

Bridport St. Mary's Pupil Premium Strategy

2023-2025

(Updated September 2024)

Pupil premium strategy statement

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. Mary's Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	September 2023
Date on which it will be reviewed and rewritten	September 2025
Statement authorised by	K Batorska
Pupil premium lead	SJ Samuel

Funding overview 2023 2024

Detail	Amount
Pupil premium funding allocation this academic year	75,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium allocation	4012
Total	79,672

Funding overview 2024 2025

Detail	Amount
Pupil premium funding allocation this academic year	101,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	101,340

Part A: Pupil premium strategy plan

Statement of intent

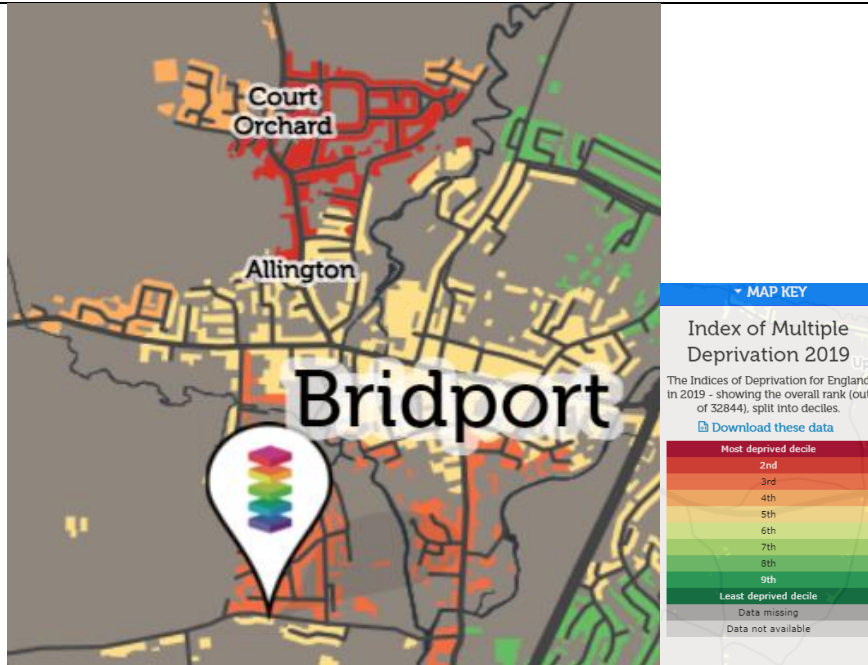
School context

When making decisions about using the Pupil Premium funding it is important to consider the context of the school and the subsequent barriers faced alongside the research conducted by the EEF [Pupil Premium Guide Apr 2022 1.0.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/media/1000/Pupil-Premium-Guide-Apr-2022-1.0.pdf)

At Bridport St. Mary's we aim to support our disadvantaged pupils overcome the barriers to learning that apply to individual or groups of families; a one-size fits all approach is unhelpful when looking to prevent disadvantage from impacting on learning as all children experiencing disadvantage need support in different ways.

Principles:

- We ensure that teaching and learning opportunities meet the needs of our pupils who access the PPF whatever their educational starting point
- We ensure that appropriate provision is made for pupils, who are considered to be disadvantaged, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognised that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any child or group of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be used to support children where support is needed- this will not be the same for all pupils.



(<https://maps.cdrc.ac.uk/#/geodemographics/imde2019/default/BTTTTFPT/14/-2.7549/50.7255/>)

Demography and school context

Demography and school context St Mary's serves two areas of the town, Court Orchard and Skilling, which sit within the top 20% and 30% (6009 and 7349 out of 32,844 respectively) of most deprived neighbourhoods in the country.

Our children entitled to pupil premium funding at St. Mary's:

% total of the school:	29% September 2024
Number of children with combined PP and SEN need:	80% of pupils with PP funding have SEND
PP children with EHCP	21% of pupils with PP funding have an EHCP (42% with pending EHCPs)

8% of St. Mary's pupils have an EHCP and PP funding

23% of St. Mary's pupils have SEND and PP funding

Ultimate objectives for our pupils facing disadvantage:

At the end of Year 6, St. Mary's pupils...	How we ensure this happens:
are emotionally literate, community minded and kind to others	<p>Our Christian ethos and our underpinning values support and enable the children to flourish ECO-Club, STAR club, Well-being ambassadors help raise aspiration through leadership opportunities.</p> <p>National and international events are acknowledged Community/local events are attended and celebrated which fosters a sense of belonging Our Heart smart PSHE curriculum / Our work on spirituality Behaviour and anti-bullying policies in place</p>
are mentally healthy and emotionally regulated to attend school	<p>We teach mental health through many different areas of the curriculum- PSHE, English, PE, music Alongside our curriculum opportunities pupils have access to:</p> <p>ELSA work/ ABA work/ Play therapy/counselling/ Early help liaison and family work/ EBSA (Emotionally Based School Absence) support in place/ Music therapy/forest school</p>
read fluently and with understanding	<p>Whole Class, group reading and 1:1 reading Initio Trust Reading Strategy</p> <p>Progress meetings /Half-termly reading assessments Systematic phonics teaching through RWI – 1:1 tutoring and Fresh start interventions</p>
have a love of language and a growing vocabulary	<p>Specific whole class teaching of vocabulary supported by word wheels and subject specific teaching Modelled vocabulary from adults to pupils Alex Quigley 'Closing the Vocabulary Gap'</p>
write well with consideration of purpose and audience	<p>Talk for Writing strategies used consistently throughout the school Real-life opportunities for writing are included with audience and purpose Editing is taught discretely and skills are applied RWI spelling used throughout Kinetic letters approach to handwriting</p>

are experts in using numbers and mathematical vocabulary and can apply their knowledge to their everyday lives	<p>Maths mastery approached followed- episodic lesson structures supported with concrete, pictorial and real-life representations.</p> <p>-Mastering Number Ks1 and Ks2 supported by Maths Hub work</p> <p>-Pre-teach programme for supporting with maths subject knowledge and confidence</p>
see themselves as learners; they understand how they learn best	<p>-A metacognitive approach to learning – You cubed resources – Retrieval practice</p> <p>Effrat Furst Learning models, Walk Thru work Tom Sherrington. Sarah Cottingham Learning Models</p>
have had a rich and engaging curriculum experiences which prepare them for secondary school and beyond	<p>Planned for opportunities to enrich the curriculum</p> <p>Wow days/ express events/ trips linked to each aspect of the curriculum-building into vocabulary tuition/ inference and writing opportunities. Links to experts in their fields – with charity group that run our gardens – poets, engineers, storytellers, farmers, artists, musicians</p> <p>Careers work – Start small Dream Big</p> <p>Opportunities are developed for experiencing life beyond the local area</p> <p>Citizenship opportunities bringing a sense of citizenship beyond the local area to the whole UK- embodying British values</p>

Achieving these objectives:

The range of provision the school will consider making for this group include and would not be limited to:

- High-quality teaching is at the heart of the provision for children with disadvantage. Dedicated time with the teacher along with access to extra support is provided where it is needed to support children to reach age-related expectations or make significant progress from their starting points
- A focus on high quality teaching with the support of evidenced based interventions and support within the classroom are used to teach those children needing support to reach age-related expectations.
- Where it is needed, ELSA/ behavioural and mental health support will be included as part of the provision for children accessing pupil premium thus allowing the children to access their education without anxiety
- Where specific social and emotional needs have been identified as a barrier, a plan will be put in place to support children to feel included and supported with their learning as well as developing the skills needed to work alongside their peers

- Where there is a combined need such as SEN/ECHP careful consideration of provision is taken, and outside agencies are involved if needed.
- Additional teaching and learning opportunities provided by trained TAs will be with evidence-based interventions such as precision teaching for those who need it
- Transition for pupils within school from Nursery to Reception, Year 2 to Year 3 and from Year 6 to Year 7 will be carefully planned for. Any transitions between year groups will all be carefully managed. Enhanced by local authority project Y5-7 west locality transition project.
- Experiences, visits and trips will be included to allow children to enhance and develop their cultural capital
- Extension and enhancement opportunities will be provided for children receiving pupil premium funding
- Payments will be made so disadvantaged children can access school trips/visits and cultural capital opportunities
- Uniform will be subsidised
- Access to experiences and enhancements to the curriculum will be provided for those children who are receiving PP funding and are aiming for greater depth

Challenges

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

Challenge number	Detail of challenge
1	It has been identified by nursery practitioners, speech and language therapists and parents that vocabulary, language and communication skills are often behind age-related expectations, particularly when children start at St. Mary's. Although this can be for a variety of different reasons, it is significant to the progress of our pupils. 17% of the children who access PP funding were at age related expectations for speech when entering Reception in 2023.
2	Attainment of our disadvantaged pupils can be impacted by the children's pre-school experience. There are at least 7 nursery schools which feed into our EYFS environment. Although in 2023-24, all children attended a pre-school environment, this is not always the case. In 2022-23, 13% of the children who receive PPF had never been to a pre-school setting.
3	Wider experiences beyond the local area were impacted by the pandemic but living in a rural setting with fewer transport links can also impact the range of cultural experiences some of our children may experience. Due to a variety of reasons such transport, mental and physical illness and financial concerns, many of our children with PP access do not have the same cultural opportunities as some of their peers.

4	Where there is a combined need, such as special educational needs or support from family services/early help, in addition to the pupil premium funding there can be additional barriers to academic achievement which need addressing to ensure success. 80% of our pupils with access to PP funding also are SEND.
5	Our attendance data 2022-23 shows that 59% of our disadvantaged students have attendance that was above 95% in 2023 2024 this was 55%, with 26% at 90-95% in both 2022-2023 and 2023-2024. More needs to be done to support our pupils with their attendance and the causes rather than the symptoms of poor attendance need investigating so the best individual support can be provided. Term time holidays were taken by 26% of our disadvantaged students in 23/24 (compared to just 5% in 22/23). 61% of students with PPF entitlement had more than 5 days absence in one year due to illness (59% in 22/23) and 29% had over 10 days absence due to illness (compared to 19% in 22/23).
7	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many of our pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 48% of our pupils with PPF entitlement required some form of additional support for their social and emotional needs.
8	Although we have 29% of our school population accessing pupil premium funding, we know that we have additional pupils who may be at a social disadvantage financially. There are at least 22 other pupils who could be considered as disadvantaged which takes our percentage to 41%.

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>-The curriculum is accessible so our pupils facing disadvantage are happy to attend school. Attendance for disadvantaged pupils is improving.</p> <p>- High quality teaching, with appropriate scaffolds and challenge, enables all children, including those with SEND and in receipt of Pupil premium, to flourish</p> <p>CPD and ongoing support, with Initio to develop key principles of teaching (Rosenshine Principles and Tom Sherrington Walk Thrus approach).</p> <p>All staff to engage in coaching and mentoring through Initio Developmental dialogue tool</p> <p>Continued implantation of the scaffolding pyramid</p>	<p>Continued improvement in attendance with the number of children with PPF attendance at 95%+ increasing.</p> <p>Children are happy in their learning- they are achieving well in their well-being surveys/ABA surveys and parental questionnaires suggest that children are happy in school</p>

The impact of school improvement foci on children in receipt of pupil premium is regularly reviewed and steps taken where impact is not as expected (with a particular focus on pupils with combined needs)
Training in specific areas of SEND, leads to improved provision and progress for pupils

Our pupils, who have access to pupil premium funding, have an expanding vocabulary allowing them to access the curriculum and reading for pleasure. The children are specifically taught the key vocabulary needed. Improving use of standard English when writing will be evident in our children’s writing.

A clear focus on vocabulary instruction that enables pupils to transfer this learning in to their spoken and written work

SPAG: KS2 and 1 results show punctuation and grammar as an area of concern for children with access to PP funding.

Creating a love of writing and building stamina

Daily evidence:

-All pupils in receipt of PPF funding are taught vocabulary explicitly- where new reading is completed- children explore and share new definitions.

-Vocabulary and standard english is modelled with pupils- all staff model vocabulary and kindly correct by repeating requests back correctly.

-PPF children can use and explain the vocabulary on their word wheels and able to use these to prompt them in class.

Summative evidence:

Pupils with PPF will make good progress from their individual starting points in reading, writing and GAPS with a particular focus on non-SEND pupils.

The percentage of children with PPF reaching the expected standard and greater depth in Year 2 and Year 6 improves.

Opportunities to practice grammar and punctuation are provided in addition to teaching grammar in the context of talk for writing.

Kinetic letters has been introduced in 2024-2025 to support with building foundations of writing- improving pencil grip and strength for writing for our ks1 children.

<p>Our pupils receiving PPF are numerically fluent and can achieve their potential</p> <p>Yr 4/5 teachers attend and implement the new mastering number KS2 program in Year 4 and 5 – sharing resources and good practice with Yr 3 and 6 teachers.</p> <p>Maths leads attend the Sustaining mastery program and implement the maths lead action plan - including use of maths back packs to support recall and application of key knowledge</p> <p><i>Use of maths.co.uk for retrieval checks to identify gaps in understanding and plan for these in teaching episodes</i></p>	<p>Daily evidence: Maths hub training attended</p> <p>Improved fluency in tables, measured through half termly checks.</p> <p><i>Efficient, accurate recall of key number facts and procedures enables pupils to move between different contexts and representations of mathematics, recognising relationships, making connections, and choosing appropriate methods and strategies to solve problems.</i></p> <p>Improved application of knowledge when solving problems – evidenced through book looks and standardised assessments.</p> <p>Summative evidence: Pupils receiving PPF, who do not have SEND, will do at least as well as their non-PP funded peers. Pupils with PPF will make good progress from their individual starting points in reading, writing and GAPS. The percentage of children with PPF reaching the expected standard and greater depth in Year 2 and Year 6 improves.</p>
<p>Children with access to Pupil Premium funding experience a fully-rounded curriculum which reflects and represents the reality of our world around us.</p> <p>Cultural capital and experience will enhance children’s writing and reading and will help them achieve the age-related expectations in reading and writing</p> <p>Foundation Subjects: Implementing and measuring the impact or reviewed progressions. Where areas of weakness are identified, support is given to address these</p> <p>INTENDED AIM: Children retain key knowledge in each subject area</p>	<p>Daily evidence: Children can talk about their learning in their curriculum with clear understanding and can talk about the experiences they have had. Sequences of teaching align with intended coverage from subject progressions.</p> <p>Lesson objectives shared with pupils clearly link to the progressions of key knowledge.</p> <p>Pupils are clear what the driving subject is for the lesson.</p> <p>Any identified gaps in sequences are addressed and plans (and knowledge organisers) are amended accordingly.</p> <p>Books demonstrate high expectations are in place for progress, including pupil’s presentation of their work. Any concerns are identified – with improvements evident.</p> <p>Key areas for retrieval practice are identified and revisited through retrieval activities</p>

	<p>Hot tasks and express events demonstrate clear progress from starting points.</p> <p>Pupil interviews show good retention of key knowledge across all subjects both for current and previous units of work.</p> <p>Summative evidence:</p> <p>Pupils receiving PPF, who do not have SEND, will do at least as well as their non-PP funded peers. Pupils with PPF will make good progress from their individual starting points in reading, writing and GAPS.</p> <p>The percentage of children with PPF reaching the expected standard and greater depth in Year 2 and Year 6 improves.</p>
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Activity in this academic year (2024-2025)

This details below explain 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: £ 60,000

Activity	How the needs of pupils accessing PPF are considered	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued CPD around Phonics training and support for expert reading team</i></p> <p><i>Implementation of the Initio Reading Strategy</i></p> <p><i>(subscription and training cost implications from RWI specialists)</i></p> <p><i>£7,000 RWI</i></p>	<p><i>By completing half termly assessments we can prioritise teachers to teach groups with most need, assign coaching by the hub to the groups with most need and assign 1:1 tutoring alongside the phonics teaching.</i></p>	<p>The updated 2023 Reading Framework stresses the importance of a synthetic phonics teaching strategy.</p> <p>RWI is on the DFE list of recommended providers</p> <p>The English Hub/RWI leaders through cornerstone education will be supporting St. Mary's with the implementation of the programme.</p>	1,2, 3, 4,6 and 8
<p><i>Improving fluency and comprehension through</i></p>	<p><i>Through target setting and assessments- tutoring and 1:1 reading is</i></p>	<p>The reading framework highlights the key principals behind talk for Reading within the paper</p> <p>Research surrounding the importance of fluency and decoding is at the centre of the approach and the</p>	1,2,3,4,6 and 8

<p><i>Teaching and assessment of reading: Talk for Reading implementation from Year 2- KS2 (continued training and support 3,000)</i></p>	<p><i>prioritised for children with PPF.</i></p>	<p>importance of talk and modelling all of which has been highlighted in EEF toolkits surrounding improving the teaching of literacy.</p>	
<p><i>Reknrek project/ Mastering number NCTEM continued (training and support from specialist maths teacher CPD £3000)</i></p>	<p><i>Number fact data is analysed and coaching is targeted to support. Pre-teach sessions are targeted at children receiving PPF and run by the teacher.</i></p>	<p>NCTEM research- importance around early number, vocabulary and concrete resources and images EEF- maths guidance</p>	<p>1,2,3,4,6 and 8</p>
<p><i>RWI spelling scheme (subscription costs and books)</i></p>	<p><i>Provision is tailored and adapted to support children who access PPF.</i></p>	<p>English Research review Ofsted</p>	<p>1, 4,6 and 8</p>
<p><i>Kinetic Letters handwriting programme 3000</i></p>	<p><i>Handwriting support aimed at building strength, securing pencil grip and enabling fluency of writing</i></p>	<p>English Research review Ofsted Research based- OT advice Coastal Learning Partnership promoted</p>	<p>1, 4,6 and 8</p>

<p><i>Continued implementation of the St. Mary's curriculum (cornerstones subscription costs) £460</i></p>	<p><i>Ensuring WOW events and real-life examples bring learning to life for children with PPF. Homework support materials available where needed.</i></p>	<p>Curriculum progression to be solidified and improved across all individual subjects in conjunction with the subject leads.</p>	<p>123456 and 8</p>
<p><i>Science-enhanced science curriculum implementation (1000)</i></p>	<p><i>Science after school club requested will include and fund places for children accessing PPF.</i></p>	<p>Ofsted research into science Manchester university paper- A response to the Ofsted research review for science: Guidance for primary schools The 10 key issues with children's learning in Primary science England Manchester Science learning partnership</p>	<p>135678</p>
<p><i>Heart Smart introduction for the RHE/SMSC curriculum (1,000)</i></p>	<p><i>Children who access PPF benefit from Labyrinth days that are experiential, hands-on days for children to develop morally, socially and culturally.</i></p>	<p>EEF toolkit on importance of metacognition and resilience in order to be achieve 'just right state for learning'</p>	<p>12345678</p>
<p><i>Continued development 'No Outsider' programme (400)</i></p>	<p><i>Cultural awareness and development- staff aware of children with limited awareness and developing extra educational opportunities to support this.</i></p>	<p>CLPE- Reflecting Realities Diversity and inclusion in schools report- Pearson</p>	<p>3,5678</p>

<p><i>Emotional coaching/ STEPs behaviour management (2000)</i></p>	<p><i>Teachers and TAs support behaviour and social and emotional learning of children who access PPF.</i></p>	<p>PACE- Dan Hughes Louise Bomber Relational practice networks</p>	<p>12345678</p>
<p><i>High quality whole class teaching and scaffolding CPD and support (Out of class SENCO support 1:1 in classes and Specialist teacher support 4000)</i></p>	<p><i>Benefit and target children with PPF by ensuring the teachers target these pupils to elicit their understanding in lessons.</i></p> <p><i>Targeting pupils with PPF funding for pupil voice about their learning</i></p>	<p>Scaffolding CPD and support from SENCO/Specialist hub teacher CPD and support from outside agencies Walk thru/ Rosenshine work supported by the trust</p>	<p>12345</p>
<p><i>Increased staff support to support children with SEND and PPF (Best teachers/TAs impacting change for PPF) (30000)</i></p>		<p>Page 3 of Ofsted report on spending PP funding successfully (Feb 2013) Report on the deployment and impact of support staff project of teaching asisstants- 44-46 EEF – making effective use of teaching assistants</p>	<p>1234567</p>

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

Budgeted cost: £ 18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring to be used for tutoring for the children with PPF Year 6 in particular</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345678
<i>funding to be used to access national tutoring partnership</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345
<i>Learning by Questions Online (£200) Maths.co.uk (329)</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	134and 6
<i>1:1 coaching in phonics (1:1 30 minutes daily of 4 TAs time 6 children) 1:1 (£1000 a half term) 6000 a year</i>	Importance of 1:1 coaching to ensure keep up not catch up of the lowest performing 20% in phonics from YR - Y6	1234678
<i>Numbers count/1:1 coaching for maths 1080</i>	Target those pupils not achieving age-related expectations in Key stage 1	14 5 6 8
<i>First class @ Number (£820 per term)</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8

<i>6Talk for number (340 per term)</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8
<i>Success @ Arithmetic (£1050 per term)</i>	Target those pupils not achieving age-related expectations in Key stage 1/2	1 4 5 6 8
<i>First class @ writing (£835 per term)</i>	Target those pupils not achieving age-related expectations in Key stage 2 Year 3 and 4	1 4 5 6 8

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

Budgeted cost: £ 30000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support 1:1 behaviour support (£6000)</i>	ELSA- Dan Hughes Margot Sutherland Louise Bomber	12345678
<i>Play therapy Play therapist (Morning session weekly) 2000</i>	Stewart, Anne & Field, Thomas & Echterling, Lennis. (2016). Neuroscience and the magic of play therapy. International Journal of Play Therapy. 25. 4-13. 10.1037/pla0000016.	12345678
<i>Anxiety/ASC support groups 1080</i>	<p>A qualitative study of ELSAs' and children's experiences of the ELSA programme. Researcher: Sharon McEwen Contact: Sharon.McEwen@rctcbc.gov.uk</p> <p>Number of research documents by EPs completed on the benefits of ELSA on attainment</p> <p>An Evaluation of the Emotional Literacy Support Assistant (ELSA) Project: What is the impact of an ELSA Project on support assistants' and children's self-efficacy beliefs? Researcher: Dr Laura Grahamslaw</p>	12345678

<p><i>After school clubs/Trip contributions</i> 2,000</p>	<p>Taking part in after-school clubs can give primary school children from poorer families a boost in academic performance and provide them with important social skills. According to our new working paper published by the Centre for Longitudinal Studies and funded by the Nuffield Foundation, after-school clubs stood out among a wide range of out of school activities as having positive benefits for young children, making the case for ongoing investment in these clubs as a way to help close the education gap</p>	<p>12345678</p>
<p><i>Books for New library/Cataloguing system Development of new library and reading community</i> (4,000)</p>	<p>Books selected by children with PPF to encourage, promote and further enhance their love of reading</p> <p>Promoting space for parents and children to enjoy books.</p> <p>Reading Framework 2023</p>	<p>12345</p>
<p><i>Jumpers, uniform, book bag contributions</i> <i>Food bank top ups</i> (1,000)</p>	<p>An updated practical guide to the pupil premium Marc Rowland</p> <p>-Barriers – to attendance</p>	<p>5, 7</p>
<p><i>Forest School project (2,000)</i></p>	<p>Research in the UK into Forest School and its impacts on young children found positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.</p> <p>The benefits of Forest School Plymouth Marjon University</p>	<p>12345678</p>

Review of 2023-2024

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review notes for the previous academic year 2023-2024

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact notes/next steps 22-23	Impact/next steps 2023-2024
<p><i>Continued CPD of Phonics training and support for expert reading team (subscription and training cost implications from RWI specialists)</i></p>	<p>The 2021 Reading Framework stresses the importance of a synthetic phonics teaching strategy. RWI is on the DFE list of recommended providers The English Hub/RWI leaders through cornerstone education will be supporting St. Mary's with the implementation of the programme.</p>	<p>1,2, 3, 4,6 and 8</p>	<p>73% of Y1 cohort passed the phonics check (57% of the class are SEND. At the time of the mocks, 40% passed. 1:1 tutoring, video lessons and support from RWI allowed us to achieve these results. 70% of the PP children passed the phonics check. 1:1 phonics tutoring, extra sessions, support from the online video portal for RWI supported the children to achieve this score.</p> <p>Children with PPF who had 1:1 tutoring RWI 48% of children with PPF access RWI tutoring 1:1</p>	<p>In 2024, 76% of the Y1 cohort passed the phonics check. (48% are SEND). 66% of the children with access to PPF in Y1 passed the phonics check with one scoring 31. At the time of the mocks- 43% passed) 1:1 tutoring, video lessons and support from RWI allowed us to achieve these results. The support from the English Hub and RWI lead provided additional support.</p> <p>66% of the children with PPF had access to RWI tutoring during the year.</p> <p>In year 2, 40% of the children with PPF had to retake their PSC. 100%</p>

				of the children passed. 100% of these children had 1: tutoring and will continue to have 1:1 tutoring during Year 3. Next steps: Training for EYFS staff around later stages of RWI programme. Ensuring consistency and sharing of good practice- continued coaching and development of teachers skills in delivering the programme.
<i>Improving fluency and comprehension through Teaching and assessment of reading: Talk for Reading implementation from Year 2-KS2 (continued training and support)</i>	The 2021 reading framework highlights the key principals behind talk for Reading within the paper Research surrounding the importance of fluency and decoding is at the centre of the approach and the importance of talk and modelling all of which has been highlighted in EEF toolkits surrounding improving the teaching of literacy.	1,2,3,4,6 and 8	<u>Targets from assessment</u> Pupils' with PPF targets for reading <u>Year 2 (9)</u> 11% comprehension 33% fluency <u>Year 3 (6)</u> 33% comprehension 50% fluency Year 4 (10) 60%-fluency 60% comprehension Year 5 Year 6 (5)- 33% comprehension 67% fluency -New Talk for reading and specific foci have	-Staff training around the importance of fluency has increased teacher understanding of what it means to be a fluent reader and how fluency is a skill to be taught. -The use of a standard way of teaching reading with focused time dedicated to reading fluency has improved children's understanding of fluency. In pupil interviews, children were able to explain what fluency was and why it is important. -The addition of the library has improved children's access to

			<p>improved consistency across Year groups</p> <ul style="list-style-type: none"> -Pupil voice shows that children are aware of fluency -Reading aloud-disciplinary reading beginning children able to identify where reading for learning has taken place-opportunities for reading aloud in all subjects aim. 	<p>books and reading for pleasure has increased over the course of the year. The children during pupil voice and in conversation with Ofsted talked avidly about their favourite books and the genres that they enjoy. The breadth of different authors the children enjoy reading has dramatically improved.</p> <p>Next step: Support with reading development for staff around provision and support L20 children. Focus on middle attainers in Year 6- cdp around maximising the teaching time to ensure expected standard is reached in ks2.</p>
<p><i>Rekenrek project NCTEM continued (training and support)</i></p>	<p>NCTEM research- importance around early number, vocabulary and concrete resources and images EEF- maths guidance</p>	<p>1,2,3,4,6 and 8</p>	<p>-Mathematics results for ARE an improving picture from teacher assessments</p>	<p>Reception data for PP funded children in maths has improved from 50% (2023) to 56% (2024) Year 1 PPF data was 40% (2023) and is 50% (2024) Year 2 PPF data was 14% last year for KS1 maths and is 40% this year.</p>

<p><i>RWI spelling scheme (subscription costs and books)</i></p>	<p>English Research review Ofsted</p>	<p>1, 4,6 and 8</p>	<p>-Pupils enjoying new scheme- “wish we had started it earlier” one child said. Impact from spelling summer GAPs</p>	<p>The programme continues to be taught daily in ks2. Some children are taught the common exception words for previous year groups alongside. GAPS summer data for PPF Y2- 40% Y3 0% Y4 22% Y5 30% y6 38% Further development and monitoring of teaching of spelling and grammar needed.</p>
<p><i>Continued implementation of the St. Mary’s curriculum (cornerstones subscription costs)</i></p>	<p>Curriculum progression to be solidified and improved across all individual subjects in conjunction with the subject leads.</p>	<p>123456 and 8</p>	<p>-Topic book looks and pupil with voice show children with PPF are engaged in the curriculum and can share knowledge of their topics. School trips and concrete experiences within topic lessons make lessons memorable for children with PPF. Continued work on solidifying the cultural capital across the trust ensuring equality of experience for all.</p>	<p>Children who receive PPF continue to talk with enthusiasm about the curriculum. The children can talk about their learning with support from their books- the experiential learning on offer for the pupils has improved their ability to write and talk about their learning and their topic writing books are well presented and the activities are purposeful. Next step is developing the links in learning- ie: talking</p>

				<p>about democracy in history. Linking in the work of Sarah Cottingham around linking tools for supporting memory. Also we are developing our assessment tools in our foundation subjects so that the progress of our children with PPF can be more closely monitored and supported.</p>
<p><i>Science-enhanced science curriculum implementation</i></p>	<p>Ofsted research into science Manchester university paper- A response to the Ofsted research review for science: Guidance for primary schools The 10 key issues with children's learning in Primary science England Manchester Science learning partnership</p>	<p>135678</p>	<p>Pupil voice and book look impact statements:</p> <p>Pupil voice- children know about the skills needed in science- they understand the new systems for teaching science.</p> <p>Use of floor books ensures that children are accessing science despite struggles in</p>	<p>Children and staff are clearer about the different types of experiment and about the different skills needed in science. The pupils were able to list these and talk about them in their lessons.</p> <p>Science continues to be an area of development. A new</p>

			literacy where they exist.	science lead has been appointed.
<i>Heart Smart introduction for the RHE/SMSC curriculum (subscription costs)</i>	EEF toolkit on importance of metacognition and resilience in order to be achieve 'just right state for learning'	12345678	PP children spoken to were able to talk about their learning in Heartsmart and were able to relate to their own relationships in school. Reduction in bullying incidents and negative reflections on bullying behaviour in all areas.	We continue to embed Heart smart into our curriculum. The children have said that they would like more practical sessions. The Studio has been suggested for heartsmart lessons and cushions were bought to facilitate this- Next step: Introducing more practical elements and Including drama and scenarios within the teaching. CPD for teachers needed.
<i>Well-being and metacognition strategies used to support curriculum</i>	EEF toolkit on Metacognition Heart Smart- ELSA NHS social prescribing of supporting with anxiety DFE well-being lead teacher training package	12345678	Data in the antibullying survey for children with PPF fell in all categories apart from internet safety which saw a small rise. (see June 23 antibullying and wellbeing results below) Sleep, happiness and Calmness all improved.	Current antibullying data from y1,2,5 and 6 for September 2024 shows an improving picture with 95% of children with PP Funding saying that are not hit a lot or always. 90% said they were not called mean names a lot or always. 100% felt that they are allowed to join in most of the time.

				100% felt that they are not called mean names online a lot or always. NEXT step: Identification and support allocated for 5% and 10% who need support.
<i>Introduction of the 'No Outsider' programme suite of books (Subscription)</i>	CLPE- Reflecting Realities Diversity and inclusion in schools report- Pearson	3,5678	Pupil voice- shows children were able to talk about the books and could relate the themes of the books to lessons on racism. More unpicking of terminology needed and focus on concrete experiences in lessons beyond discussion.	The children enjoy sharing the books and are able to talk about the themes of the stories to some extent. Next step: Ensuring that the links are made explicit and that parents are more involved and aware.
<i>Emotional coaching/ STEPs behaviour management EP costs for training)</i>	PACE- Dan Hughes Louise Bomber When the adults change everything changes- Paul Dix	12345678	Ongoing support of the ELSA team, therapeutic thinking training and 5 to thrive enables children to be emotionally ready to learn. -SIAMs report identified the strength of relationships and support for pupils available.	In line with our Trust we have redeveloped our behaviour policy to incorporate 3 key rules ready, respectful and safe. The children have taken these rules on and are able to articulate them. We have also introduced a dojo afternoon for those children earning dojos as rewards.

				<p>Two of our therapeutic leads were not in school in 2023-24. The approach has still been followed within den meetings to support children with therapeutic behaviour plans. SLT attended the behaviour curriculum training provided by therapeutic thinking and a behaviour curriculum is in development.</p> <p>Next step: Development of behaviour curriculum Further training is taking place in October for SLT.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	2022-2023	2023-2024
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<i>Tutoring to be used for tutoring for the PP children in Year 6 in particular</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345678	New online questions-based resource supported all pupils in the run-up to SATs learning by question - LBQs www.lbq.org	LBQ continue to be used by Year 6.
<i>funding to be used to access national tutoring partnership (not used in 2024)</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345	34% of the children with PPF received tutoring this year in Year 6 34% accessing the flash academy resources to support with EAL 1:1 phonics tutoring delivered daily.	32 pupils accessed funding from the recovery premium through with NTP or school led tutoring this year.
<i>Flash Academy online intervention (EAL/SEN children) (not used in 2024)</i>	EEF toolkit additional high-quality tutoring	12345678	Y6 pupils continue to access the flash academy alongside the RWI tutoring and support from volunteers.	Not used in 2023-2024
<i>1:1 coaching in phonics</i>	Importance of 1:1 coaching to ensure keep up not catch up of the lowest performing 20% in phonics from YR - Y6	1234678	Tutoring support continuing for bottom 20% 43% of children with PPF have had additional support with phonics- RWI 73% of children with PPF have had some additional support	47% of children with access to PPF have had 1:1 phonics tutoring this year. This will increase with phonics support continuing into ks2.

			with either phonics or reading	
<i>Numbers count</i>	Target those pupils not achieving age-related expectations in Key stage 1	1 4 5 6 8	30% of children with PPF received numbers count teaching in 2022-23	Not used in 2023 2024
<i>First class @ Number</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8	Progress made towards Age related expectations but some pupils still working below	
<i>Talk for number</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8	Progress made towards Age related expectations but some still working below	
<i>Success @ Arithmetic</i>	Target those pupils not achieving age-related expectations in Key stage 1/2	1 4 5 6 8	Progress made towards Age related expectations but some still working below	

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

Budgeted cost: £ 30,000 (estimated)

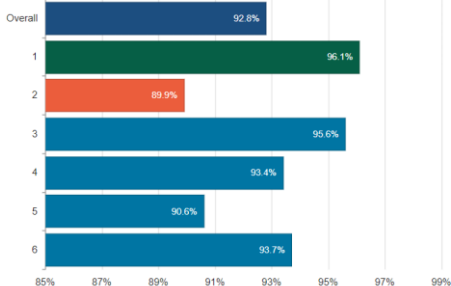
Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022-23	Impact 2023-2024
<i>ELSA support 1:1 behaviour support</i>	ELSA- Dan Hughes Margot Sutherland Louise Bomber	12345678	Well-being survey analysis Our June 2023 data shows an improvement in all areas of the wellbeing survey for our pupils with PPF. The area for concern is worry with 36% of pupils saying that they worry a bit. We have talked a lot about how some worry is normal. Concerns about people being mean online was up 1% but the number saying they are bother a lot or always was down 8%. 37% of our PP children have received ELSA support this year.	September 2024 data from those surveyed says that 20% of children with PPF funding are still worrying a lot or always. Sleep seems to be an issue this year with 55% of those children surveyed saying they are struggling with sleep. 20% say they hit out when angry. Next steps: Continued support for those children identified- TAF meetings to support parents where needed. ELSA meetings and check ins to ensure that the greatest need children receive the support needed.
<i>Play therapy</i>	Stewart, Anne & Field, Thomas & Echterling, Lennis. (2016). Neuroscience and the magic of play therapy. International Journal of Play Therapy. 25. 4-13. 10.1037/pla0000016.	12345678	Data for year: 80% of the play therapy places for this year were given to children with PPF.	50% of the children who had play therapy this year were children with access to PPF 36% of our EP places went to children with PPF
<i>Anxiety/ASC support groups</i>	Number of research documents by EPs completed on the benefits of ELSA on attainment	12345678	Social and Therapeutic horticulture practitioner 2 places for PPF	62% of places offered for music therapy/forest schools went to children with PPF.
<i>counselling</i>	Research paper from university of Exeter and Cambridge on longer-term effects of school-based counselling in UK Primary schools Place2be.org	12345678	67% of pupils attending counselling were in receipt of PPF	We have had less access to counselling this year and with the disbandment of the fct we have had fewer families receiving counselling. 50% of the

				referrals made for counselling were for children in receipt of PPF.
<i>After school clubs</i>	<p>Taking part in after-school clubs can give primary school children from poorer families a boost in academic performance and provide them with important social skills. According to our new working paper published by the Centre for Longitudinal Studies and funded by the Nuffield Foundation, after-school clubs stood out among a wide range of out of school activities as having positive benefits for young children, making the case for ongoing investment in these clubs as a way to help close the education gap</p>	12345678	Data for after school clubs 52% of our children with PPF accessed an after school club this year.	Golden ticket system started this year to ensure that maximum take up of free clubs for children with PPF was taken up. 100% of children with PPF were offered a free club and 86% of these children attended at least one club over the year.

Previous PP plan Review

Intended outcome	Success criteria	Review- what happened?	Next steps- ideas for the next plan
<p><i>Vocabulary development will enable the children to achieve the age-related expectations or make significant progress from their starting points.</i></p>	<p>Achieve above national average progress scores in KS1 and KS2 reading, Phonics, writing and maths</p>	<p><u>PP Data:</u> -66% of Y1 PP children achieved the expected standards in phonics <u>Y2</u> 40% of children with ppf achieved the expected standard in RWM <u>Y6</u> 31% (7 GD) of the PPF children in year 6 achieved the expected standard in reading, writing and maths.</p>	<p><u>From our pupil interviews and learning observations we know that:</u></p> <ul style="list-style-type: none"> -Teachers are teaching and sharing vocabulary in all areas of the curriculum through word wheels/knowledge organisers. -Images have been added to word wheels to prompt children to remember word meanings -Children can explain word wheels, how they work and how their teacher uses them <p><u>Targets for development (next action plan)</u></p> <ul style="list-style-type: none"> -spelling the words on the word wheel correctly (ks2 children were more successful at this) -Retention and progression of key vocabulary across the school to be embedded this year -Measure of vocabulary for our PP children -impact?
<p>ELSA support/Mental health and well-being support and use of Heart Smart will allow children to access a just right state for learning meaning that children will</p>	<p>Children are happy in their learning- they are achieving well in their well-being surveys and parental questionnaires suggest that children are happy in school</p>	<p>Wellbeing data for 2024 needed</p>	<p><u>From our pupil interviews and learning observations we know that:</u></p>

<p>achieve the age-related expectations in R Wand M</p>		<p>Happy at school: Parent survey data: 4.57 out of 5 strongly agree (58 parents surveyed) Happy at school: Anti-Bullying alliance survey data: Always: 21% A lot 30% A bit 40% Never 10%</p>	<p>Well-being ambassador/anti-bullying alliance work to continue next year. JLT feedback shows they feel Wellbeing Ambassadors have made a positive impact – they identify specific examples and felt that their contribution to collective worship has really helped develop children’s understanding of strategies and support.</p> <p><u>Targets for development:</u> -Continue to measure impact of Heart Smart -School improvement plan child speak target- children know the ‘Heart smart hi-five’</p>
<p>Resilience and metacognitive strategies enhance pupils learning experience and enable them to achieve the age-related expectations in RWM.</p>	<p>Achieve above national average for progress in RWM.</p>	<p><u>PP Data:</u> -66% of Y1 PP children achieved the expected standards in phonics <u>Y2</u> 40% of children with ppf achieved the expected standard in RWM <u>Y6</u> 31% (7 GD) of the PPF children in year 6 achieved the expected standard in reading, writing and maths.</p>	<p><u>From our pupil interviews and learning observations we know that:</u> -The values are embedded and children see the benefits and importance of endurance and enduring to learn new skills -Maths you cubed repetition enables children to recognise the importance of making mistakes -Children are able to talk about the learning pit in simple terms <u>Targets for development:</u> Consider changing target to compare data to other similar schools rather than national?? Deprivation index? Or progress from starting points? -More understanding of the learning pit and what it means</p>

<p>Cultural capital and experience will enhance children’s writing and reading and will help them achieve the age-related expectations in reading and writing</p> <p>Children will enjoy their fully rounded curriculum.</p>	<p>Children can talk about their learning in their curriculum with clear understanding and can talk about the experiences they have had.</p> <p>The children achieve above the national average in their progress scores for reading and writing.</p> <p>The attendance of disadvantaged children will be above 95%</p>	 <p>Overall 92.8%</p> <p>PPF attendance: Overall 92.8% Persistent absence 20.3%</p> <p>Y1 96.16% Y2 89.9 Y3 95.6 Y4 93.4 Y5 90.6 Y6 93.7</p> <p>Year 2 has a child with EBSA Year 5 has some persistent attendance issues amongst PPF children.</p> <p>We took the PPF children from Year 4,5 and 6 to London to see Wicked.</p>	<p><u>From our pupil interviews and learning observations we know that:</u></p> <ul style="list-style-type: none"> -The children are able to talk about the topics they have been taught -KS1 were able answer specific knowledge related questions -Ks2 were able to talk generally about their topics but found answering specific knowledge-based questions difficult- they explained what they meant but could not bring to mind the specific vocabulary <p><u>Targets for development:</u></p> <ul style="list-style-type: none"> -Retaining language and knowledge – more opportunities to retain and recall knowledge from previous year groups. Website and subject progressions to be trialled next year- 2022-23 23-24 hone curriculum and refine after next year. Vocabulary training/ support for staff – looking into best ways to link spelling and reading to vocabulary teaching. Measuring the impact of the changes. A passport of activities and cultural capital to be planned into the calendar of the year to ensure that children have a rich passport of experience.
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Review of the 2019-22 (3 year strategy) pupil premium strategy How did we do?

Intended outcome	Success criteria	Review- what happened? What was the impact?	Next steps- ideas for the next plan
<i>Vocabulary development will enable the children to achieve the age-related expectations or make significant progress</i>	Achieve above national average progress scores in KS1 and KS2 reading, Phonics, writing	<p>PP Data: -67% of Y1 PPF children achieved the expected standards in phonics</p> <p>Y2 % of PPF achieving expected standard in R,W,M and SPAG 67(22) 44(0) 44 (11) 55(11)</p>	<p>From our pupil interviews and learning observations we know that:</p> <ul style="list-style-type: none"> -Teachers are teaching and sharing vocabulary in all areas of the curriculum through word wheels/knowledge organisers. -Images have been added to word wheels to prompt children to remember word meanings -Children can explain word wheels, how they work and how their teacher uses them <p>Targets for development (next action plan)</p> <ul style="list-style-type: none"> -spelling the words on the word wheel correctly

from their starting points.	and maths	Y6 & of PP Achieving the expected standard in RWM and SPAG 70 (10) 60 (0) 70 (10) 70 (10)	(ks2 children were more successful at this) -Retention and progression of key vocabulary across the school to be embedded this year -Measure of vocabulary for our PP children -impact?
ELSA support/Mental health and well-being support and use of Heart Smart will allow children to access a just right state for learning meaning that children will achieve the age-related expectations in R Wand M	Children are happy in their learning- they are achieving well in their well-being surveys and parental questionnaires suggest that children are happy in school	Happy at school: Parent survey data: 4.57 out of 5 strongly agree (58 parents surveyed) Happy at school: Anti-Bullying alliance survey data: Always: 21% A lot 30% A bit 40% Never 10%	<u>From our pupil interviews and learning observations we know that:</u> Well-being ambassador/anti-bullying alliance work to continue next year. Lunch time review- staff JLT feedback shows they feel Wellbeing Ambassadors have made a positive impact – they identify specific examples and felt that their contribution to collective worship has really helped develop children's understanding of strategies and support. <u>Targets for development:</u> -Continue to measure impact of Heart Smart -School improvement plan child speak target- children know the 'Heart smart hi-five'
Resilience and metacognitive strategies enhance pupils learning experience and enable them to achieve the age-related expectations in RWM.	Achieve above national average for progress in R W M.	FFT Aspire data for y6: RWM expected standard (FSM6) 50% Reading/GAPS/Maths Average scaled score 99.6% for disadvantaged -2.7 progress score	<u>From our pupil interviews and learning observations we know that:</u> -The values are embedded and children see the benefits and importance of endurance and enduring to learn new skills -Maths you cubed repetition enables children to recognise the importance of making mistakes -Children are able to talk about the learning pit in simple terms <u>Targets for development:</u> Consider changing target to compare data to other similar schools rather than national?? Deprivation index? Or progress from starting points? -More understanding of the learning pit and what it means
Cultural capital and experience will enhance children's writing and reading and will help	Children can talk about their learning in their curriculum with	Covid absence and an outbreak of chicken pox that has affected all classes has impacted overall attendance this year significantly. For the first half of the year attendance was broadly in line with national data	<u>From our pupil interviews and learning observations we know that:</u> -The children are able to talk about the topics they have been taught -KS1 were able answer specific knowledge related questions -Ks2 were able to talk generally about their topics but found answering specific knowledge-based questions difficult- they explained what they meant but could not bring to mind the specific vocabulary

<p>them achieve the age-related expectations in reading and writing Children will enjoy their fully rounded curriculum.</p>	<p>clear understanding and can talk about the experiences they have had. The children achieve above the national average in their progress scores for reading and writing. The attendance of disadvantaged children will be above 95%</p>	<p>collected by FFT. Over last half term this dropped due to impact of absence for chicken pox. figures from sep to may half term for PP to be: R 89.29 1 92.44 2 91.22 3 91.21 4 91.44 5 92.9 6 93.73 Overall PP 91.67</p>	<p>Targets for development: -Retaining language and knowledge – more opportunities to retain and recall knowledge from previous year groups. Website and subject progressions to be trialled next year- 2022-23 23-24 hone curriculum and refine after next year. Vocabulary training/ support for staff – looking into best ways to link spelling and reading to vocabulary teaching. Measuring the impact of the changes.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2022
<p><i>Phonics training for all staff including TAs and KS2 staff</i> (£3,000)</p>	<p>The 2021 Reading Framework stresses the importance of a synthetic phonics teaching strategy. The EEF toolkit mirrors this view point. RWI is on the list of recommended providers The English Hub through cornerstone education will be supporting St. Mary's with the implementation of the programme.</p>	<p>1,2 and 3</p>	<p><u>From our pupil interviews/data and learning observations we know that:</u> -RWI training for all teachers and TAs took place in January 2022 Phonics scores up from 74% in 2019 to 83% in June 2022 (cohort with lower SEN than average for St. Mary's) -support from English Hub and RWI consultant has provided useful check ins and has given staff expertise and boosted their understanding of how to teach phonics effectively. -1:1 coaching has improved results for the bottom 20% of our readers. 86% of PP pupils passed the phonics screening compared to 47% in 2019 (A more able year group in general with more parental support and less SEN) <u>Targets for development:</u> -Continued support from RWI advisor and use of the coaching structure using the RWI -Development and CPD for expert reading teachers</p>

<p><i>Talk for Reading training for all staff (£2,000)</i></p>	<p>The 2021 reading framework highlights the key principals behind talk for Reading within the paper Research surrounding the importance of fluency and decoding is at the centre of the approach and the importance of talk and modelling all of which has been highlighted in EEF toolkits surrounding improving the teaching of literacy.</p>	<p>1,2,3 and 4</p>	<p><u>From our pupil interviews and learning observations we know that:</u> -Talk for reading training happened for all staff across the trust from January to March in staff meeting times -Background pedagogy behind teaching reading was made explicit. -Reading results are higher than maths and writing across the school. -LTP work needed and more work to embed and measure impact needed next year</p> <p><u>Targets for development:</u> More work on planning and implementation of talk for reading needed next year- staff have mentioned during T4W audit completed on 14/06/2022</p>
<p><i>Mastering Number/ Rekenrek project NCTEM provided</i></p>	<p>NCTEM research- importance around early number, vocabulary and concrete resources and images</p>	<p>1,2,3</p>	<p><u>From our pupil interviews and learning observations we know that:</u> -All KS1 children taking part in rekenrek/mastering number project- engaged and learning as evidenced in observations/monitoring -Teachers say that they have benefitted from the CPD and discussions with other teachers - clear progression of skills.</p> <p><u>Targets for development:</u> Continued development and embedding of rek and rek number skills Continue to measure the impact of project as the children continue up through the school</p>

<p><i>Curriculum improvements- progression and clarification of St. Mary's curriculum</i></p>	<p>Curriculum progression to be solidified and improved across all individual subjects in conjunction with the subject leads.</p>	<p>12345</p>	<p><u>From our pupil interviews and learning observations we know that:</u> -History, Geography, RE, PE, Music and ICT progression documents have been created and matched with the St.Mary's curriculum -RHE and Science to be complete by end of 2022 -'Subject walk-throughs' have taken place for History and Geography and the other subjects are scheduled for this term. -Website to be updated over the summer to reflect new curriculum <u>Targets for development:</u> Website to be updated to reflect new curriculum Art, DT and modern foreign languages to be completed in conjunction with BPS</p>
<p><i>Heart Smart introduction for the RHE/SMSC curriculum (£4000)</i></p>	<p>EEF toolkit on importance of meta cognition and resilience in order to be achieve 'just right state for learning'</p>	<p>12345</p>	<p><u>From our pupil interviews and learning observations we know that:</u> -Well-being ambassadors are using the heart smart phrases to support children at break and lunch -Well-being ambassadors now know the phrases and SLT are using them when discussing behaviour incidents with children <u>Targets for development:</u> All children and staff to know and be using the HeartSmart Hi-Five</p>

<p><i>Wellbeing and metacognition strategies used to support curriculum</i></p>	<p>EEF toolkit on Metacognition Heart Smart- ELSA NHS guidance of supporting with anxiety DFE wellbeing lead training package</p>	<p>12345</p>	<p><u>From our pupil interviews and learning observations we know that:</u> -Introduction of well-being practitioner role has supported Y6 with their final year in school -Heart smart lessons have been introduced and are beginning to become a common language- further embedding needed next year. -Strategies from the well-being practitioner will be recorded and passed on to staff and parents for future support. -94% attendance for PP children in y6 suggests that they benefitted from feeling supported with their well-being. <u>Targets for development:</u> -Continue to support children with their well-being- reaching out to support from the community with the social prescribing/STAR club involvement -Going for gold in the Anti-bullying alliance work</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2022
<p><i>Tutors selected from the national tutoring programme to be used for tutoring for the PP children in Year 6 in particular</i></p>	<p>EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning National Tutoring programme DFE promotion of tutoring for catch up</p>	<p>12345</p>	<p><u>From our pupil interviews and learning observations we know that:</u> -waiting for y6 data TA data meeting at Easter data drop suggests a positive impact <u>Targets for development:</u></p>

<p><i>Recovery premium funding to be used to access national tutoring partnership</i></p>	<p>EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning</p>	<p>12345</p>	<p><u>From our pupil interviews and learning observations we know that:</u> -Tutoring saw an impact for 29% of our PP children in Year 6 who achieve the expected standard in the Year 6 sats in either reading or maths where support was given. <u>Targets for development:</u> -using tutoring to increase number achieving greater depth</p>
<p><i>1:1 coaching in phonics</i></p>	<p>Importance of 1:1 coaching to ensure keep up not catch up of the lowest performing 20% in phonics</p>	<p>123</p>	<p><u>From our pupil interviews and learning observations we know that:</u> With the exception the 3 EHCP children in Year 1 83% of the bottom 20% of Year 1 passed the phonics screening check. Including the EHCP children 50% of the lowest 20% passed the phonics check (with one of the children missing the pass mark by 1). <u>Targets for development:</u> -Supporting Y1 with a larger number of SEN children to maintain the gains in the phonics screening check.</p>
<p><i>Overcoming fears and worries intervention</i></p>	<p>Evidence based approach for supporting children with anxiety</p>	<p>5</p>	<p><u>From our pupil interviews and learning observations we know that:</u> -2 of the parents of our PP/CP/CIN children have received the overcoming fears and worries intervention this year. -The behaviour of one pupil has improved both in and out of school and the family are no longer open to social care. -Other families have benefitted from the support of the well-being practitioner who has been able to help both at home and in school</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2022
<i>ELSA support 1:1 behaviour support</i>	ELSA- Dan Hughes Margot Sutherland Louise Bomber	12345	-KS1 children achieving expected with ELSA support 33% of PP children in ks1 who had ELSA support achieved the expected standard in RWM -Anti-bullying alliance survey results show that the children receiving ELSA support enjoy school and feel safe in school
<i>Play therapy</i>		12345	Waiting for final data
<i>Anxiety/ASC support groups</i>	Psycho-support evidence informed intervention	12345	Y6 class teacher has seen impact in lessons and resilience increase 94% attendance of y6 PP children
<i>Counselling</i>		12345	Waiting for final data

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
NELI	DFE
Tutors from the National tutoring initiative	National Tutoring programme

