

St Mary's Catholic School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 Mary's Catholic primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	E Millward
Governor / Trustee lead	R Hutchinson/ K Flanagan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,582.56
Recovery premium funding allocation this academic year School -Led tutoring	£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	£102,582.56

Part A: Pupil premium strategy plan

Statement of intent

St. Mary's Catholic Primary School is situated in an area of high deprivation, where many children face barriers to learning due to social and economic challenges. We are committed to ensuring that every child, regardless of background, has the opportunity to succeed academically, socially, and emotionally.

Our Pupil Premium Strategy is built on the foundation of Catholic values and a desire to help every child reach their full potential. We strive to provide an inclusive, nurturing, and stimulating environment where all children, especially those who are disadvantaged, can thrive.

2. Objectives for Pupil Premium Funding

The primary objectives of this Pupil Premium Strategy are to:

1. **Narrow the achievement gap** between disadvantaged pupils and their peers by ensuring that they receive high-quality teaching, intervention, and support tailored to their needs.
 2. **Improve academic outcomes** across all subjects, particularly in reading, writing, and mathematics, by focusing on the specific needs of pupils eligible for Pupil Premium funding.
 3. **Support the mental health and well-being** of disadvantaged children to ensure they are ready to learn and engage fully in their education.
 4. **Enhance attendance and engagement**, providing additional support where necessary, to help pupils attend school regularly and feel motivated to learn.
 5. **Increase parental involvement**, encouraging active partnerships between home and school to improve pupils' engagement and achievement.
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3. Key Principles

At St. Mary's, our Pupil Premium Strategy is guided by the following key principles:

- **High-quality teaching first:** We believe that great teaching benefits all pupils, particularly disadvantaged learners. Our teachers will receive continuous professional development to ensure that they employ the best evidence-based strategies to meet the needs of all pupils.
- **Personalised support:** We recognise that our Pupil Premium children come from diverse backgrounds and have different needs. We provide targeted interventions and support programmes, which may include academic tutoring, mentoring, and social-emotional support, based on individual assessments.
- **Data-driven decision-making:** We regularly monitor the progress of Pupil Premium pupils, reviewing academic performance, attendance, and well-being. This data is used to inform our strategy and make adjustments to provision where necessary.

- **Collaborative approach:** We work closely with parents, carers, and external agencies to support Pupil Premium pupils. We are committed to building strong partnerships with families to ensure that children's needs are met both in and out of school.
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4. Areas of Focus

1. High-Quality Teaching and Learning

We will invest in the professional development of our teachers and support staff to ensure that the quality of teaching is consistently high. Specific strategies will include:

- Training in effective differentiation and inclusive teaching strategies.
- Embedding evidence-based practices such as metacognition, retrieval practice, and feedback.
- Ensuring that teachers have a strong understanding of the barriers faced by disadvantaged pupils and are equipped to address them in their planning.

2. Targeted Academic Support

We will provide targeted interventions for pupils who require additional support. These interventions may be in the form of:

- Small group tuition or one-to-one support, particularly in literacy and numeracy.
- Enhanced focus on reading and vocabulary development, including through our phonics and reading schemes.
- Supporting pupils with additional learning needs or those who may have fallen behind.

3. Social, Emotional, and Mental Health Support

Disadvantaged children often face additional social and emotional challenges. To support their well-being, we will:

- Provide access to pastoral support and counselling services.
- Implement emotional regulation and resilience-building programmes.
- Promote opportunities for pupils to engage in extracurricular activities to improve self-esteem and well-being.

4. Parental Engagement and Community Support

We believe that involving parents is crucial for improving outcomes for disadvantaged pupils. We will:

- Strengthen communication between school and home, ensuring parents are informed about their child's progress.
- Offer workshops or events that help parents support their children's learning and development.
- Work with local agencies to provide additional support and resources for families in need.

5. Attendance and Engagement

We recognise the importance of regular school attendance in achieving academic success. To address attendance challenges, we will:

- Provide additional support for families with high rates of absence.
- Celebrate good attendance to motivate pupils.

- Work closely with external agencies, such as the local authority’s attendance team, to support families in overcoming barriers to regular attendance.

5. Expected Outcomes

By implementing this strategy, we expect the following outcomes:

- **Improved academic performance:** Pupil Premium children will make at least expected progress in reading, writing, and mathematics, narrowing the gap between them and their peers.
- **Enhanced well-being:** Pupils will demonstrate increased resilience, emotional regulation, and a positive attitude towards learning.
- **Higher attendance rates:** Disadvantaged pupils will have improved attendance, leading to better learning opportunities and outcomes.
- **Increased parental engagement:** Families will feel more involved in their children’s education, contributing to higher engagement and progress.
- **Reduction in the achievement gap:** The gap in performance between disadvantaged pupils and their peers will decrease year on year.

6. Review and Evaluation

The impact of this strategy will be closely monitored through:

- Regular data analysis (e.g., termly tracking of progress and attainment for Pupil Premium pupils).
- Feedback from staff, parents, and pupils.
- Regular reviews of attendance and engagement data.
- Evaluations of the effectiveness of interventions and adjustments made where necessary.

Challenges

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

Challenge number	Detail of challenge
1	Many children have poor communication and interaction skills, especially on entry to reception class.
2	Low aspirations of parents
3	Mental health of both parents and children

4	Limited access to enrichment activities
5	Attitudes towards education
External Challenges	
6	High unemployment in the local area
7	High crime rates in the local community

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Academic Outcomes for Disadvantaged Pupil	<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress in reading, writing, and mathematics by the end of each academic year. The achievement gap between disadvantaged pupils and their peers narrows, as measured by end-of-year assessments and tracking data. Increased attainment in core subjects (reading, writing, and mathematics), with disadvantaged pupils achieving greater depth or exceeding age-related expectations where possible. KS2 outcomes for disadvantaged pupils show an upward trend year on year, with the percentage of disadvantaged pupils achieving expected standards and higher standards in reading, writing, and mathematics improving.
2. Enhanced Social, Emotional, and Mental Health (SEMH) Well-being	<input type="checkbox"/> Disadvantaged pupils show improvements in emotional regulation and resilience , measured through observations, pupil feedback, and teacher assessments.

	<ul style="list-style-type: none"> <input type="checkbox"/> Fewer incidents of behaviour concerns (e.g., exclusions, disruptions, and incidents of poor behaviour) among disadvantaged pupils. <input type="checkbox"/> Positive pupil self-reports on social and emotional well-being (e.g., improved confidence, self-esteem, and relationships with peers).
3. Improved Attendance and Punctuality	<ul style="list-style-type: none"> <input type="checkbox"/> Overall attendance for Pupil Premium pupils increases, approaching or exceeding the national average for disadvantaged pupils. <input type="checkbox"/> Persistent absence rates for Pupil Premium pupils decrease, with fewer than 10% of Pupil Premium pupils having persistent absence (defined as less than 90% attendance). <input type="checkbox"/> Timely interventions for pupils at risk of poor attendance are implemented, and pupils benefit from these measures, leading to improvements in individual attendance records. <ul style="list-style-type: none"> <input type="checkbox"/> Families of Pupil Premium pupils show increased engagement with school attendance policies and support services.
4. Increased Parental Engagement and Support	<ul style="list-style-type: none"> • Higher participation rates in parents' evenings, school workshops, and family learning events for Pupil Premium families, with a targeted effort to improve attendance among parents of disadvantaged pupils. • Positive feedback from parents about communication with the school, the support available, and their increased involvement in their child's learning. • Improved home learning support: More Pupil Premium families regularly engage with homework, reading at home, and accessing additional learning resources provided by the school. • Parents feel more empowered and confident in supporting their children's education, as evidenced through surveys or informal feedback.

<p>5. Increased Participation in Extracurricular Activities</p>	<ul style="list-style-type: none"> • A higher percentage of Pupil Premium pupils participate in extracurricular activities (e.g., after-school clubs, sports teams, music lessons, educational trips). • Barriers to participation (e.g., cost, transport) are removed, with additional funding or support in place for Pupil Premium families to ensure equal access to enrichment activities. • Pupil Premium pupils demonstrate improved self-esteem and social skills as a result of extracurricular participation, with positive feedback from pupils and staff. • Increased diversity in extracurricular activities, reflecting the varied interests and talents of disadvantaged pupils.
<p>6. Strengthened Parental and Community Support Network</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Increased access to external services for families of Pupil Premium pupils, including social care, housing support, and mental health services, as a result of effective referral processes and collaboration with local agencies. <input type="checkbox"/> Positive outcomes from family engagement initiatives, such as parenting workshops, where parents report increased confidence in supporting their child's learning and development. <input type="checkbox"/> Pupil Premium families report feeling more connected to the school and the wider community, as evidenced through surveys or informal feedback. <input type="checkbox"/> The school acts as a hub of support, with more families accessing additional resources and services in the local area.

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: £ £18,218.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Continuing Professional Development (CPD)</p> <p>Challenge: Teachers require ongoing professional development to stay up to date with the latest research, teaching strategies, and interventions that will have the most impact on disadvantaged pupils.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Mathematics Hub Support: St. Mary's Catholic Primary School will engage with the National Maths Hub to provide specialist CPD and professional development for our teachers. This will ensure: <ul style="list-style-type: none"> ○ Improved subject knowledge in mathematics. ○ Better teaching of key concepts using evidence-based approaches, such as mastery learning and fluency building. ○ Collaboration with other schools to share good practice and strengthen maths provision across the school. ○ Access to high-quality resources and ongoing support from the Maths Hub network to sustain improvements in mathematics teaching. • Sounds-Write Training: Teachers will receive Sounds-Write training, which is a structured, systematic approach to teaching phonics. The training will include: <ul style="list-style-type: none"> ○ Phonics progression: Teachers will be supported in delivering the Sounds-Write program with fidelity, ensuring pupils, particularly Pupil 	<p>EEF Research: The EEF recommends using high-quality CPD in maths to improve pupil outcomes, particularly when the CPD focuses on developing teachers' subject knowledge and improving their classroom practice. For more information, see EEF: Maths and Maths Hubs.</p> <p>EEF Research: Evidence shows that structured phonics programs like Sounds-Write have a significant impact on early literacy skills. For more information, see EEF: Phonics.</p>	<p>1 2 4 5</p>

<p>Premium pupils, develop strong phonetic decoding and spelling skills.</p> <ul style="list-style-type: none"> ○ Targeted intervention: Support for children who may struggle with phonics and reading, especially those who are behind in their early literacy development. • and link these to writing outcomes for our pupils. This includes: <ul style="list-style-type: none"> ○ Focused teacher workshops on the importance of developing speaking and listening skills and how they directly contribute to writing development. ○ Strategies to integrate oracy into daily lessons, where pupils practice speaking clearly, articulating their ideas, and then transferring these skills to writing tasks. 	<p>Oracy to Writing Training: We will deliver training to enhance oracy skills</p> <p>EEF Research: Research highlights the importance of developing oracy skills in pupils to improve overall literacy, including writing. For more information, see EEF: Oral Language Interventions.</p>	
<p>Reading Instruction and VIPERS Domains Training by the English Lead:</p> <ul style="list-style-type: none"> • High-Quality Teaching of Reading Using VIPERS: The English Lead will provide CPD on the VIPERS reading domains (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarizing) to ensure staff have a consistent and effective approach to teaching reading. This will include: <ul style="list-style-type: none"> ○ How to use VIPERS to structure reading lessons, focusing on the explicit teaching of key reading skills in a balanced way. ○ Training on how to teach reading through high-quality texts across all subject areas (e.g., history, science, and RE) to develop disciplinary literacy and encourage a deeper understanding of content through reading. ○ How to plan and deliver reading comprehension lessons that focus on developing higher-order thinking skills such as inference and critical analysis, specifically for Pupil Premium pupils who may need additional support with reading comprehension. ○ Teachers will also be equipped with strategies to encourage wide reading and explore texts beyond 	<p>EEF Research: The EEF’s research on reading comprehension emphasizes the importance of teaching reading through both structured approaches (e.g., VIPERS) and the use of high-quality texts. For more information, see EEF: Reading Comprehension.</p>	

<p>the core curriculum, fostering a love of reading across the school.</p>		
<p>2. SEND-Specific Training</p> <p>Challenge: Meeting the diverse needs of pupils with SEND (Special Educational Needs and Disabilities) requires effective, evidence-based strategies to ensure these pupils make progress and feel included in all aspects of school life.</p> <p>Activities:</p> <ul style="list-style-type: none"> • SEND 5-a-Day EEF Guidance Training: We will deliver SEND 5-a-Day training for teachers based on the EEF’s SEND guidance report, which focuses on key principles for supporting pupils with SEND. This will include: <ul style="list-style-type: none"> ○ Five key recommendations: The training will cover the five essential principles that the EEF recommends for improving outcomes for SEND pupils: <ol style="list-style-type: none"> 1. Use of high-quality teaching that meets the needs of all pupils. 2. Effective classroom management to support pupils with SEND. 3. Approaches to scaffolding learning to ensure inclusion. 4. The use of small-group or 1:1 interventions that address specific learning gaps. 5. Engaging families and involving them in supporting their child’s learning. 	<p>EEF Research: The EEF’s SEND guidance provides a robust framework for supporting SEND pupils, ensuring that teachers are well-equipped to deliver effective, inclusive teaching. For more information, see EEF: SEND</p>	<p>1 3 4 5</p>

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

Budgeted cost: £ £30,364.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Quality First Teaching (QFT)</p> <p>Quality First Teaching is the foundation of our strategy. We believe that all pupils benefit from high-quality teaching that is well-planned, appropriately differentiated, and responsive to individual needs. This will address the challenges faced by disadvantaged pupils, such as low aspirations and poor prior attainment</p> <ul style="list-style-type: none"> □ Differentiation and scaffolding: Teachers will consistently use differentiated tasks, resources, and questioning to meet the needs of all learners, particularly Pupil Premium pupils. This may include simplifying instructions, providing additional modelling, or offering extension tasks. □ High expectations and challenge: Teachers will maintain high expectations for all pupils, providing appropriate challenge while also giving extra support to those who need it. This is particularly important for Pupil Premium pupils, as raising aspirations and motivation is key. □ Formative assessment: Teachers will use regular formative assessments (e.g., quizzes, mini whiteboards, peer feedback) to monitor progress and quickly identify pupils who need additional support, ensuring interventions are timely and relevant. □ Use of metacognitive strategies: Teachers will explicitly teach strategies for independent learning, such as thinking aloud, self-questioning, and retrieval practice, to encourage Pupil Premium pupils to develop autonomy and improve their learning outcomes. 	<p>EEF’s guidance on differentiation emphasizes how targeted support in the classroom can improve outcomes for disadvantaged learners (see: EEF: Effective Teaching and Learning Toolkit)</p> <p>EEF’s evidence suggests that setting high expectations for all pupils is critical to improving academic outcomes (see: EEF: Aspiration)</p> <p>The EEF’s findings on formative assessment highlight its positive impact on pupil outcomes (see: EEF: Formative Assessment).</p>	<p>1 2 5</p>

	<p>Research from the EEF on metacognition and self-regulation suggests that teaching pupils to be more aware of their learning process leads to significant gains in attainment (see: EEF: Metacognition and Self-Regulation).</p>	
<p>2. Small Group Interventions</p> <p>In addition to QFT, small group interventions allow for more tailored and focused support, targeting specific gaps in learning and ensuring that each pupil receives the attention they need to make progress.</p> <p>A. Sounds-Write Phonics Intervention</p> <p>For pupils struggling with reading, particularly those in Key Stage 1 and early Key Stage 2, Sounds-Write offers a structured and evidence-based phonics programme that ensures pupils develop strong decoding and encoding skills.</p> <ul style="list-style-type: none"> • Targeted phonics sessions: Small groups of Pupil Premium pupils who are behind in phonics will receive daily or regular intervention using Sounds-Write. The programme focuses on blending, segmenting, and decoding words, and is highly effective for children who struggle with phonics, especially those with limited early language development. • Focused support for SEN pupils: Children with specific learning needs or speech and language difficulties will be given additional targeted support within the phonics framework, tailored to their level of ability. • Clear progression: Pupils will move through the programme at their own pace, with regular 	<p>The EEF's phonics guidance suggests that early intervention in phonics is highly effective in improving reading skills for disadvantaged pupils (see: EEF: Phonics).</p>	

assessments to monitor their progress and ensure they are ready for the next stage of phonics learning.

- **Parental involvement:** Parents will be encouraged to engage in home-based phonics activities to reinforce their child's learning, with clear guidance provided by the school.

B. Focused Pre-Teach in Mathematics

To address the challenge of low attainment in mathematics, **pre-teaching** is a targeted strategy where pupils are given the opportunity to become familiar with key concepts before they encounter them in whole-class lessons.

- **Pre-teach key mathematical concepts:** Small groups of Pupil Premium pupils who are struggling with mathematical concepts will participate in pre-teach sessions. These will focus on introducing key vocabulary, procedures, and problem-solving strategies related to the topics being studied.
- **Concept reinforcement:** Teachers will focus on key areas of difficulty such as times tables, fractions, place value, and basic arithmetic, ensuring that pupils have a secure understanding of foundational concepts before tackling more complex material.
- **Adaptive support:** The pre-teach content will be adjusted based on ongoing formative assessment to address specific misconceptions or gaps identified in individual pupils.

C. Small Group Reading Intervention (VIPERS Focus)

To support reading comprehension, we will focus on small group interventions that target the **VIPERS reading domains** (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summary) alongside the use of the **Accelerated Reader** programme to promote reading practice, engagement, and fluency..

- **VIPERS-targeted reading interventions:** Small groups of Pupil Premium pupils will participate in structured reading sessions focused on the VIPERS reading domains. These interventions will help improve specific skills such as:
 - **Vocabulary:** Expanding pupils' vocabulary and understanding of language in context.

The **EEF's guidance on mastery learning** indicates that pre-teaching and mastering foundational concepts before moving on to more complex material can significantly boost pupils' mathematical understanding (see: EEF: Mastery Learning).

The **EEF's reading comprehension strategies**

<p>need extra help, such as vocabulary or inference.</p>		
<p>4. Support for Writing (Targeted Oracy to Writing)</p> <p>Writing is a key area where disadvantaged pupils often face challenges, and we are committed to providing targeted support to improve writing skills. As part of Quality First Teaching, we will focus on integrating oracy (spoken language) into writing instruction, helping pupils to develop their ability to articulate their ideas verbally before transferring them to written form. The use of oracy in writing is crucial for Pupil Premium pupils, as it provides them with the vocabulary, structure, and confidence needed to succeed in written tasks.</p> <ul style="list-style-type: none"> • Targeted oracy activities: Before pupils begin their writing tasks, they will engage in oracy-based activities that allow them to discuss their ideas, plan their writing, and rehearse the language they will use. This may include: <ul style="list-style-type: none"> ○ Talk partners: Pupils will work with a peer to discuss their ideas, structure their thoughts, and share vocabulary or phrases they might use in their writing. ○ Whole-class discussions: Teachers will facilitate group discussions on key writing topics, encouraging pupils to express their ideas orally and listen to the perspectives of others. These discussions will be scaffolded with questioning techniques to help develop critical thinking and language skills. ○ Role-play and drama: Where appropriate, pupils will be encouraged to role-play scenarios or use drama techniques to explore characters and storylines, particularly in narrative writing. • Linking oracy to writing development: The explicit connection between spoken and written language will be emphasized in lessons. Pupils will be encouraged to verbalize their writing (think aloud), and teachers will provide targeted sentence stems and vocabulary banks to help pupils articulate their ideas clearly in both speech and writing. 	<p>The EEF’s findings on Oral Language Interventions support the idea that oracy has a significant impact on writing skills. Pupils who engage in structured speaking and listening activities tend to show improvement in both their verbal and written language. The EEF report on Writing also suggests that combining oral practice with writing interventions helps pupils develop stronger writing skills, particularly in narrative and extended writing.</p> <ul style="list-style-type: none"> • See: EEF: Oral Language Interventions • See: EEF: Writing 	<p>1 2 5</p>

<ul style="list-style-type: none"> ○ For example, pupils might practice explaining a process or event orally before writing about it. This helps them structure their thinking and ensures their writing reflects coherent and well-formed ideas. ● Writing scaffolds and structured feedback: Teachers will provide scaffolds to support the transition from oracy to writing. This could include sentence starters, word banks, or writing frames, which enable pupils to structure their writing effectively. <ul style="list-style-type: none"> ○ Teachers will also provide formative feedback to guide pupils in refining their written work. The feedback will focus on areas such as clarity, cohesion, vocabulary, and the structure of their ideas. The EEF’s research on oral language interventions highlights that providing explicit oral rehearsal before writing significantly improves pupils' ability to write more coherently and fluently (see: EEF: Oral Language Interventions). ● Sentence-level work: Teachers will focus on developing pupils' sentence-level skills, ensuring they have the syntax and grammar knowledge to form accurate and varied sentences. The use of oracy activities will support pupils in constructing grammatically correct and well-structured sentences before they write them down. <ul style="list-style-type: none"> ○ For example, pupils might orally create a sentence using a specific grammatical structure (e.g., complex sentences or punctuation) before writing it down in their work. This process allows them to focus on the meaning and structure of their sentences, boosting their confidence and fluency in writing. ● Vocabulary development: As part of Quality First Teaching, teachers will focus on expanding pupils' vocabulary through oracy activities, helping them to express their ideas more clearly and with greater precision in their writing. Oral vocabulary development can be further supported by: <ul style="list-style-type: none"> ○ Explicit teaching of tier 2 and tier 3 vocabulary: Teachers will model the use of sophisticated vocabulary and encourage pupils to incorporate these words into their spoken and written work. 		
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<ul style="list-style-type: none"> ○ Word games and vocabulary exploration: Interactive vocabulary games, word exploration activities, and contextual discussions will provide pupils with a rich vocabulary bank that they can draw upon when writing. ● Peer feedback and collaborative writing: Pupils will be encouraged to work together on writing tasks, giving and receiving peer feedback through structured group discussions or peer editing sessions. By explaining their ideas to others and listening to feedback, pupils refine their thinking and improve their writing. ● Parental involvement: Parents will be encouraged to support oracy and writing at home by engaging their children in discussions about texts, stories, and ideas. This can be done by asking open-ended questions that encourage pupils to explain their thoughts and provide opportunities for them to practice verbalizing their writing process at home. 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Attendance and Punctuality</p> <p>Challenge: Poor attendance and punctuality can significantly affect learning, particularly for disadvantaged pupils. High rates of absenteeism are often linked to low engagement and underachievement.</p> <p>Strategy:</p> <ul style="list-style-type: none"> ● Monitoring and intervention: We will track attendance closely and identify any pupils with poor attendance or punctuality, providing targeted interventions and support. This may include: <ul style="list-style-type: none"> ○ Early intervention for pupils with emerging attendance concerns. ○ Weekly attendance checks and rewards for good attendance to incentivize improvement. 	<p>EEF Research: The EEF’s research on attendance highlights that improving attendance can significantly impact pupils' academic progress, especially when school leaders take a proactive approach to monitoring and addressing attendance issues. For more information, see EEF: Attendance</p>	<p>4 5</p>

<ul style="list-style-type: none"> ○ Parent meetings with the headteacher, pastoral staff, or family liaison officer to address the root causes of poor attendance. ○ Incentives and rewards: Pupil Premium pupils who maintain high attendance levels will receive rewards or recognition in assemblies to foster a positive relationship with school attendance. ● Support for families: For families facing barriers such as transport issues or parental health challenges, the school will work closely with local services (e.g., transport, housing support, family outreach services) to remove these obstacles. 		
<p>2. Behaviour and Discipline</p> <p>Challenge: Behaviour issues can interfere with learning and the emotional wellbeing of disadvantaged pupils, contributing to missed learning opportunities.</p> <p>Strategy:</p> <p>Positive Behaviour for Learning (PBL): We will continue to promote a consistent and positive approach to behaviour that is rooted in our Catholic values and underpinned by the “Ready, Respectful, Responsible” behaviour expectations. These values form the foundation of our behaviour policy and are embedded in all areas of school life. Pupils are encouraged to demonstrate the following:</p> <ul style="list-style-type: none"> ● Ready: Being prepared and focused for learning, with appropriate equipment and a positive attitude. ● Respectful: Treating others, both peers and staff, with kindness, consideration, and understanding. ● <input type="checkbox"/> Responsible: Taking responsibility for their own actions, their learning, and their environment. <p><input type="checkbox"/> Clear Expectations and Consistency: All staff will model and reinforce the “Ready, Respectful, Responsible” behaviours consistently across the school. Clear, school-wide expectations will be communicated regularly, and positive behaviours will be acknowledged through direct praise and celebration in class. This ensures that pupils</p>	<p>EEF Research: Research on behaviour interventions from the Education Endowment Foundation suggests that improving behaviour can lead to significant improvements in academic outcomes. Interventions that focus on creating positive, structured learning environments and building social-emotional skills have proven to be effective for disadvantaged pupils. For more information, see EEF: Behaviour Interventions.</p>	<p>2 4 5</p>

understand and embody these core values in their learning environment.

□ **Restorative Practices:** When behavioural issues arise, pupils will be supported through **restorative practices**, which focus on repairing harm and rebuilding relationships. Instead of punitive measures, this approach encourages pupils to reflect on their actions, understand the impact on others, and make amends. The goal is to reintegrate pupils into the school community in a positive and supportive manner, fostering a sense of accountability and personal growth.

□ **Targeted Behaviour Support:** For pupils with persistent behaviour concerns, we will provide additional, tailored support:

- **1:1 mentoring** with a member of staff or external professional to work on specific behaviour targets.
- **Individual Behaviour Plans (IBPs):** These will be developed for pupils who require specific strategies and interventions to support positive behaviour. IBPs will focus on addressing the underlying causes of behaviour and setting achievable, measurable goals.
- **External Support Services:** If required, we will work with outside agencies such as **Children and Family Services, Educational Psychologists, or Behavioural Therapists** to offer more specialized support for pupils with complex behavioural needs.

□ **Social-Emotional Learning (SEL):** As part of Quality First Teaching, we will integrate **Social and Emotional Learning (SEL)** into the curriculum to help pupils develop essential skills for managing emotions, building positive relationships, and resolving conflicts. This will support all pupils, particularly Pupil Premium pupils, in becoming emotionally resilient and self-regulated.

- **SEL activities** will include group discussions, role-playing, and guided reflection exercises that help pupils practice self-awareness, empathy, and decision-making.

□ **Clear Communication of Expectations:** We will ensure that pupils and their families are consistently informed about the school's expectations around behaviour. Through **parent meetings, newsletters, and parent workshops**, we will communicate the

importance of the " Ready, Respectful, Responsible " behaviour policy and encourage parents to support these values at home		
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Total budgeted cost: £102,582.56

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Attendance rates have increased for significantly below national to inline for pp and lower than national for persistently absent children.

Parent and pupil voice tells us that children are less anxious coming to school.

Parent support advisor is successful in early intervention for vulnerable families, resulting in increased attendance and improved behaviour for individuals.

Disadvantaged children in reception make rapid progress from low starting points.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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