

Pupil premium strategy statement St. Peter's Catholic Academy

School overview:

Detail	Data
School name	St Peter's Catholic Academy
Number of pupils in school	238 (210 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	59% (excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026 (also reviewed annually)
Statement authorised by	Dianne Mason
Pupil premium lead	Laura Thompson
Governor / Trustee lead	Ahsan Uddin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,620
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	£163,620

Part A: Pupil premium strategy plan

Statement of intent

Saint Gabriel The Archangel.

Forming pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

Inspired by St Gabriel the Archangel, we live this mission by standing in God's presence with confidence and humility, speaking with peace and courage, believing in the impossible, listening with love, and serving a mission greater than ourselves.

Many organisations have 'values' that underpin what they stand for and how to behave. For St Gabriel the Archangel CMAT we have a set of 5 characteristics (rather than 'values'). These are the character and culture of the Trust we wish to grow; the principles that should be lived out daily by staff, pupils, leaders and governors. These characteristics are complimentary to our mission. The mission explains why the Trust exists and what it aspires to, whilst characteristics explain how we go about our work.

Mission = Why we exist (our God-given purpose)

Values = What we believe and how we act (the behaviours and virtues that bring our mission to life)

Our vision for St Peter's Catholic Academy is summed up in the words:

The school welcomes the focus upon 'raising the achievement of disadvantaged children' as part of its commitment to ensuring that all of its pupil premium pupils receive the best teaching, engage safely in school life and make comparable progress to their peers.

We recognise that not all pupils who are eligible for the Pupil Premium are under-achieving and that others may be under-achieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our school is fully committed to ensuring the progress of all pupils and especially those that are disadvantaged.

What are your ultimate objectives for your disadvantaged pupils?

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils' needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	High-Quality Teaching & CPD Continuous CPD for subject leads, strong curriculum implementation, and improved teaching quality.
2	EYFS Language Development Narrow communication gap; sequenced vocabulary programme.
3	SEND support Ensure disadvantaged pupils with SEND receive targeted support through high-quality teaching and interventions.
4	Interventions to support language development, literacy and numeracy Deliver structured interventions for literacy and numeracy ensuring disadvantaged pupils receive targeted support that accelerates progress.

5	Attendance Improving the attendance of Pupil Premium children.
6	Social & Emotional Learning (SEL) Embed SEL strategies to build resilience and support pupil's social and emotional behaviour needs.
7	Parental Engagement Increase parental engagement and strengthen parents' involvement in their child's learning.
8	Enrichment Activities and Extended Schools Programme Develop a structured extra-curricular and extended schools programme that enhances cultural capital, engagement, and academic outcomes for disadvantaged pupils.

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
<p>1. High-Quality Teaching & CPD Continuous CPD for subject leads, strong curriculum implementation, and improved teaching quality.</p>	<ul style="list-style-type: none"> • High-quality teaching improves PP attainment. • Use of Phonics Bug improves phonics outcome • Power Maths, and standardised assessments support teaching and learning and lead to improved attainment.
<p>2. EYFS Language Development Narrow communication gap; sequenced vocabulary programme.</p>	<ul style="list-style-type: none"> • Improved EYFS baseline and language outcomes. • Strengthen language development by narrowing the communication gap and implementing a sequenced vocabulary programme. • To improve EYFS baseline scores and language outcomes, ensuring disadvantaged pupils (PP) are not left behind.
<p>3. SEND support Ensure disadvantaged pupils with SEND receive targeted support through high-quality teaching and interventions.</p>	<ul style="list-style-type: none"> • To embed specific approaches such as explicit instruction, scaffolding, cognitive and metacognitive strategies, and flexible grouping, supported by technology and structured interventions.
<p>4. Interventions to support language development, literacy and numeracy Deliver structured interventions for literacy and numeracy ensuring disadvantaged pupils receive targeted support that accelerates progress.</p>	<ul style="list-style-type: none"> • Structured interventions for literacy and numeracy that are closely linked to classroom teaching and matched to specific needs are in place and ensure disadvantaged pupils receive targeted support that accelerates progress. • Pupils access the full curriculum is not inhibited through the use of interventions • Effective interventions to support literacy and numeracy impact on raising standards in identified children.
<p>5. Attendance Improving the attendance of Pupil Premium children.</p>	<ul style="list-style-type: none"> • A wide range of approaches to improve attendance are in place • Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance.
<p>6. Social & Emotional Learning (SEL) Embed SEL strategies to build resilience and support pupil's social and emotional behaviour needs.</p>	<ul style="list-style-type: none"> • Whole class SEL approaches as well as targeted interventions are in place • Monitoring of these approaches and impact is in place • Family support worker and other agencies are heavily involved in the development of SEL support
<p>7. Parental Engagement</p>	<ul style="list-style-type: none"> • A range of practical approaches to support parental engagement are in place.

Increase parental engagement and strengthen parents' involvement in their child's learning	<ul style="list-style-type: none"> Improved levels of parental engagement support improved academic outcomes
<p>8. Enrichment Activities and Extended Schools Programme</p> <p>Develop a structured extra-curricular and extended schools programme that enhances cultural capital, engagement, and academic outcomes for disadvantaged pupils.</p>	<ul style="list-style-type: none"> Monitoring engagement in extra-curricular activities increases participation and translates into improved teaching and learning. Targeted after-school tuition, homework support, and summer school programmes are in place. Disadvantaged pupils are supported financially to access enrichment opportunities.

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 : £72,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 1: High-Quality Teaching & CPD Continuous CPD for subject leads, strong curriculum implementation, and improved teaching quality.</p> <p>Teachers' knowledge and expertise in continuing to develop communication and language approaches in the early years with a focus on the teaching and modelling of vocabulary and language.</p> <p>Continuous and sustained development to support the delivery of DfE validated phonics programme Phonics Bug Club.</p> <p>Build teachers knowledge and pedagogical expertise in the teaching of reading, ensuring that accuracy through decoding, automaticity and prosody are taught effectively to all children.</p> <p>Focus on building teachers' knowledge and pedagogical expertise in the teaching of Ten Town in the Nursery, Maths Mastery in Reception, Year 1 and Year 2 and Power Maths from Reception through to Year 6.</p> <p>Effective implementation of the school's curriculum across all key stages, including the new art programme, Access Art.</p> <p>Professional development opportunities such as NPQH, NPQEL, NOQ Well-Being accessed by teachers.</p>	<p>The EEF's guidance reports. Guidance reports EEF educationendowmentfoundation.org.uk EEF Toolkit: Teaching and Learning Toolkit EEF educationendowmentfoundation.org.uk Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development.</p> <p>Effective Professional Development</p> <p>Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities.</p> <p><u>Great teaching toolkit:</u> Great Teaching Toolkit Accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p> <p>Considering a balanced design: Planning professional development</p>	1
<p>Intent 3: SEND support Ensure disadvantaged pupils with SEND receive targeted support through high-quality teaching and interventions.</p> <p>Continue to closely monitor SEND provision for those pupils that are Pupil Premium and SEND to see impact of SEND CPD including the use of pre-teaching, explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible grouping and targeted use of technology so that they can</p>	<p>EEF Selecting Interventions Selecting interventions tool.pdf d2tic4wvo1iusb.cloudfront.net</p> <p>EEF Effective approaches to support Literacy Literacy EEF educationendowmentfoundation.org.uk Oral language interventions To focus on spoken language and verbal interaction in the classroom. A focus on oral</p>	4, 5

<p>access the curriculum and have the appropriate level of challenge.</p> <p>Targeted Pupil Progress meetings for PP children with a member of SMT on a termly basis to identify and children who may be falling behind and to carefully track their progress.</p> <p>Continue to use structured interventions for key skills using academic mentor provision for:</p> <ul style="list-style-type: none"> •Small group tuition for key knowledge and skills •One to one support for key knowledge and skills •Language interventions in EYFS (Time to talk) which are regular, brief and maintained over a sustained period of time and delivered by well trained staff. <p>Identify pupils who require further support for the multiplication check. Interventions to take place targeting additional support for the multiplication check.</p> <p>Continue to embed the use of well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p> <p>Continue to monitor the use of cognitive and metacognitive strategies with the PP children (with or without SEND) to ensure that all staff working with these children are developing their self-reliance and independence.</p> <p>Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled. Relevant CPD allows staff to be trained so that delivery continues to be consistent.</p>	<p>language skills will have benefits for both reading and writing.</p> <p>Phonics approaches – as part of a balanced approach – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read.</p> <p>Reading comprehension strategies</p> <p>Focus on learners’ understanding of the text. Teach a range of techniques that enable pupils to comprehend the meaning of what is written. Ensure additional support in the form of high-quality, structured, targeted interventions to make progress.</p> <p>EEF Effective approaches to support numeracy</p> <p>Mathematics EEF (educationendowmentfoundation.org.uk)</p> <p>Improving problem solving Assisting pupils struggling with mathematics. EEF One to One Tuition One to one tuition EEF (educationendowmentfoundation.org.uk) EEF Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report on SEND in Mainstream Education Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching Assistants delivering Interventions Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
<p><u>Intent 4: Interventions to support language development, literacy and numeracy</u> <i>Deliver structured interventions for literacy and numeracy ensuring disadvantaged pupils receive targeted support that accelerates progress.</i></p>	<p>Voice 21</p> <p>Interventions are carefully linked to classroom teaching.</p> <p>Widget used to aid literacy (writing)</p> <p>T1, T2 and T3 used to inform teachers of interventions required.</p> <p>Sentence starters displayed in classrooms, regularly changed, reading within every lesson</p>	4

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

Budgeted cost: £48,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 2: EYFS Language Development <i>Narrow communication gap; sequenced vocabulary programme.</i></p> <p>Targeted academic support to assist language development, literacy and/numeracy are carefully linked to classroom teaching and matched to specific needs</p> <p>Specific language interventions to address specific issues with language development and comprehension in place. Interventions continue to be carefully timetabled.</p> <p>Staff trained so that delivery is consistent.</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants in class - Impact of interventions is rigorously monitored. - Use of pre-teaching vocabulary for targeted support groups. <p>Gaps in learning:</p> <p>EYFS - Well-structured interventions taking place for children who have been identified as needing further support.</p> <p>Use structured interventions for key skills to close identified gaps (small tuition groups).</p> <p>Monitoring of interventions to ensure they are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <p>Continue to target the PP children in year three who didn't achieve the expected standard in phonics at the end of KS1 to support them in closing the gap using the DfE validated Bug Club phonics scheme.</p> <p>Identify and target PP children in the current year one and two with quality adaptive teaching, small group and one to one interventions to increase PP attainment in phonics at the end of Year 1 and KS1. Monitor progress carefully. Continue to teach phonics twice a day until pupils are on track to achieve the expected standard at the end of year one.</p>	<p>EEF guidance report 'Using Teaching Assistants.'</p> <p>EEF Early Literacy</p> <p>EEF KS1 and KS2 Literacy guidance.</p> <p>Nuffield</p> <p>EEF Oral Language Interventions</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Early Years Guidance Report</p> <p>Early Year Interventions</p> <p>Validated Systematic Synthetic Programme</p> <p>EEF reports for: Early Literacy - preparing for Literacy Improving maths in EYFS and KS1 Use of Teaching Assistants</p> <p>EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>EEF Selecting Interventions Selecting_interventions_tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Phonics approaches – as part of a balanced approached – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read.</p> <p>Reading comprehension strategies</p> <p>EEF guidance report on SEND in Mainstream Education Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>

Continue to target the children in the current year 4 and 6 who need support to close the gaps.		
Interventions to support disadvantage pupils with SEND that are closely linked to excellent classroom teaching are in place.		

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

Budgeted cost: £43,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 5: Improving Attendance Improving the attendance of Pupil Premium children.</p> <p>Use a range of approaches to improve school attendance such as:</p> <p>Further develop parental communication approached and targeted parent intervention Reduce the percentage of Pupil Premium Absentees from the previous academic year so that it is at least in line with National.</p> <p>Attendance trip to take place for the class with the best attendance (also for children with 100% attendance).</p> <p>Attendance to be shared in weekly assemblies.</p> <p>Staff to receive weekly attendance reports showing the persistent absentees.</p> <p>Attendance reviews to take place regularly between the Principal, family support worker and the EWO.</p> <p>Attendance incentives to be discussed at staff meetings.</p> <p>Weekly collegiate EWO visits.</p> <p>Continue to build on the effective procedures in place for managing absence providing challenge and support for families of pupils who are consistently absent. (Ofsted Priority).</p> <p>Continue with well-designed, carefully worded communications (texts to parents, termly attendance letters).</p> <p>Continue to embed good two-way communications with parents (keeping parents consulted regularly). Attendance clinics are established and continue to take place (lead by the EWO and /or Principal and Academy Manager).</p>	<p>The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	5

<p>Breakfast club to support punctuality of PP pupils.</p> <p>Improve communication with parents.</p> <p>First call home consistently used.</p>		
<p><u>Intent 6: Social & Emotional Learning (SEL)</u> <i>Embed SEL strategies to build resilience and support pupil's social and emotional behaviour needs.</i></p> <p>Whole class approaches as well as targeted interventions are used to develop social and emotional skills and these are monitored carefully.</p> <p>Continue to further improve the quality of social and emotional learning (SEL). SEL approaches to be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>EEF Social and Emotional learning in school Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Behaviour Interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	7
<p><u>Intent 7: Parental Engagement</u> <i>To increase parental engagement and strengthen parents' involvement in their child's learning</i></p> <p>A more structured extra-curricular and extended schools programme to be developed.</p> <p>Further develop the use of practical approaches to Support parental engagement such as:</p> <p>Half-termly newsletters</p> <p>Half-termly topic newsletters (from each year group).</p> <p>Parent partnerships re-established to support attendance, behaviour and attitudes.</p> <p>Parents are invited to our weekly celebration assemblies. Parent questionnaires.</p> <p>Support given to parents to promote good homework habits.</p> <p>Promote the Summer Reading Challenge.</p>	<p>EEF guidance report on Parental Engagement. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report on 'Working with Parents to Support Children's Learning' which has practical approaches and insights for communicating and supporting parents. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	8
<p><u>Intent 8: Enrichment Activities and Extended Schools Programme</u> <i>Develop a structured extra-curricular and extended schools programme that enhances cultural capital, engagement, and academic outcomes for disadvantaged pupils.</i></p>	<p>Extending school time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Homework: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>EEF evidence research on Life Skills and Enrichment</p>	8

<p>Pupil Premium children continue to attend enrichment curriculum activities.</p> <p>Enrichment activities to provide skills that will be translated in to improved teaching and learning.</p> <p>Enrichment activities to develop pupil's self-efficacy, allowing pupils to show greater persistence, interest and performance.</p> <p>A wide variety of activities are available including non-academic subjects.</p> <p>Continue to monitor the uptake of pupil premium children engaging in enrichment curriculum activities.</p> <p>Disadvantaged pupils are offered support with funding to attend an enrichment activity if there is a charge attached.</p> <p>Audit and analyse the extra-curricular activities to consider the range, quality and take-up of extra-curricular activities.</p> <p>Develop a targeted after schools programme of tuition, homework and summer school which are linked to the curriculum and are led by qualified and well trained staff.</p>	<p>Essential life skills EEF (educationendowmentfoundation.org.uk)</p> <p>EEF research states that enriching education has intrinsic benefits.</p> <p>EEF Evidence is strongest in relation to skills underpinning academic outcomes: - Children's perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils.</p> <p>Essential life skills EEF (educationendowmentfoundation.org.uk)</p> <p>Summer schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	
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Total budgeted cost: £163,620

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 2023 to 2024 academic year.

Intended Outcome 1: High-Quality Teaching & CPD

Continuous CPD for subject leads, strong curriculum implementation, and improved teaching quality.

Success Criteria for end of 3 year strategy:

- High-quality teaching improves PP attainment.
- Use of Phonics Bug improves phonics outcomes
- Power Maths, and standardised assessments support teaching and learning and lead to improved attainment.

End of academic year 2024-2025

- Reading & Maths gaps remain in KS1 and KS2
- SPAG and Reading in Year 6 show PP slightly ahead or equal, suggesting CPD impact is emerging in upper KS2.
- Writing remains the weaker area for PP across KS2, indicating CPD and curriculum improvements have had some impact but have not yet fully closed gaps.

Relevant Attainment Data (Narrative):

- KS2 Reading stands at 67.7% for all pupils in the cohort and 65% for PP showing no significant gap in attainment at the end of year 6.
- Writing is at 57% for all pupils in the cohort and 52% for PP, indicating no significant gaps internally however there are gaps with national.
- Maths shows 63% for all pupils in the cohort and 61% PP. Again no internal gaps
- SPAG mirrors maths at 63% for all pupils and 61% PP. Again no internal significant gaps
- Combined R/W/M is low at 53% for all pupils and 52% PP. Again no significant internal gap
- Multiplication check shows strength, with PP outperforming overall in full marks. 60% of PP children scored full marks on the check compared to 53.3% of the cohort overall.
- CPD efforts have improved phonics with 79% of all children passing the screening and 78% of all PP children passing the screening showing no internal gaps and in line with national.
- Maths mastery and writing pedagogy still need deeper embedding.

Recommendations:

- Prioritise writing interventions across KS2 linked to CPD.
- Deepen maths mastery CPD and monitor impact in Years 3–5.
- Continue to leverage phonics success as a model for other areas.

Intended Outcome 2: EYFS Language Development

Narrow communication gap; sequenced vocabulary programme.

Success Criteria for end of 3 year strategy

- Improved EYFS baseline and language outcomes.
- The intended outcome for EYFS is to strengthen language development by narrowing the communication gap and implementing a sequenced vocabulary programme. The goal is to improve EYFS baseline scores and language outcomes, ensuring disadvantaged pupils (PP) are not left behind.

End of academic year 2024-2025

- Performance shows EYFS GLD at 60% overall and 50% for PP, which is a decline of 5.6% from last year. This indicates that while phonics has improved, early language development remains a challenge. Analysis indicates that EYFS interventions have partially succeeded
- Phonics screening has improved significantly to 79% overall and 78% PP, an increase of 15.3%, suggesting that targeted phonics interventions are effective. The rise in phonics outcomes demonstrates that structured approaches deliver results. The PP strategy has been effective in phonics development and outcomes.

Relevant Attainment Data (Narrative):

- Year 1 Reading data (PP 55% vs Non-PP 72.73%) reinforces that the early language gap persists beyond EYFS. A significant contributing factor is the number of children entering EYFS with no English and who are not fully fluent in their home language. This dual-language barrier impacts vocabulary acquisition and oral fluency, making the sequenced vocabulary programme even more critical.

Recommendations:

- Further enhance the EYFS vocabulary programme with explicit monitoring of Year 1 outcomes to ensure continuity of language development.
- Sustain phonics improvements and continue to extend the reading strategies in addition to the decoding skills to encompass comprehension and expressive language.
- Linking EYFS language development actions to KS1 reading interventions will help close persistent gaps.
- Targeted oral language sessions and parental engagement strategies.

Intended Outcome 3: SEND support

The intended outcome is to ensure disadvantaged pupils with SEND receive targeted support through high-quality teaching and interventions.

Success Criteria for end of 3 year strategy:

- To embed specific approaches such as explicit instruction, scaffolding, cognitive and metacognitive strategies, and flexible grouping, supported by technology and structured interventions.

End of academic year 2024-2025

- **EYFS GLD:** 25% for SEND pupils, indicating early developmental delays.
- **Phonics:** 50% for SEND pupils, which is below the overall cohort and suggests decoding skills are improving but remain a barrier.
- **KS2 Reading and Maths:** 25% for SEND pupils, highlighting persistent attainment gaps and limited progress despite interventions.

Relevant Attainment Data (Narrative):

- The PP strategy includes strong CPD components (Intent 4) focused on SEND, with training in adaptive teaching, pre-teaching, and targeted interventions. These actions align with EEF guidance and have successfully strengthened phonics outcomes for SEND pupils, creating a strong foundation for literacy and numeracy development. Continued focus will help extend this impact across broader curriculum areas.”
- Structured interventions such as small group tuition, one-to-one support, and language programmes like *Time to Talk* are firmly in place and closely monitored. These provide a strong foundation for progress, and increasing their intensity and continuity will further accelerate improvements in KS2 outcomes.
- Technology integration (Intent 3) is supporting retrieval and retention effectively, and there is a strong opportunity to build on this by applying it even more strategically to accelerate SEND attainment.
- Pupil Progress meetings and TA deployment are valuable steps that strengthen support for SEND pupils. Enhancing progress tracking will make these measures even more impactful by identifying needs earlier and tailoring interventions promptly.

Recommendations:

- Intensify SEND-focused interventions in KS2, particularly for reading comprehension and problem-solving in maths.
- Strengthen EYFS language development for SEND pupils through extended oral language sessions and parental engagement.
- Ensure technology use is explicitly linked to SEND learning goals (e.g., assistive tools for reading and writing).
- Increase frequency and depth of Pupil Progress reviews for SEND pupils to adapt strategies promptly.
- Embed metacognitive strategies consistently across subjects to build independence and resilience.

Intended Outcome 4: Interventions to support language development, literacy and numeracy

- The intended outcome is to deliver structured interventions for literacy and numeracy ensuring disadvantaged pupils receive targeted support that accelerates progress.

Success Criteria

- Structured interventions for literacy and numeracy that are closely linked to classroom teaching and matched to specific needs are in place and ensure disadvantaged pupils receive targeted support that accelerates progress.
- Pupils access the full curriculum is not inhibited through the use of interventions
- Effective interventions to support literacy and numeracy impact on raising standards in identified children.

End of Academic Year 2024- 2025

- Current performance shows encouraging signs in lower years, with the Year 2 Reading gap between PP and Non-PP pupils narrowing, suggesting that interventions such as small group tuition and one-to-one support are having a positive impact.
- The gaps in maths and writing remain in Years 4 and 5, and upper KS2 outcomes indicate that interventions need to be more consistently embedded to achieve sustained improvement.

Relevant attainment data (narrative)

- Relevant attainment data reinforces this picture: KS2 combined Reading/Writing/Maths stands at 53% overall and 52% for PP, highlighting the need for stronger intervention strategies in upper KS2. While reading progress is evident, maths and writing require additional focus to close persistent gaps.
- Analysis shows that interventions have delivered partial success, particularly in phonics and early reading, supported by the PP strategy's emphasis on adaptive teaching and structured programmes.
- Actions such as pre-teaching vocabulary, use of academic mentors, and deployment of well-trained teaching assistants have created a strong foundation.
- The PP strategy's alignment with EEF guidance ensures interventions are evidence-based and linked to classroom practice, which is a significant strength. Building on these successes by increasing intensity and continuity in upper KS2 will accelerate progress further.

Recommendations:

- Refine intervention strategies for upper KS2, focusing on writing and problem-solving in maths.
- Ensure interventions remain tightly connected to classroom teaching to avoid fragmentation.
- Extend successful phonics and early reading approaches into comprehension and writing development.
- Monitor impact rigorously through Pupil Progress meetings and adapt strategies promptly for pupils at risk.

Intended Outcome 5: Attendance

Improving the attendance of Pupil Premium children.

Success Criteria:

- A wide range of approaches to improve attendance are in place
- Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance.

Attendance Outcomes in 2024-2025

Attendance was a key challenge addressed in the PP strategy. Data shows significant improvement to date from last year

- 2023–2025: All pupils 93.8%, PP 93.8% (national averages: 94.8% all, 92.2% PP). Persistent absence was 16.7% overall (national 12.6%).

- Current: Attendance is 97% for all pupils and 97.9% for PP, exceeding national averages. Persistent absence has dropped to 7.2% overall and 6.3% for PP, a remarkable improvement so far this year.

This success reflects the effectiveness of PP strategy actions such as:

- Targeted parental engagement and communication.
- Attendance clinics and incentives.
- Breakfast club and EWO-led reviews. These measures have transformed attendance from a significant concern to a strength, ensuring disadvantaged pupils access learning consistently.

Recommendations

- Sustain attendance strategies and share best practice across the collegiate.

Intended Outcome 6 : Social & Emotional Learning (SEL)

Embed SEL strategies to build resilience and support pupil's social and emotional behaviour needs.

Success Criteria

- Whole class SEL approaches as well as targeted interventions are in place
- Monitoring of these approaches and impact is in place
- Family support worker and other agencies are heavily involved in the development of SEL support

The intended outcome is to embed SEL strategies that build resilience and support pupils' social and emotional needs, ensuring they can engage fully with learning. The PP strategy sets clear success criteria: whole-class SEL approaches and targeted interventions must be in place, monitored for impact, and supported by a family support worker and external agencies.

Current Performance and Impact

While SEL does not directly link to attainment data, engagement issues and writing gaps may reflect underlying social and emotional challenges. The PP strategy has implemented several key actions:

- Whole-class SEL approaches embedded into daily routines, supported by CPD for staff.
- Targeted interventions for pupils with identified social and emotional needs, monitored through termly reviews.
- Strong involvement of the family support worker and external agencies, ensuring a multi-layered approach to pupil wellbeing.

These actions align with EEF guidance on improving social and emotional learning in primary schools, which emphasizes embedding SEL into routine practice and supporting it through professional development. The strategy's focus on parental engagement and extended school opportunities further complements SEL by creating a supportive environment beyond the classroom.

Relevant Attainment Data (Narrative)

Although SEL impact is not directly measured through attainment, persistent writing gaps suggest that strengthening SEL could positively influence academic outcomes. Improved attendance data—currently at 97% for all pupils and 97.9% for PP, with persistent absence reduced to 7.2% overall and 6.3% for PP—indicates that SEL and wellbeing strategies are contributing to better school engagement.

Analysis

The PP strategy has successfully established the foundations for SEL through whole-class approaches, targeted interventions, and external support. Monitoring systems are in place, but further integration of SEL with academic strategies is needed to maximize impact on attainment. Linking SEL to classroom practice in writing and collaborative learning tasks could help address engagement-related gaps.

Recommendations

- Embed SEL strategies more explicitly into literacy and writing lessons to improve engagement and resilience.
- Track SEL impact using engagement indicators (e.g., participation, confidence) alongside attainment data.

- Continue leveraging family support and external agencies to provide holistic support for pupils with high SEL needs.
- Share best practice across staff to ensure consistency in SEL delivery.

Intended Outcome 7: Parental Engagement

- The intended outcome is to increase parental engagement and strengthen parents' involvement in their child's learning

Success Criteria

- A range of practical approaches to support parental engagement are in place.
- Improved levels of parental engagement support improved academic outcomes

The PP strategy sets clear success criteria: a range of practical approaches must be in place, and improved parental engagement should translate into better academic outcomes.

Current Performance and Impact

Previous data shows that 83% of PP pupils attended at least one club, indicating strong engagement with enrichment activities. This reflects the success of PP strategy actions such as:

- Half-termly newsletters and topic updates to keep parents informed about curriculum priorities.
- Weekly celebration assemblies and parent partnerships to build positive relationships and celebrate achievements.
- Practical support for homework habits and initiatives like the Summer Reading Challenge to encourage learning at home.
- Parent questionnaires and feedback loops to ensure strategies are responsive to family needs.

These actions align with EEF guidance on parental engagement, which emphasizes regular communication and structured opportunities for involvement. While these measures have improved participation, current attainment gaps in writing suggest that home learning support needs to be more closely linked to curriculum priorities.

Relevant Attainment Data (Narrative)

Writing gaps across KS2 indicate that parental engagement strategies have not yet fully impacted on academic outcomes in writing. Engagement in clubs and events is strong, but translating this into improved literacy outcomes requires targeted approaches, such as more parent workshops focused on writing and comprehension strategies.

Analysis

The PP strategy has successfully built a foundation for parental engagement through consistent communication and enrichment opportunities. However, further integration of parental involvement with academic goals is needed. Linking engagement activities directly to classroom learning—particularly writing—will help close persistent gaps.

Recommendations

- Strengthen home learning support for writing through parent workshops and resources aligned with classroom strategies.
- Increase parental involvement in curriculum-linked activities, such as reading and writing challenges.
- Continue leveraging newsletters and assemblies to share practical tips for supporting learning at home.
- Monitor the impact of parental engagement on attainment to ensure strategies are driving academic progress.

Intended Outcome 8: Enrichment Activities and Extended Schools Programme

The intended outcome is to develop a structured extra-curricular and extended schools programme that enhances cultural capital, engagement, and academic outcomes for disadvantaged pupils.

Success Criteria:

- Monitoring engagement in extra-curricular activities increases participation and translates into improved teaching and learning.
- Targeted after-school tuition, homework support, and summer school programmes are in place.
- Disadvantaged pupils are supported financially to access enrichment opportunities.

Current Performance and Impact

- SEND and PP pupils have been offered targeted support to attend enrichment activities, ensuring inclusivity.
- Clubs include sports, arts, and academic boosters, contributing to improved confidence and social skills.
- Last academic year:
 - **Total Clubs Offered:** 36
 - **Total Sessions Recorded:** 57
 - **Total Pupils Attending:** 686
 - **PP Pupils Attending:** 295 (\approx 43% of total attendees)
 - **SEND Pupils Attending:** 110 (\approx 16% of total attendees)

Seasonal Trends

- **Autumn Terms:** Highest overall participation, strong PP engagement in clubs like *Young Voices* and *Team Games*.
- **Spring Terms:** Increased diversity of clubs (Science, Illustration, Debate), PP engagement remains strong.
- **Summer Terms:** Slight dip in overall numbers but PP and SEND engagement in sports and creative clubs (Cricket, Gardening, Choir) is notable.

Top Clubs for PP Attendance

- **Illustration Club (Spring 1)** – 11 PP pupils
- **Northwood Track Events (Summer 2)** – 11 PP pupils
- **Young Voices (Autumn 1)** – 10 PP pupils
- **School Choir (Summer 1)** – 8 PP pupils
- **Homework Club (Summer 1)** – 8 PP pupils

Top Clubs for SEND Attendance

- **Cricket Club (Summer 2)** – 5 SEND pupils
- **Young Voices (Autumn 1)** – 4 SEND pupils
- **Science Club (Spring 2)** – 4 SEND pupils
- **Football Club Unity (Spring 2)** – 4 SEND pupils
- **Team Games (Autumn 1)** – 4 SEND pupils

Analysis

The PP strategy has successfully implemented a wide range of enrichment opportunities, supported by financial assistance and structured monitoring. These activities align with EEF evidence that enrichment improves motivation, persistence, and self-efficacy, which underpin academic success. However, writing and maths gaps suggest that academic-focused enrichment (e.g., homework clubs, targeted tuition) should be further strengthened.

Recommendations

- Continue monitoring attendance and engagement for PP and SEND pupils to ensure equitable access.
- Expand curriculum-linked enrichment activities, particularly for writing and problem-solving in maths.
- Share best practice across staff to integrate enrichment learning into classroom strategies.
- Maintain financial support for disadvantaged pupils to remove barriers to participation

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
Power Maths	Pearson
Maths Mastery	Painsley Hub (part of the North Midlands Hub)
Mastering number KS1 & KS2	NCETM
Phonics Bug Club	Pearson
Bug Club guided Reading	Pearson
Access Art	UK Visual Arts Education Organisation
PSHE jigsaw	British Educational Suppliers Association
Master the curriculum	Master the curriculum
Ten:Ten	Ten Ten Resources
Numbersense	Numbersense Maths
Grammarsaurus	Grammarsaurus
Emile	Emile Education
ELSA	ELSA
Voice21 programme	Voice21

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.