



# Pupil premium strategy statement 2022- 2023

This statement details our school's use of pupil premium (and recovery premium for the **2022 - 2023 academic year**) funding to help improve the attainment of our disadvantaged pupils.

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

This strategy has been informed by the: [EEF Guide to the Pupil Premium](#)

## School overview

Detail	Data
School name	Sacred Heart Catholic Primary School
Number of pupils in school	365 (January 2023)
Proportion (%) of pupil premium eligible pupils	20% (72)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021/2 – 2024/5</b> (2024/5 – Y6 will be the current Year 4).
Date this statement was published	January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Lorraine Dolan-Walsh
Pupil premium lead	Diana James
Governor / Trustee lead	Mr Jonathan Roberts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£90,912</b> 2022/23 Academic Year Pupil Premium allocation is calculated on: 7/12 of 2022/23 financial year (Sep to Mar) and 5/12 of 2023/24 financial year (Apr to Aug) 7/12 of £83,100 = £48,475 (60 pupils @ October 2021 x £1,385) 5/12 of £101,850 = £42,437 (70 pupils @ October 2022 x £1,455)
Recovery premium funding allocation this academic year	Recovery premium funding allocation 2022/23 academic year: <b>£8,700</b> (School have to contribute a top up of £40% of the overall costs to the recovering fund).
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>TOTAL: £99,612</b>

# Part A: Pupil premium strategy plan



## Statement of intent

Our school values of Faith, Hope and Love underpins our intention to provide for all pupils irrespective of their background or challenges they face to make good progress. *We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.*

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals. We recognise that to achieve this we will need to help our pupil premium children overcome a number of barriers that we have identified, from improved academic achievement, to emotional wellbeing and good mental and physical health.

Our strategy is also integral to wider school plans for educational recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been affected the most, including non-disadvantaged pupils.

Pupil Premium Funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

The range of provision provided by the school (Governors, SLT, teaching staff and support staff) for the Pupil Premium group include and will not be limited to:

- 1:1 support
- Small group work with an experienced teacher or TA
- Mental health and wellbeing support
- Additional teaching and learning opportunities provided through trained TAs.
- Payment towards all activities, educational visits and residential. This will ensure children have first-hand experience to use in their learning in the classroom.
- Provision of specialist learning software e.g., Times Tables Rockstars.
- Entitlement to one free after school enrichment club.

This list is not exhaustive and it will change according to the needs of our disadvantaged pupils.

## Challenges



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

Challenge number	Detail of challenge										
<p>1. Attendance</p>	<p>Our attendance data over the last 5 years has been good.</p> <table border="1" data-bbox="363 456 1310 685"> <thead> <tr> <th data-bbox="363 456 778 533">Year</th> <th data-bbox="778 456 1310 533">Percentage Attendance - Reception to Year 6</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 533 778 568">2018-2019</td> <td data-bbox="778 533 1310 568">96.3%</td> </tr> <tr> <td data-bbox="363 568 778 604">2019-2020</td> <td data-bbox="778 568 1310 604">95.9%</td> </tr> <tr> <td data-bbox="363 604 778 640">2020-2021</td> <td data-bbox="778 604 1310 640">96.9%</td> </tr> <tr> <td data-bbox="363 640 778 685">2021-2022</td> <td data-bbox="778 640 1310 685">94.6%</td> </tr> </tbody> </table> <p>At January 2023, there are 26 disadvantaged pupils with attendance below 90%. It must be noted that a small number of families with multiple children constitute the majority of these pupils; a very small number of families with a high number of pupil premium children is affecting school attendance data. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' attainment and progress.</p> <p>43% of the pupils with attendance less than 90% are disadvantaged pupils. (58% of disadvantaged pupils with attendance &lt;90% are members of families with multiple children with attendance below &lt;90%).</p>	Year	Percentage Attendance - Reception to Year 6	2018-2019	96.3%	2019-2020	95.9%	2020-2021	96.9%	2021-2022	94.6%
Year	Percentage Attendance - Reception to Year 6										
2018-2019	96.3%										
2019-2020	95.9%										
2020-2021	96.9%										
2021-2022	94.6%										
<p>2. Attainment of pupils.</p>	<p><b>PP End of academic year attainment – 2021 – 2022</b></p> <p><u>ELG</u> School 70% PP 63%</p> <p><u>KS1</u> ARE Reading – PP 53% - Pure PP 71% - All pupils 78% ARE Writing – PP 40% - Pure PP 65% - All pupils 63% ARE Maths – PP 53% - Pure PP 76% - All pupils- 76%</p> <p>PP pupils with EAL and/or SEND attainment is not yet good.</p>										
<p>3. Phonics</p>	<p>Assessments (e.g. Year 2 phonics retakes), observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics. This negatively affects their development as readers.</p> <p><u>Phonics Screening</u> 36% of pupils who took the Year 2 retakes in Summer 2022 passed. 20% of disadvantaged pupils who took the Year 2 retakes in Summer 2022 passed. 71% of pupils who took the Year 1 phonics screening passed.</p>										



	<p>30% of disadvantaged pupils who took Year 1 phonics screening passed.</p> <p>National 2022 75% (down from 82% in 2019).</p>
4. Vocabulary Acquisition	<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident through from Reception to Year 6 and in general are more prevalent among our disadvantaged pupils.</p> <p>26% of PP pupils are EAL. This may affect vocabulary acquisition. Of the disadvantaged children who have joined SHS since September 22 (up to Jan 23) 75% are also EAL.</p>
5. Emotional wellbeing	<p>The emotional wellbeing of the whole school community is a priority. More than 21% of our disadvantaged children and their families are currently benefiting from sustained support from our Family Liaison Office and our ELSAs.</p> <p>School and family requests and referrals for emotional support (e.g. to CAMHs) have markedly increased.</p>
6. Extra-Curricular opportunities	<p>Our disadvantaged children frequently have reduced opportunity to access extra-curricular provision. We plan to continue to offer free clubs, enrichment opportunities and trips for these children.</p>



## Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3-year current strategy plan (2024/2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved attendance for disadvantaged pupils.	The percentage attendance of disadvantaged pupils closely matches or exceeds non-disadvantaged pupils.
2. Attainment of pupils	All PP pupils achieve at / above the level on non-PP pupils who share other key characteristics e.g. PP SEND pupils in line with non-PP SEND pupils.  All pupils with the capacity to achieve / exceed ARE are statistically closer to achieving this year on year.
3. Phonics Screening scores will match local and National.	All pure PP will pupils pass the phonics screening.  PP pupils with other key characteristics e.g. PP and SEND will match non-PP with the same characteristic e.g. non-PP and SEND.
4. Improved oral language skills. More diverse and higher order vocabulary used among disadvantaged pupils.	Observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  Assessment of writing will show pupils are able to evaluate and edit by proposing changes to vocabulary to enhance effects and clarify meaning. (Target Tracker Statement).  Assessment of writing will show pupils are building a varied and rich vocabulary. (Target Tracker Statement).
5. Emotional Wellbeing  To identify and provide wellbeing support for PP pupils (and families) on a needs basis. Children are able to achieve /maintain positive relationships.	The school will engage will all families facing challenges and provide effective support that helps to improve their overall mental wellbeing and enhances each pupil's ability to fulfil their potential.  The Family Liaison Officer will be available daily to meet with families to discuss and signpost families to support.  Family Liaison Officer and/or Inclusion Lead will process referrals to CAMHs within 6 weeks.  Sustained high levels of wellbeing from Year 6 cohort in 2024 cohort (current Year 3) will be demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>



	<ul style="list-style-type: none"><li>• a significant increase in pupil participation and enthusiasm for challenge.</li></ul>
<p>6. Extra-Curricular opportunities</p> <p>Improved access to extracurricular school clubs for PP children to develop their self-esteem; individual skills and provide enrichment opportunities.</p>	<p>Our disadvantaged children frequently have reduced opportunity to access extra-curricular provision. We will continue to offer free clubs, enrichment opportunities and trips for these children.</p> <p>100% of disadvantaged children are offered at least one extra-curricular club weekly by end of 2022-2023.</p> <p>Clubs offered will take into account the preferences of disadvantaged pupils.</p> <p>Inclusion Lead will meet with all disadvantaged pupils to encourage them to choose an extracurricular club to attend termly.</p> <p>Take up and engagement with extra-curricular clubs will continue to be consistently high.</p>
<p>7. Additional support offered to families to support child provision during school holidays through the HAF scheme; food hampers and additional vouchers.</p>	<p>All eligible families are invited to access support for childcare during the school holidays with increase uptake to HAF scheme.</p> <p>Inclusion Lead and Family Liaison Officer to work closely with the HAF scheme manager.</p>



## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£27,334**

Proportion of Inclusion Lead salary (**£14810**); proportion of Phonics Lead salary (**£830**); ELSA training (**£1186**); Annual Membership of Little Wandle **£995** / Resources **£500**; CPD **£3775** for all staff on Rosenshine Principles and Little Wandle (both ongoing and for those new to the programme) for Teachers and Teaching Assistants; SLT and core curriculum leaders release to monitor and support teaching staff - **£5238**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training staff to ensure assessments are interpreted and administered correctly.</p> <p>Assessment Lead and SLT analyse PP data and adapt provision accordingly.</p> <p>Individual progress meetings with class teachers and Assistant Lead.</p>	<p>Standardised tests, assessing and monitoring pupil progress can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2 and 3</p>
<p>Training staff in 'Rosenshine Principles' focusing on daily review and providing models.</p> <p>CPD / TED / mentoring of ECTs</p>	<p>The most effective teachers ensure that pupils efficiently acquire, rehearse, teachers ensured that their students efficiently acquired, rehearsed and connect background knowledge by providing a good deal of instructional support.</p> <p><a href="#">Principles of Instruction – research based strategies every teacher should know.</a></p>	<p>2, 3 and 4.</p>
<p>Core subject leads to work with teachers to ensure challenge in lessons.</p> <p>Training and CPD for staff to ensure challenge in all lessons.</p>	<p>According to the Sutton Trust:</p> <ul style="list-style-type: none"> <li>Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average.</li> </ul> <p>The 'Potential for Success' – Sutton Trust report states, "disadvantaged pupils who do perform strongly in primary school [...] are much more</p>	<p>2, 3 and 4.</p>



<p>Maths / English Leads and teacher release time to embed challenge for pupils in lessons (including Teaching for Mastery training).</p>	<p>likely to fall behind at secondary school, compared to other high attaining students, across a range of measures.”</p> <p><a href="#">Research to understand successful approaches to supporting the most academically able disadvantaged pupils. (DfE University of Warwick).</a></p>	
<p>Embedding dialogic activities across the school curriculum including EKLAN, NELI and ELSA. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Commission refresher Word Aware training to support new staff.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as EKLAN, NELI and ELSA and high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3 and 4.</p>
<p>Annual membership of <a href="#">DfE validated Systematic Synthetic Phonics programme (Little Wandle)</a> to secure stronger phonics teaching for all pupils. (Annual membership to access planning, resources and assessment tools).</p> <p>Continue to implement Little Wandle (revised) Letters and Sounds Systematic Synthetic Phonics Approach</p> <p>Ongoing of training for staff CPD (to include catch up programme).</p> <p>Purchase books, flashcards, resources and make them available for staff as they participate in training and when teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>A recent report shows, in the typical Year 2 classroom, there will be three very low attaining pupils for reading, compared to one before the pandemic. An additional and significant challenge identified by the report is that the attainment gap between socio-economically disadvantaged pupils and their peers has widened since before the pandemic and has remained at a similar level since spring 2021.</p> <p>Report tell us that supporting reading development in younger pupils should continue to be an area of focus.</p>	<p>3</p>



Dedicated phonics TAs employed to support reading across KS1 and catch-up in LKS2.	<a href="#">EEF report – November 22 – socio-economic attainment gap.</a>	
Improve the quality of social and emotional (SEL) learning using the Jigsaw approach.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4 and 5



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

Budgeted cost: **£59,358** - 20% of TA salaries; **£5800** school contribution towards National Tutoring Programme.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent challenge and high expectations set for disadvantaged pupils with additional in class support to meet these challenges.</p>	<p>NFER research found that schools which are more successful in promoting high attainment do the following:</p> <ul style="list-style-type: none"> <li>• Whole school ethos of attainment for all</li> <li>• Address behaviour and attendance</li> <li>• High quality teaching for all</li> <li>• Meeting individual learners' needs</li> <li>• Deploy staff effectively</li> <li>• Data driven and respond to evidence</li> <li>• Clear, responsive leadership</li> </ul> <p><a href="#">Supporting the attainment of disadvantaged pupils</a></p>	<p>1, 2, 3, and 4</p>
<p>EKLAN, NELI and ELSA sessions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills and social interaction skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, and 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with guidance from the Phonics Lead.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 and 3</p>
<p>Encourage and develop the enjoyment of reading across the curriculum.</p> <p>To develop reading comprehension skills of existing pupils and in-year admissions.</p>	<p>All PP pupils will have access to reading support in school and express an enjoyment of reading by Summer 2023.</p> <p>All PP pupils receive a book termly as a gift from the school.</p> <p>All PP pupils not making expected progress with phonics in KS1 and pupils who have</p>	<p>2, 3, 4 and 5.</p>



	<p>not passed phonics screening in LKS2 will have additional support.</p> <p><a href="#">DfE Research evidence for reading for Pleasure.</a></p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 and 4
<p>Small group intervention targeting disadvantaged pupils with EAL.</p> <p>Interventions will happen before school.</p> <p>In-house translators (e.g. Tamil; Mandarin; Korean; Ukrainian; Spanish; Portuguese) support CTs, pupils and families.</p>	<p>Translation and/or Translators will be provided for families to inform them of school routines and expectations.</p> <p>All PP pupils with early acquisition level of English will be offered small group or 1:1 support in class and/or in a before or after school intervention.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4 and 5.
<p>1:1 and small group intervention that target gaps for disadvantaged pupils.</p> <p>Interventions will happen during the school day.</p> <p>Focus phonics, comprehension, writing and maths.</p>	<p>At least 1 x weekly adult to read 1:1 with disadvantaged children in KS2 and at least 3 times weekly in EYFS and KS1. Pupils with additional needs will be heard reading more frequently.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4 and 5.



<p>Power Hour</p> <p>Homework club for disadvantaged pupils.</p> <p>Groups are small and year group based so targeted support can be given.</p> <p>Groups led by TA and/or CT.</p>	<p>Research suggests homework has a positive impact on average (+ 5 months).</p> <p>It is important for schools to consider how home learning can be supported for pupils who may not have a quiet space for home learning (e.g. homework club).</p> <p>Homework that is linked to classroom work tends to be more effective.</p> <p>Completing homework at school supports families who may not have the facilities, environment and/or time to support their children at home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>2, 3, 4 and 5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£12,920**

Year 6 Residential 50% of costs = **£2420**; Year 5 Residential 50% of costs = **£900**; Year 4 Residential 50% of costs = **£150**; Enrichment clubs (**£6930**); Class day trips (**£2520**); Administration costs **£500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the attendance of disadvantaged pupils with attendance &lt;90%. , The EWO, Attendance Officer, Inclusion Lead and Family Liaison Officer will work closely together including referring pupils formally to the EWO.</p> <p>In addition, the expectation is for all teachers to support pupils (and families) to ensure good attendance and punctuality. See individual teacher appraisals (SD3.2)</p> <p><i>“Teachers should evidence how they are supporting good attendance and punctuality of vulnerable pupils.”</i></p>	<p>Research has shown that poor school attendance affects not just a child’s educational achievement but their mental health too. Recent research has shown a correlation between poor attendances being a potential indicator of current or future poor mental health. .</p> <p><a href="#">Cardiff University Research Team</a></p> <p>Gov.UK Education Statistics <a href="#">The link between absence and attainment at KS2 and KS4</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for phase leaders to monitor and proactively engage with parents to limit the barriers that impact attendance.</p> <p>FLO will engage with families of persistent absenteeism in particular those children within larger sibling groups.</p> <p>Attendance Officer and Inclusion Lead will have regular meetings with the EWO.</p> <p>Class Teachers are responsible for the monitoring of attendance of the pupils in their class. (See individual class teacher appraisals).</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE research (2012) on <a href="#">improving attendance at school</a> found that:</p> <p>Children with low attendance in EYFS are more likely to come from the poorest backgrounds. If attendance is only monitored until pupil is 5, this may be too late. They may start school already behind their peers, particularly in their acquisition of language and their social development.</p>	<p>1 and 2</p>



Monitoring of attendance includes EYFS.		
Enrichment Programme including extracurricular clubs; day trips and school residential.  1 free club (e.g. Rocksteady) for each Pupil Premium child.  Liaison with outside groups who can provide enrichment opportunities such as Polka Theatre; Royal Palaces.	DfE says that every state-funded school must offer a curriculum that is balanced and broadly based, and which: <ul style="list-style-type: none"><li>• Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society</li><li>• Prepares pupils at the school for the opportunities, responsibilities and experiences of later life</li></ul> <a href="https://webarchive.nationalarchives.gov.uk/ukgwa/20130903160914/http://www.education.gov.uk/schools/teachingandlearning/curriculum/a00199700/spiritual-and-moral">https://webarchive.nationalarchives.gov.uk/ukgwa/20130903160914/http://www.education.gov.uk/schools/teachingandlearning/curriculum/a00199700/spiritual-and-moral</a>	1, 5, 6

**Total budgeted cost: £99,612 (including £8,700 Tutoring Programme-Recovery Funds).**



## Part B: Review of outcomes 2021-2022

### Pupil premium strategy outcomes

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

#### **1. Improved oral language skills and wider more diverse vocabulary used among disadvantaged pupils.**

As at end of December 2022, 52% (11/21) of pupils in Year 5 or above have begun to or have achieved the target to, *“propose changes to vocabulary”* (Band 5)

As at end of December 2022, 60% (25/42) of pupils in Year 3 or above begun to or have achieved the target to *“build a varied and rich vocabulary.”* (Band 3).

#### **2. Improved reading and maths attainment among disadvantaged pupils.**

##### Whole School at Summer 22,

77% of PP pupils across the school were ARE in reading and maths.

66% of PP pupils across the school were ARE in writing

##### KS2 (Year 3 to Year 6) PP Data – Juniper report.

ARE Reading – PP 75% - All pupils 86% (National 74%)

ARE Maths – PP 88% - All pupils 75% (National 71%)

ARE Writing – PP 75% - All pupils- 69% (National 69%)

##### 2022 Year 6 DATA

Reading: 100% pure PP ARE (National for all pupils 74%)

Writing: 80% pure PP ARE (National for all pupils 69%)

Maths: 100% pure PP ARE (National 71% for all pupils).

#### **3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

Sign up for afterschool clubs has improved.

Autumn 2021 – 16 pupils attended.

Spring 2022 – 15 pupils attended.

Summer 2022 – 27 pupils attended.

Autumn 2022 – 24 pupils attended.

Spring 2023 – 54 pupils signed up.

##### Headlines from recent pupil survey:

90% of disadvantaged pupils enjoy school most of the time.

92% of disadvantaged pupils enjoy learning most of the time.

100% of disadvantaged pupils said their teachers helped them to achieve their best.



99% of disadvantaged pupils said there is an adult in school who they can share their worries with.

**4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

All PP pupils in the cohort (Year 3 2021-2022 / Year 4 2022-2023) have improved attendance:

Comparison of attendance from 2017/18 to 2021/2022:

Pupil 1: 94.4% increased to 98.8%

Pupil 2: 71.5% increased to 87.92%

Pupil 3: 84.21% increased to 88.1%

Pupil 4: 83.61% increased to 94.69%

PP pupils new to this year have good attendance of 94%+.

## Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle Letters and Sounds
X Times Rockstars	Times Tables Rockstars
Numbots	Times Tables Rockstars
White Rose Maths Premium Resources including catch up programme.	White Rose Maths
Literacy Toolbox	Perceptual Literacy.com
Rocksteady	Rocksteady Music School