

Pupil premium strategy statement – St. Anselm’s Primary

This statement details our school’s use of pupil premium (and recovery 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	229
Proportion (%) of pupil premium eligible pupils	43 Pupils / 19%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Kathleen Coll
Pupil premium lead	Eileen Dhak
Governor / Trustee lead	Gill Wickham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,570
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,570

Part A: Pupil premium strategy plan

Statement of intent

The School's mission, "In God's love we live, learn and grow" aims to change the lives and lifechances of every pupil. Every child has their own story, this requires a personalised learning journey and a complex level of intervention to ensure that each, and everyone makes the necessary outstanding progress.

This is a breakdown of how the school uses its Pupil Premium funding from its school budget. This is funding allocated to the school and is based on the number of pupils who have been eligible for Free School Meals in the last six years or who are Looked After Children by the Local Authority.

Key Principles:

- Quality first teaching and effective assessment meet the needs of all pupils.
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- We aim for all of our disadvantaged children to reach at least national expectations in all areas.
- As a minimum, we aim for the attendance of our Pupil Premium-funded children to improve and close the gap between PP and non-PP children.
- All children have access to the same extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Gaps in Curriculum Knowledge:</p> <ul style="list-style-type: none">• Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers whether or not the family speaks English at home.• Greater difficulty with phonics in comparison to non-disadvantaged pupils. This negatively impacts their development as readers..• Our assessments and observations suggest that a substantial number of Pupil Premium children have additional vulnerabilities such as Special Educational Needs and /or English as an Additional Language and therefore require additional interventions.• Some of our families from disadvantaged backgrounds have difficulty supporting their children with their home learning due to their own gaps in curriculum knowledge.

2.	<p>Access to wider life experiences:</p> <ul style="list-style-type: none"> • Some of our disadvantaged pupils have less access to books, stories, and conversations and have limited exposure to activities or outings. • Some of our children from disadvantaged backgrounds lack the opportunities for wider experiences causing a lack of cultural capital in comparison to their non-disadvantaged peers.
3.	<p>Social and emotional wellbeing:</p> <p>A high proportion of our disadvantaged pupils have emotional needs due to family circumstances and may require social, emotional and behavioural support. Many also lack confidence and self-esteem.</p> <p>Our observations and links to families suggest that there are issues with overcrowded or poor housing, which can have an adverse impact on sleep quality, and punctuality (they may have been placed in temporary housing in a different borough).</p>
4.	<p>Financial difficulties:</p> <p>Some of our children from disadvantaged backgrounds may have financial difficulties:</p> <ul style="list-style-type: none"> • With purchasing school uniforms. • With affording to take children on wider experiences, those families from non-disadvantaged backgrounds can afford. • With affording healthy, nutrient-rich food.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes show that more disadvantaged pupils meet the expected standard and the gap is diminished compared to their non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that more disadvantaged pupils meet the expected standard and the gap is diminished compared to their non-disadvantaged peers.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> • Pupil voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by the overall absence rate for all pupils and the attendance gap between disadvantaged pupils

	and their non-disadvantaged peers being reduced.
To improve access to wider life experiences for our disadvantaged pupils.	More children from disadvantaged families will go on school trips and take part in after-school clubs that will enrich their lives.

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: £37,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum.</p> <p>These can support pupils in articulating key ideas, consolidating understanding and extending vocabulary.</p> <p>English Lead release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality discussion have a high impact on reading.</p> <p>Oral Language Interventions Toolkit Strand Education Endowment Foundation EEF</p>	1.
<p>Continues purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle: Letters and Sounds Revisited)</p> <p>To secure stronger phonics teaching for all pupils across EYFS- and KS2.</p> <p>Continued training for all teaching and support staff.</p> <p>Phonics Lead release time.</p>	<p>Phonics approaches have a strong evidence base that indicates a high impact on the accuracy of word reading (through not necessarily comprehension), particularly for disadvantaged pupils (+5 months)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1.
<p>Purchase of additional phonetically decodable texts to</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>	1.

provide all KS1 and new-to-English children with books read at home in order to improve their word reading and fluency.	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Purchase of 'Colour Banded' books across KS2 to ensure children are provided with a text suitable for their reading ability to read at home to develop their reading fluency as well as improve their reading comprehension.</p> <p>Some of our disadvantaged pupils have very little access to books at home.</p>	<p>Research shows that being able to read fluently aids reading comprehension.</p> <p>Providing children with suitable books for their reading ability will support their reading fluency.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</p>	1,2.
Enhance our English teaching and curriculum planning.	<p>Reading Fluency Training and CPD for staff.</p> <p>Reading comprehension strategies have a high impact on average (+6 months). In addition to phonics, it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF (education endowment foundation.org.uk)</p>	1,2.
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Maths Lead release time.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</p>	1,2.
<p>Provide training to teachers and TAs focusing on teaching strategies to support children with SEND</p> <p>SENCo additional support</p>	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> • Feedback • Teaching Assistant Interventions <p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> • Social and emotional learning • A number of children have significant SEND/learning difficulties requiring additional support or interventions. 	1,2.
Speech and Language support interventions	<p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> • Teaching Assistant Interventions • Small Group Tuition • Oral Language Interventions 	1,2.

	<ul style="list-style-type: none"> • One to One Tuition • Speech and language therapist 	
Developing a robust programme of CPD for Teachers/TAs tailored to need, including phonics teaching/early reading/maths.	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> • Feedback • Learning Styles • Phonics • Reading Comprehension Strategies • Mastery Learning • Collaborative Learning Approaches 	1.
Release time for Phase Leads to support teaching and learning – the cycle of monitoring and improvement.	Further development of curriculum through a cycle of monitoring; lesson observation, book scrutiny, pupil voice and CPD.	1.
Improve the quality of social and emotional learning through staff training.	<p>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)</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	3.

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

Budgeted cost: £30,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff trained to carry out effective focused interventions and support in EYFS/KS1/KS2.	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1.
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Phonics 'Keep Up' and 'Rapid Catch Up' groups.</p> <p>Staff to receive ongoing training and coaching.</p>	<p>Phonics approaches have 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 of up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1.

Fund 1:1 feedback time between children and teachers.	Providing feedback is 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. Feedback EEF (educationendowmentfoundation.org.uk)	1.
Lowest 20% of the class to be heard read daily. Daily story time where the class teacher reads aloud to the class.	Evidence supports that reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word.	1.

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

Budgeted cost: £11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead to have a rigorous plan of action for those disadvantaged pupils who are persistently late or absent. Attendance rewards	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,4
Financial support for school uniforms to promote wellbeing and being part of the school community.	Ensuring all children have access to a school uniform, despite their economic hardship will support our children to feel part of our community and therefore will support with improving their wellbeing and attitude to school.	3,4
Fund educational visits and extracurricular activities for pupils eligible for pupil premium. Providing a range of rich experiences beyond children's own lives.	All pupils to be able to participate in high-quality educational visits and experiences in order to broaden the experiences of children from disadvantaged backgrounds. These experiences will help to widen prospects and horizons for all of our pupils, in particular, those from disadvantaged backgrounds: <ul style="list-style-type: none"> • School trips and visits • Yr 6 Residential • Range of after-school clubs/lessons where children from disadvantaged backgrounds will be given the same 	3,4

	access to funded clubs as their non-disadvantaged peers.	
Provide families with support in managing behaviour, boundaries, home environment and challenges faced.	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> • Parental Engagement • Behaviour Intentions 	3,4
School counsellor	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> • Metacognition and Self-Regulation • Social and Emotional Learning 	3,4
Contingency fund for acute issues	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	3,4

Total budgeted cost: £79,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Pupils

Year group	Pupil Premium	SEND	Combined PP/SEND
1	0	9	0
2	2	8	0
3	8	7	1
4	12	8	4
5	11	4	2
6	8	2	1

Aim
Outcome 1: Improved oral language skills and vocabulary among disadvantaged pupils.
Success Criteria: Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Evidence and impact

Drop-ins and external assessments have highlighted a consistent approach to teaching vocabulary. The use of STEM sentences across all subjects has had a significant impact on children's verbal responses and writing outcomes.

Our oracy lead has participated in LA training, conducted staff meetings for all staff to deepen their understanding, and provided strategies to support and develop oracy in the classroom. A thorough review of oracy has emphasized the positive impact of oracy, especially on less confident pupils. The strategies introduced during the training were evident in subsequent lesson observations.

- Feedback from the pupils indicated that they have not only developed their oracy skills but also understand their importance.
- There is a culture of sharing good oracy practices across the school, fostering collaborative learning.
- Word walls are being used in all classrooms to support teaching new words and encourage pupils to use these in their writing.

Outcome 2: Improved reading and writing attainment among disadvantaged pupils.
Success Criteria: KS2 reading and writing outcomes show that more disadvantaged pupils meet the expected standard and the gap is diminished compared to their non-disadvantaged peers.

Evidence and impact

Reception- Summative Assessment Judgement

Good Level of Development (GLD)		
2022-2023	72.4%	National 67%
2023-2024	72.4%	National

Whole School - Pupils meeting age-related expectations

Reading																	
Year 1 (29)			Year 2 (28)			Year 3 (30)			Year 4 (30)			Year 5 (30)			Year 6 (29)		
WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
(14)	(13)	(2)	(7)	(15)	(6)	(8)	(17)	(2)	(12)	(13)	(5)	(14)	(13)	(3)	(7)	(15)	(7)
48%	45%	7%	25%	54%	21%	27%	57%	7%	40%	43%	17%	47%	43%	10%	24%	52%	24%
Pupil Premium																	
0			2			7			12			11			8		
WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
(0)	(0)	(0)			(2)	(3)	(3)	(1)	(6)	(4)	(2)	(5)	(5)	(1)	(2)	(5)	(1)
					100%	43%	43%	14%	50%	33%	17%	45%	45%	10%	25%	63%	12%
SEND																	
9			8			7			8			4			2		
WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
(7)	(2)	(0)	(5)	(3)		(4)	(2)	(1)	(7)	(1)		(3)	(1)		(1)	(1)	
78%	22%		63%	37%		57%	29%	14%	88%	12%		75%	25%		50%	50%	
Pupil Premium & SEND Combined																	
0			0			1			4			2			1		
WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
						(1)			(4)			(1)	(1)		(1)		
						13%			33%			9%	9%		13%		

Writing																	
Year 1 (29)			Year 2 (28)			Year 3 (30)			Year 4 (30)			Year 5 (30)			Year 6 (29)		
WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
(14)	(11)	(4)	(8)	(16)	(4)	(13)	(16)	(1)	(14)	(16)		(13)	(14)	(3)	(3)	(23)	(3)
48%	38%	14%	29%	57%	14%	43%	53%	3.33%	47%	53%		43%	47%	10%	10%	79%	10%
Pupil Premium																	
0			2			7			12			11			8		
WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
(0)	(0)	(0)		(1)	(1)	(3)	(3)	(1)	(8)	(4)		(5)	(6)		(1)	(7)	
				50%	50%	43%	43%	14%	67%	33%		45%	55%		12%	88%	
SEND																	
9			8			7			8			4			2		
WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
(5)	(3)	(1)	(5)	(3)		(5)	(2)		(7)	(1)		(3)	(1)		(1)	(1)	
56%	33%	11%	63%	38%		71%	29%		88%	12%		75%	25%		50%	50%	
Pupil Premium & SEND Combined																	
0			0			1			4			2			1		
WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
						(1)			(4)			(1)	(1)		(1)		
						13%			33%			9%	9%		13%		

Math																	
Year 1 (29)			Year 2 (28)			Year 3 (30)			Year 4 (30)			Year 5 (30)			Year 6 (29)		
WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
(15)	(11)	(3)	(6)	(18)	(4)	(5)	(23)	(2)	(12)	(13)	(4)	(9)	(15)	(6)	(3)	(17)	(9)
52%	38%	10%	21%	64%	14%	17%	77%	7%	40%	43%	12%	30%	50%	20%	10%	59%	31%
Pupil Premium																	
0			2			7			12			11			8		

WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
(0)	(0)	(0)		(1)	(1)	(1)	(6)		(8)	(2)	(2)	(3)	(5)	(3)	(1)	(5)	(2)
				50%	50%	14%	86%		67%	17%	17%	27%	45%	27%	13%	63%	25%
SEND																	
9			8			7			8			4			2		
WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
(7)	(2)	(0)	(4)	(4)		(4)	(2)	(1)	(6)	(2)		(2)	(1)	(1)	(1)	(1)	
78%	22%		50%	50%		57%	29%	14%	75%	25%		50%	25%	25%	50%	50%	
Pupil Premium & SEND Combined																	
0			0			1			4			2			1		
WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD	WT	EX	GD
						(1)			(4)			(1)		(1)	(1)		
						13%			33%			9%		9%	13%		

Teaching

The school purchased the Little Wandle phonics scheme to ensure a consistent approach to teaching Phonics. As part of the implementation, all staff were provided with training to ensure consistency of routines and actions. In addition, we developed an assessment system which enabled teachers to identify the correct level and the need for any 'keep up' or 'catch up' sessions.

All phonic books used in class and sent home are matched to the child's level. An assessment system provides detailed information about the next steps for the teaching team as students move on to Year 1. This ensures that effective and consistent phonics teaching is maintained throughout the school, up to Year 6.

Teaching Assistants have targeted Pupil Premium pupils throughout the school to ensure they are being listened to regularly and their reading celebrated. 76% of pupils in year 6 achieved the expected standard in reading. 75% (6 of 8) of pupil premium pupils achieved the expected standard. Nationally, 60% of PP Pupils achieved the expected standard.

The school invested in a new library- turning a disused room into a fully stocked library. Pupil voice indicates that pupils including PP pupils, enjoy reading and going to the library and most can talk about the books and authors they enjoy.

Effective planning, questioning, and feedback are helping pupils eligible for pupil premium (PP) to develop their knowledge and skills, resulting in similar or better progress than their peers. Pupil engagement has increased across all classes.

The Senior Leadership Team has dedicated significant time to delivering in-service training (INSET) and weekly Continuing Professional Development (CPD) sessions focusing on Quality First Teaching (QFT). Subject leaders participate in regular coaching sessions to ensure the curriculum provision in school is high quality and in line with national expectations. Teachers have benefited from the National Professional Qualification (NPQ) programme for their development.

Outcome 3: Improved maths attainment for disadvantaged pupils at the end of KS2.
Success Criteria: KS2 maths outcomes show that more disadvantaged pupils meet the expected standard the gap is diminished compared to their non-disadvantaged peers.

Year 2							
Cohort (28)	Non-PP	PP(2)	SEND (8)	PP & SEND	Girls	Boys	National
Reading	(21) 75%	(2) 100%	(3/8) 38%	(0)	(9/12) 75%	(12/16) 75%	
Writing	(20) 71%	(2) 100%	(3/8) 38%	(0)	(9/12) 75%	(11/16) 69%	
Maths	(22) 79%	(2) 100%	(4/8) 50%	(0)	(9/12) 75%	(14/16) 88%	
RWM	(16) 57%	(2) 100%	(1/8) 12.5%	(0)	(8/12) 67%	(8/16) 50%	

Year 6							
Cohort (28)	Non-PP	PP (8)	SEND (2)	PP & SEND	Girls	Boys	National
Reading	(22) 76%	(6/8) 75%	(1/2) 50%	(1) 13%	(16/18) 89%	(7/11) 64%	

Writing	(26) 90%			(7/8) 88%			(1/2) 50%			(1) 13%	(17/18) 94%	(9/11) 82%	
Maths	(26) 90%			(7/8) 88%			(1/2) 50%			(1) 13%	(17/18) 94%	(9/11) 82%	
SPAG	WT	EX	GD	WT	EX	GD	WT	EX	GD	(1) 13%	(16/18) 89%	(7/11) 64%	
	(6) 21%	(10) 34%	(13) 45%	(1/8) 13%	(4/8) 50%	(3/8) 38%	(1) 50%	(1) 50%		(1) 13%			
RWM	(15/20) 75%			(6/8) 75%			(1/2) 50%			(0)	(14/18) 78%	(7/11) 64%	

New Joiner-September 2024
Reading- 1 Pupil on 99 or 98
SPAG- 2 Pupils on 99 or 98
Maths-1 Pupil on 99 or 98

Evidence and impact

- DHT small group support/ Weekly 1:1 tuition/ booster online classes during Easter Holidays (identified Year 6 pupils).

Outcome 4: To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.
Success Criteria: Sustained high levels of well-being demonstrated by: Pupil voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Evidence and impact

The targeted support and 1:1 counselling have had a positive impact on learning. Pupils have developed better resilience, confidence, self-esteem, and social skills. Parental partnerships between schools and families whose children receive PP engage with school events, parent evenings, parental workshops, and open help and support.

Many children have benefited from one-to-one or small group social skills sessions, preparing them for the school day and helping them regulate their emotions. There has been positive feedback from teachers, pupils, and staff. 101 (87 strongly agree / 14 agree) parents reported that their child is happy at St. Anselm's, with 101 (85 strongly agree / 16 agree) parents reporting that their child feels safe.

Regular pupil voice conferences provide evidence that children feel happy and supported at school, with a high percentage of pupils stating that they felt they could share worries with a trusted adult.

PSHE Questions	Year 3	Year 4	Year 5	Year 6
I feel happy and safe in school	100%	93.1%	92.8%	100%
I can work in a group with other children in my class	90%	96.55%	100%	100%
I keep trying to complete my learning even if I find it difficult	96.66%	93.1%	92.8%	93.1%
I can explain how I am feeling	83.33%	75.86%	53.57%	71.42%
If I am feeling angry, I can calm myself down	76.66%	68.96%	75%	82.14%
I am a good friend to others	100%	96.55%	100%	92.85%
I show respect to the children and adults at my school	96.66%	100%	100%	100%
I know how to keep myself safe	100%	89.65%	96.42%	96.55%
I know how to keep myself safe when using the internet	86.66%	89.65%	96.42%	92.85%
I know who I can talk to if I am worried or scared about something	80%	86.2%	89.28%	96.55%

Outcome 5: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
Success Criteria: Sustained high attendance demonstrated by the overall absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

Evidence and impact

The Attendance administrator has been vigilant in tracking and following up on non-attendance. Supportive phone calls home and follow-up meetings are organized with parents for all students who fall below 96% attendance. Attendance figures are published in the school's newsletter, and classes celebrate weekly attendance awards during assembly. Classes consistently achieve attendance rates in the 90s, and in some cases, 100%.

Termly meetings are held with the Education Welfare Officer (EWO), and regular communication is sent to the whole school community, emphasizing the importance of good school attendance, which has led to sustained improved attendance for all pupils. Attendance is above the Borough average at 96%+

Existing School Initiatives

- Pupils' attendance is closely tracked using SIMS.
- School office staff input data, track attendance, undertake first-day calling,
- Headteacher/SLT- track attendance, liaise with staff to identify families who fail to meet the target and identify next steps- Early help, school nurse referral, EWO support, holiday fining, more formal attendance referrals to the Local Authority.
- Governors monitor the attendance statistics.
- Attendance is a focus of Celebration Assemblies. Attendance data is presented in our weekly school assembly each week.

Outcome 6: To improve access to wider life experiences for our disadvantaged pupils
Success Criteria: More children from disadvantaged families will go on school trips and take part in after-school clubs that will enrich their lives.

Evidence and impact

Pupils eligible for the Pupil Premium Grant (PPG) have been provided with additional learning resources and financial support to ensure Pupils receiving PPG (Pupil Premium Grant) have received additional learning resources and financial support to ensure their full engagement in the curriculum.

This support includes access to sports, music, trips, workshops, and residential. The school has collaborated with various external agencies, such as community support, social workers, food banks, health visitors, and GPs, to bring about positive outcomes for specific children and families.

Families have received support with uniform purchases and sports kits, ensuring children feel equal and equipped for school. Additionally, the Deputy Head has provided wrap-around care support to families in need.

After School Clubs					
	Girls Football (Yr 4, 5 & 6)	Boys Football (Yr 5 & 6)	NFL Club (Yrs 4, 5 & 6)	Multi-Skills Club (Yr 3 & 4)	Gaelic Football (Yr 5 & 6)
No of Pupils	33	12	28	26	20
Pupil Premium	(6) 18%	(5) 42%	(9) 32%	(6) 23%	(5)25%
SEND	(2) 6%	(0)	(5) 18%	(6) 23%	(0)
Pupil Premium & SEND	(1) 3%	(0)	(1) 4%	(1) 4%	(0)

Externally provided programmes

Programme	Provider
MyMaths	Oxford University Plus
SPAG.com	Orchard Digital Ltd

Little Wandle	Wandle Learning Trust
Google Classroom	Google
Literacy Shed	The Literacy Shed Ltd
White Rose	White Rose University Press
Cornerstone Maestro Curriculum	Cornerstones Education
Life to the Full Plus	Ten, Ten Education