuring targeted daily phonics interventions for disadvantaged pupils at risk of falling behind, alongside regular parent workshops and resources to support practice at home.
3. Secure improved attainment for disadvantaged pupils in optional KS1 SATs through early identification of gaps, use of small-group intervention, and consistent application of high-quality teaching strategies.
4. Monitor progress and impact through half-termly pupil progress reviews, ensuring leaders and governors are able to evaluate the effectiveness of PPG spending on these priority areas.

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
n/a	n/a
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Pupil Premium Strategy and Review: St. Elphege's Junior School - L. Hawkes

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St Elphege's RC Junior School
Number of pupils in school	2025-2026: 381
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26-27/28
Date this statement was published	September 2025
Date of next review	September 2026
Statement authorised by	Martin Jones (HT)
Pupil premium lead	Laurence Hawkes
Governor / Trustee lead	Tom Tamplin (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,270
Recovery premium funding allocation this academic year	£0
National Tutoring Programme funding 2025- 2026	£0
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	£124,270

Part A: Pupil premium strategy plan

Statement of intent

Intent

At St Elphege's RC Junior School, our Pupil Premium strategy ensures that disadvantaged pupils, including those with SEND, have equity of opportunity and flourish academically, socially, and spiritually. We aim to close the attainment gap so that PPG pupils achieve as well as their peers, with a particular focus on ensuring PPG pupils with SEND make progress in line with those without SEND.

Our intent aligns with the school improvement plan and prioritises:

1. **Safeguarding** - developing child-centred, age-appropriate approaches to wellbeing and safeguarding so pupils understand how to keep safe in a range of contexts.
2. **Quality First Teaching - The Fundamental Five** - embedding consistently high-quality teaching through *Think Back, Look Forward; Teacher Subject Knowledge; Explicit Instruction; Adaptation; Vocabulary*.
3. **Writing** - securing early mastery of transcription and composition, enabling pupils to write with confidence across genres, while embedding executive function skills to support independence, organisation, and self-regulation.
4. **Reading** - raising standards in reading through systematic phonics, vocabulary development, comprehension, and a love of literature, while narrowing gaps between groups of learners.

Our PPG pupils will experience a curriculum that is ambitious, language-rich, and responsive to their needs, preparing them for success in the next stage of their education.

Implementation

- **High-Quality Teaching and Curriculum Design**
 - All teachers will embed the *Fundamental Five* into lessons across all key stages. Subject leaders will oversee sequencing, progression mapping, and knowledge links across year groups and subjects to strengthen retention and application of learning.
 - Vocabulary will be a core focus in every lesson, supported by a language-rich environment and the use of high-quality texts.
- **Safeguarding and Wellbeing**
 - Staff will be trained to identify and respond to barriers that impact disadvantaged pupils' learning.
 - Safeguarding and wellbeing will be integrated into the curriculum to ensure pupils feel safe, confident, and ready to learn.
- **Writing Development**

- A structured writing curriculum from Year 3 to Year 6 will secure transcription and composition skills.
- Executive function strategies will be explicitly taught to develop organisation, attention, and self-regulation.
- Interventions will provide targeted support for disadvantaged pupils, with adaptations to meet the needs of PPG pupils with SEND.
- **Reading Development**
 - All staff will be trained and regularly coached in *Read Write Inc.* phonics and early reading.
 - Reading interventions will focus on fluency, comprehension, and vocabulary to narrow gaps between disadvantaged and non-disadvantaged pupils.
 - A wide range of diverse texts will be used to foster engagement, cultural capital, and a love of reading.
- **Targeted Support and Interventions**
 - Every class has a designated teaching assistant to deliver both planned and responsive interventions in core and foundation subjects.
 - Interventions will focus on securing knowledge, addressing misconceptions, and applying learning in new contexts.
- **Professional Development**
 - A robust programme of CPD and instructional coaching will ensure staff deliver high-quality teaching and interventions.
 - Regular monitoring of classroom practice will maintain high expectations and consistency.

Impact

The success of our Pupil Premium strategy will be measured by:

- A narrowing of the attainment and progress gap between PPG and non-PPG pupils across all subjects.
- PPG pupils with SEND making similar progress to PPG pupils without SEND. Increased engagement, independence, and resilience of PPG pupils across the curriculum.
- Strong outcomes in **reading and writing**, with pupils writing with confidence and reading fluently and with comprehension.
- Evidence that safeguarding and wellbeing approaches have improved pupils' sense of safety, belonging, and readiness to learn.
- Teachers' consistent use of the *Fundamental Five* in lessons, ensuring high-quality teaching benefits all pupils, particularly the disadvantaged.

Progress and impact will be evaluated termly through:

- Data analysis of attainment and progress across year groups and pupil groups.
- Lesson observations, book looks, and learning walks.
- Pupil voice and wellbeing surveys.
- Regular reviews by subject leaders and senior leaders, with reports shared with governors.

Challenges

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

Challenge number	Detail of challenge
1	Many children fall within more than one group which will require additional support to ensure children's progress is rapid and sustained (EAL, social/emotional and pupils with SEND)
2	Vulnerable groups need to make expected progress in-line with their peers.
3	Pupils are taught how to keep themselves safe online and in the real world focussing on contextual safeguarding issues.
4	Pupils engagement in reading and sharing a love of reading
5	Attendance of DA and VP pupils is in line with their peers and the national average. Targeted discussions with parents whose children fall under the Persistent Absence category.

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
Pupils, including disadvantaged pupils and those with SEND, become fluent and confident readers, making strong progress from their starting points. Pupils read a wide range of high-quality texts, deepen comprehension, and make connections across the curriculum. Gaps in attainment between disadvantaged pupils (with and without SEND) and their peers narrow in reading.	• All staff deliver high-quality phonics and early reading teaching (Read Write Inc.) with fidelity. • Disadvantaged pupils with gaps in phonic knowledge make accelerated progress through targeted intervention. • Pupils demonstrate improved comprehension, inference, and vocabulary acquisition across all subjects. • The proportion of disadvantaged pupils meeting or exceeding age-related expectations in reading increases year on year.
Pupils secure early mastery of transcription and composition, enabling them to write with confidence and purpose across a range of genres. Executive function strategies (organisation, attention, self-regulation) are embedded to strengthen independence and resilience in writing. Disadvantaged pupils with SEND make progress in line with their disadvantaged peers without SEND.	• Pupils apply explicit instruction in the five components of the writing process when producing written work. • Writing interventions address gaps and accelerate progress for disadvantaged pupils. • Teachers adapt lessons effectively to support SEND and disadvantaged pupils, ensuring equitable access to the curriculum. • Pupil outcomes in writing demonstrate year-on-year improvement, particularly for disadvantaged pupils.
High-quality teaching enables disadvantaged pupils, including those with SEND, to achieve in line with their peers. All lessons consistently incorporate the Fundamental Five: Think Back, Look Forward; Teacher Subject Knowledge; Explicit Instruction; Adaptation; Vocabulary.	• Lesson observations and learning walks show the consistent use of the Fundamental Five in 100% of lessons. • Secure teacher subject knowledge ensures lesson sequencing builds knowledge and skills effectively. • Vocabulary is explicitly taught and interconnected across subjects. • Disadvantaged pupils demonstrate strong progress through planned adaptations and targeted support.
Pupils develop a secure understanding of how to keep safe in a variety of contexts, both in and outside school. Disadvantaged pupils, including those with SEND, feel safe, supported, and ready to learn.	• Safeguarding is embedded across the curriculum through RSHE, computing (Project Evolve), and contextual safeguarding themes (e.g., substance misuse, online safety, water and fire safety, road safety, dog safety). • Pupils confidently articulate how to stay safe in different contexts.

The curriculum reflects local and national safeguarding priorities and equips pupils with the skills to make safe choices.	• Parent workshops and pupil conferencing demonstrate increased awareness and engagement with safeguarding issues. • Staff monitor and respond effectively to wellbeing needs of disadvantaged pupils.
Disadvantaged pupils receive timely and effective interventions to accelerate progress and access a broad, balanced, and ambitious curriculum. SEND provision ensures PPG pupils with SEND progress in line with their peers without SEND.	• Planned and responsive interventions delivered by teachers and TAs accelerate progress in core and foundation subjects. • Disadvantaged pupils are prioritised for small-group and one-to-one interventions, including extended school opportunities. • Feedback is precise and impactful, supporting rapid improvement. • Monitoring demonstrates that gaps in attainment and progress are narrowing year on year.

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 2025 - 26: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching.	Research consistently supports the implementation of quality first teaching as a good practice in education. Quality first teaching refers to the provision of high quality instruction in the classroom that meets the diverse needs of all learners, regardless of their abilities or backgrounds. Studies have shown that effective teaching practices have a significant impact on pupil achievement. Quality first teaching focuses on providing clear learning objectives, well-structured lessons, and opportunities for active pupil engagement. Research highlights the following elements of quality first teaching: 1. Adaptive teaching: Effective teachers adapt their instruction to meet the individual needs of pupils, considering their prior knowledge, abilities, and learning styles. Differentiation strategies, such as providing varied levels of challenge, scaffolding support, and using diverse instructional approaches, have been shown to improve pupil learning outcomes. 2. Assessment for Learning: Quality first teaching involves ongoing assessment practices that inform instruction. Formative assessment strategies, such as regular feedback, self-assessment, and peer assessment, help pupils understand their progress and identify areas for improvement. Research shows that the use of formative assessment enhances pupil engagement, motivation, and achievement. 3. Classroom Climate: Creating a positive and inclusive classroom environment is essential for quality first teaching. Research indicates that classrooms characterised by mutual respect, positive teacher-pupil relationships, and a supportive learning community contribute to improved pupil outcomes, including academic achievement and well-being. 4. Effective Use of Resources: Quality first teaching involves utilising appropriate resources, including instructional materials, technology, and manipulatives, to support pupil learning. Research highlights the importance of using evidence-based instructional strategies and selecting resources that align with curriculum objectives and pupil needs.	1

	5. By implementing quality first teaching practices, schools can optimise pupil learning experiences and outcomes. Research consistently demonstrates the positive impact of effective teaching practices on pupil achievement, engagement, and overall well-being.	
All staff trained with regular refresher sessions in Phonics Read, Write Inc.	Pupils with higher levels of vocabulary make better readers - supporting them in accessing the wider curriculum. By providing refresher training for all staff, schools can enhance their teachers' understanding of phonics principles, instructional approaches, and best practices. This empowers teachers to deliver high quality phonics instruction that effectively supports pupils in developing decoding skills, phonemic awareness, and overall reading proficiency.	1
Discussions and strategies implemented at progress meetings	Assessment for Learning and Assessment of Learning enables teachers to plan effective lessons to support learners.	1
Lessons are planned following well-structured sequences developed by subject leads.	AfL used to analyse gaps in knowledge and skills, pupils to join intervention groups for catch-up.	1
To maintain high levels of attendance and punctuality.	First day absence call home. Punctuality recorded daily. Attendance planning meetings with parents and appropriate support put in place to bring about improvements for disadvantaged pupils. Reduced proportion of persistent absentees Pastoral Team support for families experiencing barriers to punctuality and attendance.	5
Baseline assessment and ongoing AfL. Prior knowledge assessed at start of topic. Mid-topic assessments. Interventions and Quality First Teaching. SLT focus on disadvantaged groups in planning sessions to support teachers.	On-going assessment and regular leadership moderation and progress meetings with teachers enables teachers to confidently assess pupils. Leadership support with whole-school view.	2

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

Budgeted cost 2025-2026: £102,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching and reactive intervention	Teacher directed interventions carried out by teaching assistants which MUST include disadvantaged pupils. Qualified teachers leading small group and individual intervention. Read, Write Inc. session for all year groups. Pre-teaching involves introducing key concepts or vocabulary to pupils before they engage in a new lesson or topic. This strategy helps to build pupils' background knowledge and understanding, making it easier for them to grasp new information during the actual lesson. Research suggests that pre-teaching can enhance pupil comprehension, engagement, and overall learning outcomes.	1
Writing across genres linked to a core text.	Pupils are immersed in a text building knowledge across other subjects. Pupils will be able to transfer skills from their reading to their writing in all areas of the curriculum and across genres.	2
Comprehension and shared reading to focus on similar texts to writing genre support by subject leads.	High quality support from specialist teachers have proven to be successful.	4
Traveller Agency support	Weekly meetings with Cognus Traveller support for pupils from traveller community improves behaviour and academics.	1,2,3,4,5
Attendance focus for DA and VP pupils	First day calling. Parent Meetings with HT and Attendance Officer if attendance issues.	5
Read, Write inc. Phonics programme	Early Reading intervention is integral to future progress and success in accessing a full curriculum.	1,2,3,4

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

Budgeted cost 2025 - 2026 £6,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
e-safety workshops for all stakeholders.	Parents need to be informed how to keep their children safe online when at home. Pupils, staff, parents and governors all need to know how to keep children safe online. All stakeholders working towards the same goal.	3
Curriculum links to safeguarding topics such as water safety, fire safety, dog safety, internet safety and mental health	Pupils have a better understanding of how to keep themselves safe and are able to articulate what they should do if they find themselves in a dangerous situation.	3
Safeguarding training KCSIE.	All staff understand and are competent in the changes to KCSIE and what to do when a safeguarding issue arises.	3,5
RSHE curriculum link to personal safeguarding	RSHE sessions have a clear focus on e-safety, preparing pupils for later life.	3, 5
Pastoral Support for vulnerable families	The Pastoral Support Team offers vulnerable families a number of options from food banks, legal support, citizenship, advocacy, emotional support, bereavement support, signposting to financial support. This support is hugely important for the well-being of our vulnerable pupils and families.	1, 2, 3, 4, 5

Total budgeted cost 2025-2026: £121,360

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupils in receipt of the Pupil Premium Grant, including those with SEND, made strong progress by the end of Key Stage 2, with outcomes broadly comparable to their peers and demonstrating that disadvantaged pupils had effectively “caught up.” These outcomes illustrate that disadvantaged pupils achieved well across the curriculum, with notable strengths in core subjects. School strategies such as identifying ‘spotlight children,’ employing targeted questioning, and prioritising the marking of disadvantaged pupils’ work were key to ensuring swift, responsive intervention. Additional booster sessions outside of school hours, including one-to-one support delivered with parental consent, further enabled disadvantaged pupils to consolidate learning and reach high standards.

KS2 SATs 2025 Outcomes (Full Cohort & PPG):

Subject	% ARE (All Pupils)	% GDS (All Pupils)	% ARE (PPG)	% GDS (PPG)
Reading	96%	72%	90%	55%
Writing	93%	44%	80%	20%
Maths	97%	71%	90%	40%
GPS	95%	78%	85%	55%

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
n/a	n/a
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

St Elphege's RC Schools - Sports Premium Strategy

1. Provide High Quality CPD for Teachers Using Internal Specialist PE Teacher

Implementation

- Deliver regular CPD sessions led by the internal specialist PE teacher focusing on key areas such as fundamental movement skills (FMS), assessment in PE, and inclusive teaching strategies.
- Schedule annual workshops for all teaching staff to share best practice, new techniques, and curriculum updates.
- Use peer observations and team teaching to support teacher development.
- Internal specialist PE teacher to lead bespoke CPD for supporting pupils with SEND in PE.

Impact

- Aim for **100% of teaching staff** to receive CPD annually.
- Increase teacher confidence in delivering PE lessons.
- Improved pupil progress and understanding of fundamental movement skills and sport specific knowledge.
- Reduction in SEND pupil withdrawal from PE lessons and increase in skill development

Sustainability and Next Steps

- Embed CPD into the school's professional development calendar.
- Train staff to deliver peer-led CPD sessions to reduce reliance on the specialist teacher.
- Regularly update CPD content based on new research and curriculum changes.
- Develop a CPD feedback loop to continuously improve training relevance.

2. Membership of Sutton School Sports Partnership (SSP)

Implementation

- Attend all SSP CPD opportunities and share learning with staff via staff meetings.
- Specialist PE teacher to attend SSP training to stay updated with best practice and new initiatives.
- Use SSP resources to enhance curriculum planning and extracurricular activities.

Impact

- **100% attendance** of PE lead and specialist teacher at SSP CPD sessions.
- **Staff** to report increased knowledge and confidence from SSP training.
- Enhanced curriculum quality demonstrated by improved pupil engagement and progress.

Sustainability and Next Steps

- Maintain active membership and budget allocation for SSP.
- Regularly review SSP benefits to ensure value for money and impact.
- Explore opportunities for collaboration with other SSP schools for joint events.

3. Sports and PE Lead to Maintain Comprehensive Understanding of Sporting Rules/Regulations

Implementation

- PE lead to undertake annual refresher courses on current sports rules and regulations via SSP and national governing bodies.
- Organise annual briefing sessions for staff on rules updates and competition requirements.

Impact

- All PE staff to demonstrate improved understanding of rules.
- Improved pupil understanding of game rules, enhancing fair play and sportsmanship.

Sustainability and Next Steps

- Use pupil leaders and sports captains to reinforce rules understanding during extracurricular activities.

4. Increase Participation in Sport and Physical Activities

Implementation

- Expand extracurricular offer to include a new sport/activity each term.
- Promote clubs through assemblies, newsletters, and parent engagement events.
- Organise regular trials and training sessions aligned with upcoming competitions.
- Use SSP events and local community links to provide diverse competitive opportunities.

Impact

- Increase overall extracurricular participation.
- Achieve gender parity in club attendance.

Sustainability and Next Steps

- Train pupil sports leaders to support club organisation and promotion.
- Monitor attendance data to identify and address barriers for underrepresented groups.
- Review and refresh club offerings annually based on pupil interests and emerging sports.
- Develop partnerships with local clubs to expand opportunities beyond school.

5. Increase Opportunities through SSP Workshops and Initiatives

Implementation

- Schedule and promote SSP workshops on team-building, water safety, and Healthy Heroes programmes.
- Integrate workshop themes into the wider curriculum and school health initiatives.

Impact

- Improved pupil awareness of water safety and healthy lifestyles.
- Enhanced teamwork and social skills observed in PE lessons and extracurricular activities.

Sustainability and Next Steps

- Train staff and pupil leaders to deliver follow-up activities to reinforce workshop learning.
- Evaluate workshop impact annually and adapt offerings to pupil needs.
- Seek parental involvement in health and safety initiatives to extend learning beyond school.