

Pupil premium strategy statement – St Mary’s Catholic Primary, Loughborough.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils 26-27 Academic year	36 (17%) 25/26 academic year <i>Targeted pupil premium: 19 pupils</i> 9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25 to 2026-2027
Date this statement was published	November 2025 updated March 2026
Date on which it will be reviewed	September 2026
Statement authorised by	P Jordan Headteacher
Pupil premium lead	P Jordan Headteacher Ann-Marie Fox Office manager
Governor / Trustee lead	Jane Monaghan

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 25 26	61,426
Pupil premium funding allocation academic year 26 27	53,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for the 25 26 academic year	£61,426
<i>Budget for the 26 27 Academic year</i>	£53, 250
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

St Mary's is a vibrant and diverse primary school, located in the centre of Loughborough. We serve families that reflect the community's rich cultural make up. 43% of our pupils speak English as an additional language and EAL percentages are above national averages in each class, a demographic that presents both opportunities and challenges in fostering an inclusive learning environment.

In the 25.26 Academic year 37 pupils received pupil premium, 2 pupils are PLAC. 18% of our pupils are classified as disadvantaged. In the 26 27 academic year: 19 pupils 9% receive targeted pupil premium funding. A further 26 pupils 13% are on the expanded free school meal list and will need support.

How-ever this figure is not indicative of the socio- economic challenges faced by many families in our school. A considerable number of households experience low income but do not qualify for benefits, while others face restrictions in recourse to public funds, due to being on working visas. This reality necessitates a tailored approach to support and intervention as it creates hidden poverty in our community. According to recent research, our area has a higher rate of income deprivation affecting children (IDACI) than in other areas of Loughborough, particularly for living conditions.

Some of our children commence their educational journey with low baseline attainment, limited proficiency in English, and minimal school readiness skills, particularly in language development. There has also been an increasing number of pupil premium pupils with SEND needs. However, we have high aspirations for all our pupils irrespective of their background or the challenges they face. We expect them all to make excellent progress and our aim is for them to achieve across all subject areas. Our decisions on how funding is spent is based on sound research alongside our understanding of our own children's needs.

As a school we are aware of that many of the key interventions and approaches adopted on a whole school level are not only restricted to pupils eligible for the Pupil Premium; they incorporate children who are disadvantaged or vulnerable in other ways, for example looked after children, children that are open to early help and those that have or

have had a social worker. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We know from EEF research that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ so ensuring that teaching is of a consistently high standard across all subjects is a key priority.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop their cultural capital and extend their vocabulary through shared experiences and personal development.

We continually look at various sources of data to ensure that support is directed effectively. All targeted interventions are monitored closely. When looking at academic progress data, we ensure that the progress of disadvantaged pupils is carefully tracked and discussed during pupil progress meetings.

Our analysis of attendance data highlighted areas where action was needed and funding has been targeted to address punctuality and attendance- reducing the persistent absence particularly of disadvantaged pupils. Tackling attendance remains a priority. From analysis of our own data we recognise that a number of our disadvantaged children also have some social and emotional needs, some SEND needs are being supported by Early Help or social services.

SEND and Pupil Premium breakdown — 2025–2026 Academic year

Year Group (No. of pupils)	% SEND Total 18% (%)	% PP Total 17 (%)	% SEND & PP 17%
Year 6 (31)	16%	13%	3%
Year 5 (31)	16%	26%	12. 9%
Year 4 (32) _	33%	18%	6%
Year 3 (33)	16%	22%	9%
Year 2 (28)	21%	14%	3%
Year 1 (29)	27%	18%	6%

EYFS 24	3%	13%	3%
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SEND and Pupil Premium breakdown — 2026–2027 Academic year

Students	Group Size	Educatio...	EAL (Cou...	SEN (Cou...	Pupil Pre...	Young Ca...
Year 1	22	0 (0.00%)	9 (40.9%)	1 (4.5%)	3 (13.6%)	0 (0.00%)
Year 2	29	2 (6.9%)	15 (51.7%)	7 (24.1%)	6 (20.7%)	0 (0.00%)
Year 3	27	2 (7.4%)	12 (44.4%)	5 (18.5%)	4 (14.8%)	0 (0.00%)
Year 4	30	2 (6.7%)	11 (36.7%)	7 (23.3%)	8 (26.7%)	0 (0.00%)
Year 5	32	0 (0.00%)	19 (59.4%)	10 (31.3%)	6 (18.8%)	0 (0.00%)
Year 6	33	0 (0.00%)	15 (45.5%)	5 (15.2%)	7 (21.2%)	1 (3.0%)
Reception	22	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (4.5%)	0 (0.00%)

We are committed to working effectively with other professionals and parents to ensure the best outcomes for our children. We carefully plan the allocation of all our staff to ensure that appropriate support is in place for all our children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set*
- Act early to intervene at the point need is identified*
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress in early reading and phonics. Assessments, observations and discussions with staff indicate underdeveloped oral language skills and phonics gaps among many disadvantaged pupils. Disadvantaged pupils enter reception below age related expectations in comparison with other pupils.

2	Communication and language. Disadvantaged pupils across the school have limited vocabulary and language acquisition.
3	Progression of Reading Internal and external assessments and discussions with pupils suggest disadvantaged pupils' attainment is lower than other pupils. Fluency, inference and deduction skills are key areas where there are gaps. This is linked to challenge 2. This then impacts writing progress.
4	Personal development curriculum enriched through clubs, trips and opportunities Tracking of individual disadvantaged children shows a gap between access of extended activities and opportunities compared to non-disadvantaged children impacting negatively on social awareness, life experiences, ability to make links and cultural capital.
5	Teacher referrals for support remain high for disadvantaged pupils currently requiring additional support with social, behavioural and emotional needs, in small group interventions and external services.
7.	Pp pupils attendance to be as high as non-pp Reduce persistent absence of pp/ disadvantaged pupils, as these pupils feature predominantly on pupil attendance monitoring.

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
To improve phonics outcomes, increase phonological knowledge and fluency for reading.	Pupil Premium children achieve at least 80% or above in Year 1 PSC. Ongoing Little Wandle assessments show significant improved scores among disadvantaged pupils. This is evidence when triangulated with other sources of evidence, including engagement in Phonic lessons and ongoing formative assessments. Monitoring continues to demonstrate high quality phonics sessions and catch up interventions. Fluency further developed in Y2- Little Wandle fluency programme
Children's vocabulary and language skills are improved in a way that increases their confidence, improves their reading and writing, attainment and progress, whilst helping to develop their oracy.	Number of PP children making expected progress will be at least in line with non PP children. Reduce the gap in attainment between PP children and non-PP children. Improved teacher confidence in developing vocabulary skills. Opportunities provided in class to develop oracy.

Accelerate progress in reading and writing and address misconceptions through gap analysis . Improve fluency, deduction and inference skills. Pupils apply the reading skills across the curriculum.	Pupil Premium children make accelerated progress in line with peers. KS2 Reading outcomes show that disadvantaged pupils meet the expected standard and gaps are addressed. Book looks and lesson visits show that work is being planned to enable children to meet their end points. Children had risk have been identified and targeted interventions have been put in place.
To ensure that the attendance of PP children is in line with school targets and reduce episodes of lateness. Measured by: Attendance figures	While attendance has improved we recognise that the strategies we have put in place have had significant impact and so there needs to be continued focus to maintain high attendance. Attendance of PP and non PP children are in line. Able to track support offered to families to increase attendance. There is increased engagement of parents with pp pupils, including in the reading and writing workshops that will be provided across school.
Increase in attendance in clubs and extra curriculum activities for disadvantaged pupils. A wide variety of trips and visits are in place to improve cultural capital for pupils.	Pupil Premium children attending at least one before school, after school or curriculum activity throughout the year. Significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Little Wandle Staff training CPD Parental engagement Phonics Screening Check assessments Progress meetings with Class teacher/English lead/SLT Rapid Catch up LW Daily Catch up LW SEND programme LW Accelerated Reader £3, 240 little Wandle £900	Ofsted Inspection Framework 2019 (deep dives into reading in every inspection). Language and literacy provides the building blocks, not just for academic success, but for fulfilling careers and rewarding lives. EEF Improving the teaching of literacy. New English Reading TAF's for all pupils Regular Little Wandle Assessments Feedback from English lead and pupil voice <u>Phonics/Teaching and Learning Toolkit/EEF</u>	1, 2 and 3
Staff training: oracy across the curriculum... accelerate the language development of children in EYFS., Y1 and Y2. Coaching and cover. CPD £495	Reports from DPS and CMAT visits Subject leader feedback Accurate on-going assessments using Arbor <u>Oral Language interventions/EEF</u> <i>EEF research in the UK shows that quality oral language support in Early Years Foundation Stage (EYFS) is crucial for children's development, with a strong emphasis on the role of the adult in creating high-quality interaction.</i>	1, 2 and 3
Accelerated Reading Little Wandle Phonics Babcock Spelling programme QFT Shared Reading	Data analysis Progress meetings Phonics assessments AR assessments and GAPS analysis Lesson Walk thru's <u>Diagnostic assessment/EEF</u>	1, 2,3
Little Wandle Staff training CPD Parental engagement Phonics Screening Check assessments Progress meetings with Class teacher/English lead/SLT Rapid Catch up LW Daily Catch up LW SEND programme LW	Ofsted Inspection Framework 2019 (deep dives into reading in every inspection). Language and literacy provides us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. EEF Improving the teaching of literacy. New English Reading TAF's for all pupils Regular Little Wandle Assessments Feedback from English lead and pupil voice <u>Phonics/Teaching and Learning Toolkit/EEF</u>	1, 2 ,3

Alternative curriculum activities offered with specialist teachers <i>Communication and language approaches adapted from external agencies, SALT, SENCO</i> <i>In school: cpd in the use of widdits from EYFS to Y6.</i>	EEF Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression.	4,5, 7
Sports Coach fulltime	Planned sporting activities for PP children at lunchtimes to reduce any financial barriers- increasing participation in every tournament- pp and disadvantaged	4,7

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
Children receive support in reading, writing and/or maths through Quality interventions or in class support	Small group tutoring to support and deliver weekly interventions. Children who may not have additional hours allocated through PP/SEND top up funding but need extra support in lessons or specific areas of need eg reading comprehension, writing and maths fluency. Three adults in school delivering this: including HLTA and school senco/ DHT Oral language interventions/teaching and learning Toolkit/EEF <u>One to One tuition/Teaching and Learning toolkit/EEF</u> <u>Small group tuition/teaching and Learning Toolkit / EEF</u>	1, 2, 3
Accelerated Reader £3, 240 little Wandle £900	Small group or 1:1 catch up intervention-Little Wandle. Also cpd for staff Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback	1, 2,3

	from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this <i>impact</i> .	
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Wider strategies (for example, related to personal development attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children given opportunities to access before school and after school clubs. Lunchtime sports provision with sport coach and apprentice. Learning Zone set up with sensory environment All children to have a successful lunchtime which then enables them to access the afternoon lessons. To provide breaktime/lunchtime support for those who struggle with friendships. Playground zones £1000 Access to the JM football Academy clubs Lunchtime equipment	Funding towards educational visits, before school and after school clubs and enrichment opportunities. Encouraged to participate in clubs in order to improve attendance and behaviour. Opportunities to learn musical instruments through Rocksteady in school, peripatetic music teacher, Art specialist, sports coaches. JMFA Sports Camps Half term, Christmas, Easter and Summer. 1:1 Sports coaching sessions, Sport Tournaments, School holiday camps, School trips, Year 6 Briars Residential trip. <u>Behaviour interventions/EEF</u> Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children <i>at a very early age engage and interact in the world around them.</i> <i>The benefits of a breaktime and lunchtime club include improving social skills, increasing friendship groups and networks, promoting peer social acceptance, creating feelings of happiness for all, removing the triggers often associated with completely undirected time.</i>	2, 4 , 7

Variety of after school Clubs offered Guitar Rock steady band music Before school club offered after October half term	Increase in take-up of after school clubs PP children using before school wrap around club Attendance improving Enjoyment of small group curriculum sessions eg Rocksteady Music, SENSE Art <u>Improving Social and Emotional Learning in Primary Schools/EEF</u>	4, 5, 7
Before School Grant applied for 30 pupils Out of school hours/ wrap around club £10.000 support for LAC Educational visits Rocksteady Music : bursary places	Children to have access to afterschool provision when needed. To provide children with access to a free breakfast facility (up to 30 children). So this cost is purely staffing. School trips and educational visits are powerful, positive teaching tools that help enhance the social, personal and emotional development of all students (and teachers!). No child would ever be excluded from a trip, however by partially funding we are able to offer a greater range of experiences. Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5, 7

Total budgeted cost: £ 53, 250

Part B: Review of the previous academic year 25/26

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

All pupil premium pupil passed the phonics screening.FSM6 100%

The data demonstrates that Year 6 KS2 SATs show 68 % combined Reading, writing.

and maths which is higher than previous years. Reading, writing, grammar and mathematics are all above national averages. FSM6 closed the gap to peers in mathematics and grammar.

Further work needs to be done on writing and reading, particularly for FSM6 at greater depth, where the scaled scores, indicated a wider gap to peers.

Disadvantaged combined: reading, writing and mathematics

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group conte
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	42%	46%	Close to average (non-sig)	68%	-25	Not applicable	Not applicable
2025	8	38%	47%	Close to average (non-sig)	69%	-32	No meaningful change	High - SEN

Disadvantaged pupils

	2023	2024	2025	3-year average
RWM expected standard	Above (non-sig)	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Reading expected standard	Above (non-sig)	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Writing expected standard	Close to av. (non-sig)	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Maths expected standard	Close to av. (non-sig)	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
EGPS expected standard	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	58%	62%	Close to average (non-sig)	80%	-22	Not applicable	Not applicable
2025	8	63%	63%	Close to average (non-sig)	81%	-18	Narrowing	High - SEN

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	58%	59%	Close to average (non-sig)	78%	-20	Not applicable	Not applicable
2025	8	63%	59%	Close to average (non-sig)	78%	-16	Narrowing	High - SEN

Disadvantaged pupils - Maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	58%	60%	Close to average (non-sig)	80%	-22	Not applicable	Not applicable
2025	8	63%	61%	Close to average (non-sig)	81%	-18	No meaningful change	High - SEN

Disadvantaged progress

	2022	2023	2-year average
Reading progress	Small cohort	Close to av. (non-sig)	Above (non-sig)
Writing progress	Small cohort	Close to av. (non-sig)	Above (sig+)
Maths progress	Small cohort	Close to av. (non-sig)	Above (non-sig)

Cohorts

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	65%	59%	Close to average (non-sig)	78%	-13	Not applicable	Not applicable
2025	8	63%	60%	Close to average (non-sig)	79%	-16	No meaningful change	High - SEN

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils performance, including attendance, behaviour and wellbeing.

		St Mary's		St Mary's	
		2023-24		2024-25	
GLD		67.9%		74.1%	
GLD: 24/25: This is compared to the Leicestershire average of 70.4%, the East Midlands average of 67.3% and the national average of 68.3%.					
Phonics		77%		79%	
MTC		24.9 (mean average)		23.2 (mean average)	
KS2 SATs	Reading	Exp 63%	GD 20%	Exp 71%	GD 25%
	Writing	70%	10%	70.8%	8.3%
	Maths	73%	27%	67%	20%
	Grammar	77%	37%	71.9%	35.0%
	Combined	57%	10.0%	58%	11%
	Science	77%	n/a	79%	n/a
Average Scaled Scores:					
		Reading	Maths	GAPS	
2025		102.2	102.2	106.7	

The data demonstrated that Year 2 optional SATs show 83% Reading, 62% writing and 89% Maths.

The data for our EYFS GLD shows 74% achieved Good Level of Development (GLD), 82% CLL, 75% comprehension, 79% writing, 89% number.

The data shows that 79% of St Mary's pupils achieved Year 1 Phonic Screening Check with 80% of disadvantaged pupils achieving Year 1 PSC.

100% of PP children achieved over 20 in the Year 4 Multiplication test and 65% achieved a pass.

Attendance impact – in high percentile.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	37	94.0%	92.4%	Above	Relative improvement	-
2023/24 (3 term)	40	92.1%	92.0%	Close to average	Relative improvement	High - SEN

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	182	96.6%	94.8%	Above	Relative improvement	-
2023/24 (3 term)	182	94.6%	94.5%	Close to average	Relative improvement	High - SEN

Persistent absence

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	182	6.0%	13.3%	Below (sig-)	Sig decrease	-
2023/24 (3 term)	182	14.8%	14.6%	Close to average (non-sig)	No sig change	High - SEN

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	37	16.2%	24.5%	Below (non-sig)	No sig change	-
2023/24 (3 term)	40	30.0%	27.1%	Close to average (non-sig)	No sig change	High - SEN

SEN - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School
2024/25 (2 term)	33	15.2%	22.3%	Below (non-sig)	No sig change	-
2023/24 (3 term)	44	25.0%	24.2%	Close to average (non-sig)	No sig change	High -

FSM - Attendance

Year	Cohort	School	National	National distribution banding
2025/26 (3 half terms)	32	93.8%	92.2%	Above

Based on all the information above, the performance of our disadvantaged pupils met some and did not meet other expectations.

Our evaluation of the approaches delivered last academic year indicates that we need to introduce English lessons in Year 1 earlier after the half term in Advent 1, as well as Little Wandle Phonics lessons and reading to enable writing progress to be met.

More rigorous monitoring of reading in Year groups 3,4 and 5 to ensure over 75% are achieving expected levels at the end of each year, through planning, interventions and the new CMAT statements split into terms.

To improve reading progress in each class we are ensuring all teachers listen individually to every child read at the start of each term to improve fluency and reading stamina. We will refresh training for all staff in whole class modelled reading and Little Wandle Phonics CPD catch up.

Year 1 Phonics will be fortnightly monitored by the English Subject leader to ensure daily catch up sessions are given and specific interventions to support PSC.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The further information section below provides more details about our planning, implementation and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
Little Wandle Phonics	Big Cat Collins
RSE/PSHE	TenTen Life to the Full Plus

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils*
- Utilising a PINS Project for SENCo. The training we are part of will focus on the training needs identified through a combined education and NHS project: to develop our understanding of our pupils needs, give pupils a voice in how we address their additional needs and support more effective collaboration with parents*
- Accessing a SENSE Art project and offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate.*

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also worked with our CMAT and received a pupil premium review.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutinies and conversations with parents, pupils and staff, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

