



# St Thomas CE (VC) Primary School

## 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 Thomas CE (VC) Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	39.4%    157 pupils
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-2022 <b>2022-2023</b> 2023-2024
Date this statement was published	October 2022/ <b>October 23</b> / October 24
Date on which it will be reviewed	July 2022/ <b>July 2023</b> / July 2024
Statement authorised by	Kate Meade (Headteacher)
Pupil premium lead	Cat Goddard/ Jane Bray
Governor / Trustee lead	Jo Simpson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,600.
Recovery premium funding allocation this academic year	£22,765 (£145 x 157)
School-led tutoring funding (NTP)	£23,652
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£268,017</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Here at St Thomas CE (VC) Primary School we aim to be a school of opportunity and success for all pupils, including, and especially, those who are in receipt of the Pupil Premium. Our school vision of 'from tiny seeds, grow mighty trees', is central to our philosophy of aspiring to all children to achieve their full potential regardless of their start or background. Our school pupils eligible for the Pupil Premium are identified quickly so that we can support needs effectively. The needs analysis for the Pupil Premium is an on-going process through a pupil's learning journey at the school. We strongly believe that the measures of successful spending should be raising standards, the narrowing of the achievement gap and the broadening of opportunities for the most disadvantaged pupils at St. Thomas's School.

We wish for all of our children to flourish and the school recognises that eligibility for Pupil Premium does not imply low ability. Our focus is on supporting disadvantaged pupils so that they achieve to their personal best and in line with their non-PP peers; we will also focus on identifying gaps and providing timely and appropriate intervention for our most disadvantaged pupils, through a process of data, teacher assessment and evidence-based research from the EEF on the most effective strategies. School leaders work with wider professionals and the community to make the key decisions about our strategy and regularly evaluate the effectiveness of the support for individual pupils.

The school has created a team of staff that work across each cohort to identify and support any child that may not be making progress. This identification process is rooted in our assessment procedure which highlights any individual that many not be working at the level that they are expected to be. This allows the teacher to direct their learning mentor efficiently and effectively as well as discussing vulnerable children within the regular pupil performance meetings with the leadership team.

We have a 4-strand strategy for the efficient use of PP. Every PP child is identified within at least one strand.

- SUPPORT TO LEARN
- NURTURE TO LEARN
- ENGAGE TO LEARN
- EXTEND TO LEARN

### Challenges

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

Challenge number	Detail of challenge
1	<p>Clear gap between achievement of PP and non-PP pupils.</p> <p>Assessment data shows that a significant number of PP pupils are not attaining ARE in all three core subjects. End of year internal data for 2021/22 showed a significant gap</p> <ul style="list-style-type: none"><li>• Reading at or above ARE: PP 43.24% Non-PP 71.35% <b>(28.11%)</b></li><li>• Writing at or above ARE: PP 30.63% Non-PP 59.88% <b>(29.25%)</b></li><li>• Maths at or above ARE: PP 37.84 Non-PP 70.76% <b>(32.9%)</b></li></ul>
2	<p>Many of our PP children don't learn to read quickly enough and there was a significant gap in the % of pupils who passed their phonics benchmark between disadvantaged children and non-disadvantaged children.</p>

	End of year data for Y1 2021/22 phonics check showed a significant gap <ul style="list-style-type: none"> <li>Phonics- Disadvantaged- 76.5% Non-Disadvantaged- 29.2% <b>(47.3%)</b></li> </ul>
3	Many of our PP children also have an additional SEND need
4	Significant number of PP pupils with SEMH needs which can affect their learning and negatively impact on their self-esteem
5	Attendance of our PP children is below the national expected level and persistent absence and lower punctuality rates are more evident for PP pupils than for other pupils, this affects their attainment <ul style="list-style-type: none"> <li>21/22 Data from FFT</li> </ul> FSM6- 90.5% Not FSM6- 93.3% (2.8% gap)
6	Many families struggle to support learning at home, which raises stress and negatively impacts on pupil's ability to achieve in school.

### 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>More PP pupils working at ARE.</p> <p>Gaps are closed more within current cohorts where there is a significant gap- (ARE- PP/ Non-PP)</p> <ul style="list-style-type: none"> <li>Year 2- 27.3%-65.7% - gap of 38.4%</li> <li>Year 3- 40%/60%- gap of 20%</li> <li>Year 4 – 60%/67%- gap of 6.7%</li> <li>Year 5 – 54.5%/69.7%- gap of 15.2%</li> <li>Year 6- 50%/76.3%- gap of 26.3%</li> </ul>	<p>Increase from current whole school data (R/W/M) and close gap to non-PP.</p> <p>Staff are fully aware of the PP children in their class and during appraisals all appraisal leads focus teacher attention to these children.</p>
<p>More children are able to read fluently and in turn able to access ARE curriculum texts</p>	<p>% of PP children passing phonics benchmark increased to national average.</p> <p>Children are making progress with their reading ages.</p>
<p>Children are well supported to meet their SEND targets and books show progress.</p>	<p>SEND targets are met.</p> <p>Other agencies are engaged with the children where necessary to support the child. Children are making progress</p>
<p>SEMH pupils supported to learn</p>	<p>Children are ready to learn and engaged in lessons. Behaviour monitoring shows less incidents. Children are well supported and have access to other agencies where needed.</p>
<p>Pupil Premium children attend school regularly and the level of persistent absence is reduced</p>	<p>Percentage attendance of PP children is broadly in line with non-PP children</p>
<p>Increased support and involvement of PP families</p>	<p>To ensure attendance is in line with non-PP peers Families feel supported through school in a range of ways and are therefore able to support their child/ren.</p>

	Families come to parents evening, parent workshops and other events held by school.
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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.

We have a 4-strand approach to the efficient use of PP. Every PP child is identified within AT LEAST one strand.

- SUPPORT TO LEARN
- NURTURE TO LEARN
- ENGAGE TO LEARN
- EXTEND TO LEARN

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

Budgeted cost: (TLR total £15,003) (Phonics £6,765) (WR maths train tutor £2,900) (Curriculum cost £10,350) ( LM £179,500) (SENDCO teacher cover £3,600) (ECT mentor cover £1,200) (Resourcing £1000.00)

**TOTAL: £220,318**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TLRs to work alongside teachers to develop good or better teaching. To support them in action planning following Gap Analysis and in measuring impact.</p> <p><b>5X TLRs</b>  <b>M-£2873</b>  <b>W- £4373 (now AHT)</b>  <b>R – £2011</b>  <b>ER&amp; P – £2873</b>  <b>Ass- £2873</b></p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><i>High quality CPD is essential to follow EEF principles. 'Using the PP funding to improve teaching quality benefits all children and has a particularly positive effect on children eligible for PP funding.'</i> EEF Key Principles</p>	1 and 2
<p>Resourcing and continued training for Essential Letters and Sounds which is a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p><b>£1000 Training.</b>  <b>£3,000- Resourcing</b>  <b>£1000 for teacher and release for monitoring and impact assessments</b></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><i>Effectively implement a systematic phonics programme.</i>  <i>EEF - Improving Literacy in KS1</i></p>	1, 2 and 6

<p><b>Extended hours for support in phonics resourcing for a TA</b> <b>£ 1,765</b></p>		
<p>White Rose maths Train the Tutor</p> <p>Lead teacher plus x5 LM and TAs trained to tutor maths in small groups of children.</p> <p><b>Training cost £2,500</b> <b>Staff release £400</b></p>	<p>The White Rose Maths intervention programme provides high-quality, in-school support tailored to meet pupil's needs and plug the attainment gap or accelerate learning. 90% of children on the program make significant progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 4</p>
<p>Cornerstones Curriculum training and staff training to develop a high-quality curriculum which supports</p> <p>A day per week supply to develop subject leadership and ensure quality knowledge and key vocabulary is learnt.</p> <p><b>£2750 – cost of curriculum</b> <b>Training- £7,600</b></p>	<p>Evidence shows that a high-quality curriculum which is knowledge-based, alongside evidence from cognitive science which highlights the need for long-term memory knowledge is critical for life-long learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions">https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions</a></p>	<p>1, 2, 4</p>
<p>Time with SENCO to develop appropriate targets for SEND children</p> <p>37 of our disadvantaged children also have SEND at IEP, MSP or EHCP. High quality targets which support their learning.</p> <p><b>3 days per term cover</b> <b>£3,600</b></p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>2, 3, 4</p>
<p>Training and high-quality support for our ECT.</p>	<p>Evidence suggests a robust and well-planned program for ECT supports retaining good teachers and ensures they are</p>	<p>1, 2, 3, 4</p>

£1,200	supported teaching quality by further developing the core knowledge and professional skills.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-early-career-framework-three-key-insights-for-school-leaders-to-help-support-their-newest-teachers">https://educationendowmentfoundation.org.uk/news/eef-blog-early-career-framework-three-key-insights-for-school-leaders-to-help-support-their-newest-teachers</a>	
<b>SUPPORT TO LEARN:</b> The pupils in need of support and show characteristics such as: ‘plateauing’ scores, conceptual barriers to learning. Intervention groups supporting pupils across the school. Use school assessment data to identify core area of learning for Learning Mentor focus. Identify relevant focus for specific year group.		
White Rose Maths interventions LM support (as above)	<i>‘Give children who are struggling with maths additional support through high -quality one-on-one or small-group interventions.’</i>  <a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths">https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths</a>	1,2 and 4
Reading Interventions Lowest 20% in all year groups supported with weekly and daily reading. LM/TA support (as above)	The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.  <i>EEF Reading comprehension strategies Toolkit</i>	1,2 and 4
Writing Small group feedback/target setting LM support (as above)	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.  <i>EEF Feedback Toolkit</i>	1,2 and 4
Costing of resources for all above <b>£1000</b>		

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

Budgeted cost: (SEMH teacher release £3800), (SIBs training £185) (MHST parental involvement sessions £400) (Nurture resources £1000) (NELI £250.00) (Academic mentors and tuition through SLT £23,652) (Oracy curriculum development £500) (some cross over with LM support to learn)

**TOTAL: £29,787.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>NUTURE TO LEARN:</b> Social and emotional support is high on the EEF agenda, and we know that ensuring children are ready and confident for learning aids progress. Self-regulation		

<p><b>SEHM Support</b></p> <p>½ day week teacher release to support Trailblazers/Support planning/ MHST</p> <p>£3800</p>	<p><a href="file:///st-dc/01/Staff%20Home\$/kate.meade/Downloads/improving-social-and-emotional-learning-in-primary-schools.pdf">file:///st-dc/01/Staff%20Home\$/kate.meade/Downloads/improving-social-and-emotional-learning-in-primary-schools.pdf</a></p> <p><i>EEF key findings - ‘Both targeted intervention and universal approaches have positive overall effects’</i></p> <p><i>EEF Toolkit Metacognition and self-regulation</i></p> <p><i>EEF Toolkit Behaviour Interventions</i></p>	<p>3,4</p>
<p>SIBS training</p> <p>SIBS is a program used to support the siblings of children with SEN/D needs who are often adversely effected family circumstances. This course can cover up to 15 participants.</p> <p><b>£185</b></p>	<p>Evidence shows that supporting the needs of the siblings and parents of children with SEN/D can improve outcomes for all family members</p> <p>Effective engagement for parents of SEND pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>3,4</p>
<p>Coffee Morning and parental meetings support whole family wellbeing through a series of MHST support</p> <p><b>£400</b></p>	<p>By working alongside our local MHST team we are delivering a series of open coffee mornings where families can come along and talk, discuss and learn about different strategies to support their own and their children’s mental health and wellbeing.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	<p>3,4</p>
<p>Resourcing for ‘Nest’ and other areas to support SEMH.</p> <p>£185</p>	<p>Our ‘Nest’ is a quiet space for children with SEMH needs to come for interventions, support and a place to feel safe.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	<p>3,4,5</p>
<p><b><u>ENGAGE TO LEARN</u></b></p> <p>Timetabling of behaviour ‘mentors’ to work 1:1 and with small groups of pupils to address emotional and social issues. ‘Real life’ experiences to be used within these sessions e.g. cooking, trips to town, using public transport etc. Timetabling of behaviour ‘mentors’ to work with and support pupils on a 1:1 basis to address emotional and social issues which are impacting on learning behaviour.</p>		
<p>ELSA programme led by ELSA lead in School</p> <p>Lego therapy</p> <p>Forest School</p>	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though there is relatively wide variation between alternative programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies ... The majority of studies report higher impact with older pupils. Different treatment approaches, such as behavioural, cognitive and social skills for aggressive and disruptive behaviour, seem to be equally effective.</p>	<p>3,4,5</p>



<p>Zones of Regulation</p> <p>Social Stories</p> <p>Pupil led enterprise</p> <p><b>£1000.00 resourcing/ staff release</b></p>	<p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline so are worth considering as alternatives to direct behaviour interventions."</p>	
<p><b>Tutoring to support carefully identified individual pupils</b></p>		
<p>NELI</p> <p><b>Staff release training and delivery (£250.00)</b></p>	<p>EYFS toolkit shows communication and language approaches have high impact. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	<p><b>1,2</b></p>
<p>Academic mentor x2</p> <p><b>£8,468</b> (- 60% subsidised by government)</p> <p><b>X2 =£16,936</b></p>	<p>Academic mentors will provide intensive learning support, while allowing teachers to focus on delivering lessons. Evidence suggests how effective this kind of small group tuition can be. By directly employing academic mentors within each school, their activity and impact can be shaped to the school's needs and closely monitored.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p><b>1,2</b></p>
<p>School Lead tutoring</p> <p><b>£6716</b> (- 60% subsidised by government)</p>	<p>In house either school led or tuition partner tutoring through national tutoring partnership to work mainly with our PP children on areas of learning arising from internal data.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p><b>1,2</b></p>
<p>Voice 21 release</p> <p>EAL interventions</p> <p><b>£500</b> for resourcing/ staff release to implement and monitor</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-</a></p>	<p><b>1,2</b></p>

[interventions?utm\\_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm\\_medium=search&utm\\_campaign=site\\_search&search\\_term=oral%20la](https://www.educationevidence.org/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral%20la)

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

Budgeted cost: £ (some cross overs with staff in above areas) Attendance Officer (£10,907.37) APSO (£1014.00)  
Resourcing/clubs (£1,000.00)

**TOTAL £13,412.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>EXTEND TO LEARN</b>		
Support for extra-curricular activities to nurture skills and talents, to develop social skills and promote self-esteem. Support to ensure improved attendance and support families to ensure children are able to get to school		
After School Clubs  <b>£500.00</b>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><b>EEF - Physical activity Toolkit</b> <b><i>'There are wider benefits from regular physical activity in terms on physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.'</i></b></p>	6
Family Homework Clubs  <b>£500.00</b>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><b>EEF - Homework</b> <b>EEF - <i>'Parental engagement has positive impact .... it is crucial to consider how to engage with all parents to avoid widening gaps'</i></b> <b><i>'The average impact of parental engagement approaches is about an additional four</i></b></p>	1, 2 and 6

	<i>months progress over the course of a year. There are also higher impacts for pupils with low attainment.'</i>	
Attendance officer (50% role: <b>£10,437.00)</b> APSO <b>£975.00</b>  Our FSM6 children attendance was in line with FFT average but it was down on their nonFSM6 peers by 2.8%	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	5,6
Attendance external support and framework Development  Working with Wayne Harris and 5 foundations of effective attendance practice to secure a long-term and effective attendance culture. <b>£1000</b>	As above	

**Total budgeted cost:**

- **Teaching £220,318**
- **Targeted Academic Support £29,787.00**
- **Wider strategies £13,412.00**

<b>Detail</b>	<b>Amount</b>	<b>Spent</b>
Pupil premium funding allocation this academic year	£221,600.	£221,600.
Recovery premium funding allocation this academic year	£22,765 (£145 x 157)	£22,765
School-led tutoring funding (NTP)	£23,652	£23,652
<b>TOTAL</b>	<b>£268,017</b>	<b>£263,517</b> <b>Over spend of £500</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
Catch-up Premium funding carried forward from previous year	£0	
<b>Total budget for this academic year</b>	<b>£2268,017</b>	<b>£263,517</b> <b>Over spend of £500</b>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Intended outcome	Success criteria
More PP pupils working at ARE	Increase from current whole school data (R/W/M 41.5%/28.3%/45.3%)
Gap closing between number of PP and non-PP pupils working at ARE	Close gap from current point of 17%
SEMH pupils supported to learn	Identified pupils making progress in line with peers
Maintain consistent levels between PP and non-PP in EYFS reading	Gap to remain closed
Increased support and involvement of PP families	Reduce % of PP families where all pupil members are working below ARE

#### 1. More pupils working at ARE.

There has been a slight increase from previous year's data with whole school data showing a slight increase in PP children achieving ARE in Reading and Writing, but there was still too much of a gap between our PP and non-PP children, especially in maths.

- Reading at or above ARE: PP 43.24% Non-PP 71.35%
- Writing at or above ARE: PP 30.63% Non-PP 59.88%
- Maths at or above ARE: PP 37.84% Non-PP 70.76%

From our phonics benchmark data, we also noted a significant gap between dis and non-dis children with a gap of 47% (29.2% pass/ 76.5% pass), which is why our new phonics scheme is clearly based on the 'keep up' model and early data will focus on entry data for our dis pupils.

However, our end of KS2 data showed that our PP children in Y6 fared better than average in reading and writing than national but were 0.4pp down on national in maths. Our RWM was +1.3pp on national average for our disadvantaged children. Impact of Academic Mentor with a bespoke role appears to have had an impact.

#### 2. Gap closing between number of PP and non-PP pupils working at ARE.

The current gap appears to have grown to an average of 30% across our whole school data, however the gap was more significant in some year groups as a pose to others.

Our EYFS data showed that our disadvantaged children performed +12.4% compared in NCER national in GLD, as did our KS2 children with +1.3%. However, our KS1 children were -19.2%

Our PPR meetings and our action plans now have to have our PP children highlighted and staff need to be more aware of need. Our LM roles need to be more defined and our programs of intervention more robust and suitable to our children's needs.

#### 3. SEMH pupils supported to learn

A huge overhaul of the program our SEMH children needed was conducted within the year. Many outside agency involvements were sought to support the learning and social needs of our SEMH children. We laid down a clearer picture for behaviour worked in levels. We recorded \*\* exclusions.

4. Maintain consistent levels between PP and non-PP in EYFS reading

Our EYFS literacy specific goal saw 66.7% of disadvantaged children achieve, compared to 52.3% NCER national and 52.6% non-disadvantaged. NELI had a good impact on our PP children.

5. Increased support and involvement of PP families

Our LM ran a homework club for the majority of last year where children of PP families were invited where all children were working below ARE across all subjects. We had 6 PP families attend the club, with 14 children from rec-Y6 in attendance. Pupils were able to have support to complete homework by our Learning mentors and also other creative tasks such as arts and crafts and baking. All of the children within the groups completed their homework for the week during this group.

Of the 14 pupils attending 6 of the children were also on the SEN register.

Attendance was high to begin with but dropped off at the end of the year with only 3 families regularly attending to the end of the sessions.

### 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
Cornerstones Curriculum Maestro	Cornerstones
Beyond the Physical	Beyond the Physical
NELI	Nuffield