

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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.

School overview

Detail	Data
School name	St Mary's Catholic Academy
Number of pupils in school	236 (inc nursery)
Proportion (%) of pupil premium eligible pupils	22% (inc nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Dianne Mason
Pupil premium lead	Debra Statham
Governor / Trustee lead	Rebecca Page

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,804.00
Pupil 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	£70, 804.00

Part A: Pupil premium strategy plan

Statement of intent

Saint Gabriel The Archangel.

Forming pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

Inspired by St Gabriel the Archangel, we live this mission by standing in God's presence with confidence and humility, speaking with peace and courage, believing in the impossible, listening with love, and serving a mission greater than ourselves.

Many organisations have 'values' that underpin what they stand for and how to behave. For St Gabriel the Archangel CMAT we have a set of 5 characteristics (rather than 'values'). These are the character and culture of the Trust we wish to grow; the principles that should be lived out daily by staff, pupils, leaders and governors. These characteristics are complementary to our mission. The mission explains why the Trust exists and what it aspires to, whilst characteristics explain how we go about our work.

1. We Stand in God's Presence with Confidence and Humility

"I am Gabriel, and I stand before the throne of God." We live and lead with the knowledge that our authority, dignity, and purpose come from God - not from status, success, or self. Like Gabriel, we know who we are and Whose we are. In our schools, we cultivate a culture of quiet confidence, rooted in our divine identity and grounded in humility

Lived Out as:

- Leaders who serve to empower others
- Staff and students who find strength in faith
- A community that reflects God's presence in all we do

2. We Speak with Peace and Courage "Do not be afraid."

In a world full of uncertainty, we echo Gabriel's greeting by offering reassurance, compassion, and stability. We recognise that learning, change, and faith can be frightening—and we walk with others through it. Our Trust builds a culture of safety, kindness, and pastoral attentiveness.

Lived Out As:

- A Trust where wellbeing and pastoral care are foundational
- Staff who comfort before they correct
- Classrooms that encourage risk-taking through reassurance

3. We Believe that with God nothing is Impossible "Nothing is impossible for God."

Gabriel announces world-changing hope. We believe every child, every family, and every member of staff holds limitless God-given potential. We are not defined by our past or our limitations, but by the transforming power of grace. Our vision is bold, our faith is bold, and with courage we dare to step forward in hope

Lived Out As:

- Schools that celebrate growth
- Leadership that nurtures possibility, not just policy
- A shared conviction that every life can be renewed

4. We Listen with Love

"The holy one to be born will be called the Son of God." Gabriel communicates God's message with clarity and compassion, adapting his words to Daniel, Zechariah, and Mary. In the same way, our vocation is not only to teach but to communicate with love - listening deeply, understanding, and responding to each unique member of our community. Our pedagogy is relational, attentive, and compassionate. We are messengers of meaning, not just content.

Lived Out As:

- Staff who adapt their communication to pupils' needs and contexts
- A curriculum that nourishes hearts as well as minds
- Education that forms the whole person in Christ

5. We Serve a Mission Greater Than Ourselves

Gabriel does not act for himself, but as a servant of God's plan. So too, we serve our schools not for personal ambition, but in service of God's Kingdom. Each of us — whatever our role — is called to lead with humility and purpose. We plant seeds whose harvest we may never see. Our work is vocational, hopeful, and future-facing.

Lived Out As:

- Leaders who steward, not control
- Decisions made in light of long-term Kingdom impact
- A Trust that builds lasting legacy rooted in Gospel mission, devoted to the common good

Our vision for St Mary's Catholic Academy is summed up in the words-

The school welcomes the focus upon 'raising the achievement of disadvantaged children' as part of its commitment to ensuring that all of its pupil premium pupils receive the best teaching, engage safely in school life and make comparable progress to their peers.

We recognise that not all pupils who are eligible for the Pupil Premium are under-achieving and that others may be under-achieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our school is fully committed to ensuring the progress of all pupils and especially those that are disadvantaged.

The schools ultimate objectives for our disadvantaged pupils.

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils' needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

Key principles of the strategy plan

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.
- Access to improved educational resources and experiences for all disadvantaged students across all subject areas
- Targeted academic support for disadvantaged students including an academic tutor, intervention, small group tuition, as well as assessment
- Provision of strategies to support disadvantaged students with their attendance, and wellbeing including a breakfast club, after school clubs and instrumental tuition.
- Bespoke support to meet the needs of individual circumstances.

Challenges

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

Challenge number	Detail of challenge
1 ECTS	Capacity to provide continuous on-going high quality support for ECT's to enable effective excellent teaching in all year groups consistently across the school. The IDSR confirms strong teaching quality but highlights that low PP prior attainers in SPAG remain a gap. The intended outcome for ECT support should explicitly include strategies for addressing these pupils.
2 Coaching	Experienced high quality staff to support continuous and sustained professional development of all staff including ECTs and developing a programme of mentoring and coaching – maths, reading, phonics and RE. IDSR supports this as a strength but suggests adding a focus on middle PP prior attainers, who show lower attainment in some subjects. There needs to be a focus on coaching and mentoring to include strategies for challenging this group.
3. EYFS	To ensure that all children in EYFS receive high quality education and that the 5 recommendations of 'Strong foundations' are securely embedded.
4 Technology	Further development of technology to support high quality teaching and learning Technology is used successfully to support improved teaching and learning.
5 PP with SEND	Continuous professional development to support teachers to meet the specific needs of disadvantaged pupils with SEND
6 Language	Ensuring the Interventions that support language development, phonics, reading, literacy and numeracy have a clear impact. Phonics outcomes are strong, but SPAG gaps and EYFS language gaps remain.
7 Attendance	Sustain the current high standards and prevent regression.
8 SEMH	Supporting pupils social, emotional and behaviour needs
9 Parental Engagement	Engagement of parents in their child's learning. Continue current focus and monitor engagement data.
10 Extra-curricular	To continue to run extracurricular activities whilst considering staff well being. Link enrichment to greater depth attainment and cultural capital for disadvantaged pupils.

Intended outcomes:- 3 year plan 2024- 2027

This explains the outcomes we are aiming for **by the end of our current strategy plan by 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. For all ECT to be at least good or better throughout the curriculum	<ul style="list-style-type: none"> -Quality, effective teaching across the school is evident through learning walks, deep dives. All teaching is a least good or better. ECT's will receive ECT training, mentoring, a named mentor, regular coaching opportunities, -Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs -Effective implementation, particularly in the preparation stage of key development strategies such as language, metacognition and Social and Emotional Learning. -Effective use of research particularly for diagnostic assessment. -Teacher feedback improves pupil learning and continues to address misconceptions swiftly. - The % of disadvantaged pupils in achieving GDS in KS1 improves in KS2 -Effective, evidence informed CPD for staff ensures staff retention. - Metacognition strategies help pupils to work independently with success and impact on pupils attainment. - Research and professional development supports the teaching of disadvantaged pupils with SEN in mainstream education ensuring disadvantaged pupils with SEND achieve the best possible outcomes.

	<p>-Effective teaching ensures Pupil Premium children achieve at least in line with this group of children nationally at the end of KS2.</p> <p>All ECTs deliver consistently good or better teaching across all subjects. CPD and mentoring explicitly address strategies for supporting low prior attainers in SPaG, ensuring accelerated progress and narrowing gaps for disadvantaged pupils.</p>
<p>2. A programme of mentoring and coaching is firmly embedded and part of the school culture and impacts on raising attainment</p>	<p>- SLT and subject leaders to provide coaching and support throughout the school</p> <p>Continuous and sustained professional development on evidence-based classroom approaches.</p> <p>Continuous professional development includes building knowledge, motivating teachers, developing teacher techniques and embedding practise.</p> <p>Mentoring and coaching approach is in place with leaders identifying which method is appropriate for the subject area and/or teacher.</p> <p>A structured coaching and mentoring programme is embedded across the school, focusing on evidence-based approaches in maths, reading, phonics, and RE. Coaching includes strategies to challenge middle prior attainers, improving their progress and increasing the proportion achieving greater depth.</p>
<p>3. To ensure that all children in EYFS receive high quality education and that the 5 recommendations of 'Strong foundations' are securely embedded.</p>	<p>Quality, effective teaching within the foundation stage is evident through learning walks, coaching and monitoring. All teaching is a least good or better.</p> <p>Training, support and monitoring ensures that the 5 recommendations as set out in 'Strong Foundations' are securely embedded.</p> <p>The Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs</p> <p>-Effective implementation, particularly in the preparation stage of key development strategies such as language, metacognition and Social and Emotional Learning.</p> <p>The five recommendations of 'Strong Foundations' are fully embedded. EYFS provision ensures high-quality teaching and language development, reducing the GLD gap for disadvantaged pupils by 2027</p>
<p>4. The further use of technology in the classroom supports all children's learning including PP and SEND children</p>	<p>There is a pedagogical rational for adopting an increased use of ipads including careful planning and training for teachers so that they use it effectively</p> <p>Training for teachers in the further use of technology within the classroom</p> <p>Technology offers ways to improve the impact of pupil practice</p> <p>Increased use of technology, including the use of AI, supports all children</p> <p>Using technology supports children's learning and retention</p> <p>The use of technology helps to support to reduce gaps in pupil attainment (PP, SEND)</p> <p>Technology is used effectively to enhance retrieval, engagement, and retention of knowledge. Clear evidence demonstrates its impact on improving attainment for disadvantaged and SEND pupils through planned and monitored implementation.</p>

<p>5. Continuous professional development to support teachers to meet the specific needs of disadvantaged pupils with SEND</p> <p>Refresh teachers knowledge of the 5 strategies in the EEF document 'Special Educational Needs in Mainstream).</p> <p>Monitor SEND provision for those pupils that are Pupil Premium and SEND to see impact of SEND CPD including the use of pre-teaching, explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible grouping and targeted use of technology so that they can access the curriculum and have the appropriate level of challenge.</p> <p>Targeted Pupil Progress meetings for PP children with a member of SMT on a termly basis to identify and children who</p>	<p>Staff training ensures that staff have the knowledge and skills to meet the needs of specific pupils, particularly those who are PP with SEND.</p> <p>Specific approaches to support disadvantaged pupils with SEND are in place including: explicit instruction, cognitive and meta-cognitive strategies, scaffolding and flexible grouping and the use of technology.</p> <p>Training and the use of 5 strategies helps to close the gap between PP and SEND children</p> <p>Approaches to support disadvantaged pupils with SEND, help to close the gap and ensure that pupils achieve as well as they can, particularly in Maths and Writing.</p> <p>Teachers consistently apply evidence-based strategies (explicit instruction, scaffolding, metacognition) to support PP pupils with SEND. These pupils make strong progress in writing and maths, closing gaps and achieving outcomes in line with peers.</p>
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<p>may be falling behind and to carefully track their progress.</p> <p>Monitor the use of cognitive and metacognitive strategies with the PP children (with or without SEND) to ensure that all staff working with these children are developing their self-reliance and independence.</p>	
<p>6. Language Interventions used in whole class teaching small groups and 1:1 have a clear impact on pupil progress and ensure that PP children achieve well in phonics and early years</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <ul style="list-style-type: none"> -An evidence- based approach used that provides quality first teaching of language to all pupils and a robust form of assessment. As a result, language development across the school is improved - Collaborative working ensures leaders have a collective responsibility to sustain the gains made in language across the subjects -All staff (including support staff) appropriately trained in how to implement, monitor and assess the teaching of language across the curriculum -Robust assessment of children’s needs in language used consistently and constantly across the school to identify areas of further development and any gaps in children’s language. - The expectations in relation to language outcomes for each year group are clear and all staff are aware of how these can be achieved. -Language development is consistent across the school and is a priority, which is addressed in all subject areas. -Access to high quality texts is consistent across the school. -Reading is used to support language development in all subject areas, ensuring that pupils’ are able to build their cultural capital. - Development of language across the school and curriculum enables children to achieve well across the curriculum and this is reflected in results of national tests that meet government expectations. <p>Effective teaching of language ensure Pupil Premium children have the language needed to achieve at least in line with this group of children nationally at the end of KS2.</p> <p>Continue to target enrichment for Y1 phonics to ensure that identified children are supported</p> <p>Regular opportunities for phonics coaching and drop in sessions ensures that all children are exposed to high quality phonics</p> <p>Language interventions have measurable impact across EYFS and KS1, improving oral language, phonics, and literacy. Low prior attainers in SPaG make accelerated progress, and disadvantaged pupils achieve at least in line with national expectations by KS2.</p>
<p>7. The attendance of PP children is in line with national</p>	<p>All staff prioritise attendance and encourage pupil attendance through greeting children daily, commenting that children have been missed and engage in restorative practices. A wide range of approaches to improve attendance are in place, such as weekly celebration, punctuality prize week, attendance trips and whole class attendance rewards. Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance.</p> <p>Attendance for PP pupils remains above national averages, and persistent absence stays significantly below national. Systems and interventions sustain current high standards and prevent regression.</p> <p>Attendance for PP pupils remains above national averages, and persistent absence stays significantly below national. Systems and interventions sustain current high standards and prevent regression.</p>
<p>8. The social and emotional learning skills are integrated and modelled through everyday teaching and reinforced through the whole school ethos and activities</p>	<p>All staff have received training in order to support children in the social and emotional aspects of learning including attachment and trauma.</p> <p>By the end of 2027 the school will have achieved ARC accreditation for implementing and delivering practices associated with trauma and attachment</p> <p>Whole class approaches as well as targeted interventions are in place.</p> <p>Monitoring of these approaches and the impact is in place.</p> <p>Family support worker and other agencies heavily involved with the development of social and emotional support.</p> <p>Restorative practise, including the introduction of a ‘Relationships’ policy is firmly embedded.</p>

	<p>The school development plan identified children’s resilience as a priority. Through the development of social and emotional learning children are becoming increasingly resilient in their learning and confidently use strategies to support independent learning.</p> <p>Social and emotional learning strategies are embedded in everyday practice. Pupils demonstrate resilience and independence, and the school achieves ARC accreditation for trauma-informed practice by 2027.</p>
9. To continue to promote parental engagement in children’s learning	<p>Parents are actively engaged in their children’s reading Parents are supported regularly in well designed and planned learning sessions To implement a plan in working with and engaging parents and to monitor progress towards the aim of the plan. In EYFS promoting shared book reading is a central component of parental engagement. Home learning activities, such as playing with letters and numbers form part of weekly homework activities</p> <p>Parents are actively engaged in supporting their child’s learning through workshops, shared reading, and regular communication. Impact is monitored through participation data and improvements in pupil outcomes.</p>
10. The schools before and after school programmes are structured and have a strong link to the curriculum Extra curricular activities have an impact on Social and emotional aspects of learning and personal growth	<p>Targeted after school programme of enrichment, homework and summer school programmes are in place.</p> <p>Monitoring engagement in extra-curricular activities increases engagement in learning and is translated into improved teaching and learning. Extending school time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Homework: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>EEF evidence research on Life Skills and Enrichment Essential life skills EEF (educationendowmentfoundation.org.uk)</p> <p>EEF research states that enriching education has intrinsic benefits.</p> <p>EEF Evidence is strongest in relation to skills underpinning academic outcomes: - Children’s perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils. Essential life skills EEF (educationendowmentfoundation.org.uk)</p> <p>Disadvantaged pupils access a wide range of enrichment activities linked to curriculum and cultural capital. Participation rates increase, and engagement contributes to improved confidence, resilience, and greater depth attainment.</p>

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

Teaching 2025 – 2026

Budgeted cost: £49,562.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intent 1:</i> <i>For all ECT to be at least good or better throughout the curriculum</i></p> <p>Structured CPD Programme for ECTs</p> <p>Weekly mentoring sessions focused on adaptive teaching strategies for low prior attainers, particularly in SPaG. Use of evidence-based approaches from EEF guidance on literacy and metacognition.</p>	<p>1. Structured CPD Programme for ECTs</p> <p>EEF Effective Professional Development Guidance Report: High-quality CPD improves teacher expertise and pupil outcomes when it is sustained, evidence-informed, and includes active learning. Great Teaching Toolkit: Emphasizes structured mentoring and feedback cycles for novice teachers.</p>	

<p>Subject-Specific Coaching</p> <p>Targeted coaching in English grammar, punctuation, and spelling to strengthen subject knowledge. Model lessons and co-teaching opportunities with experienced staff.</p> <p>Diagnostic Assessment Training</p> <p>Training ECTs to use NFER/SPaG diagnostic tools to identify gaps early and plan interventions. Regular pupil progress reviews with mentors to track impact.</p> <p>Curriculum Planning Support</p> <p>Collaborative planning sessions to ensure SPaG objectives are embedded across writing and reading lessons. Access to high-quality resources and exemplars for teaching grammar and punctuation.</p> <p>Observation and Feedback Cycle</p> <p>Half-termly observations with feedback focused on differentiation and scaffolding for disadvantaged pupils. Peer observation opportunities to share best practice.</p> <p>Integration of Technology for Retrieval Practice</p> <p>Training on using digital tools (e.g., quizzes, interactive grammar apps) to reinforce SPaG skills. Monitoring impact through formative assessments.</p> <p>Professional Development Pathways</p> <p>Encourage ECTs to undertake NPQs or literacy-focused modules to deepen expertise. Provide time for reflective practice and action research on strategies for low prior attainers.</p> <p>To continue to develop teachers' knowledge and expertise, especially in those new to EYFS & ECTS, in continuing to develop communication and language approaches in the early years with a focus on the teaching and modelling of vocabulary and language.</p> <p>Continuous and sustained development to support the delivery of DfE validated phonics programme Phonics Bug Club.</p> <p>Build teachers knowledge and pedagogical expertise in the teaching of reading, ensuring that accuracy through decoding, automaticity (fluency) and prosody are taught effectively to all children inKS1 and KS2</p> <p>Focus on building teachers' knowledge and pedagogical expertise in the teaching of master the curriculum in the Nursery and Power Maths from Reception through to Year 6.</p>	<p>2. Subject-Specific Coaching</p> <p>EEF Teaching and Learning Toolkit – Mentoring and Coaching: Coaching has a positive impact on teacher practice and pupil attainment when focused on subject-specific pedagogy. EEF Literacy Guidance Reports: Highlight the importance of explicit grammar instruction and modelling in writing.</p> <p>3. Diagnostic Assessment Training</p> <p>EEF Assessment and Feedback Guidance: Diagnostic assessment helps identify misconceptions early, enabling targeted interventions for disadvantaged pupils.</p> <p>4. Curriculum Planning Support</p> <p>EEF Improving Literacy in Key Stage 2: Recommends integrating SPaG objectives into wider literacy teaching and ensuring progression in language skills.</p> <p>5. Observation and Feedback Cycle</p> <p>EEF Professional Development: Feedback and observation cycles are most effective when linked to clear goals and supported by coaching.</p> <p>6. Integration of Technology for Retrieval Practice</p> <p>EEF Digital Technology Guidance Report: Technology can improve learning when used to support retrieval and practice, not as a substitute for teaching.</p> <p>7. Professional Development Pathways</p> <p>EEF Metacognition and Self-Regulation Guidance: Training teachers to model thinking and metacognitive strategies improves pupil independence and attainment.</p> <p>The EEF's guidance reports. Guidance reports EEF (educationendowmentfoundation.org.uk)</p>	
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<p>CPD through the CCDG supports the subject leaders in implementing an effective curriculum. All subject leaders have developed comprehensive and progressive long term and medium term plans.</p> <p>Effective implementation of the school’s curriculum across all key stages, including the new art programme, Access Art.</p> <p>Structured monitoring opportunities are developed, which include visits to lessons, scrutinise pupils work, engage in meaningful conversations with pupils and staff, to gather valuable insights and observations. This can be used to provide constructive feedback to all staff.</p> <p>Professional development opportunities such as NPQs are accessed when appropriate Structured monitoring opportunities are developed, which include, coaching, visits to lessons, subject leader book scans and pupil voice, engage in meaningful conversations with pupils and staff, to gather valuable insights and observations. This can be used to provide constructive feedback to all staff.</p> <p>Professional development opportunities for ECT’s, including coaching and mentoring</p> <p>Professional development opportunities such as NPQs are accessed when appropriate</p> <p>Evaluate the effectiveness of the CPD provided and its impact on teaching and learning</p>	<p><u>EEF Toolkit:</u> Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development.</p> <p>Fluency EEF (educationendowmentfoundation.org.uk)</p> <p>Reading fluency</p> <p>Effective Professional Development</p> <p>Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities.</p> <p><u>Great teaching toolkit:</u> Great Teaching Toolkit Accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p> <p>Considering a balanced design: Planning professional development</p>	
<p><u>Intent 2:</u> <u>Support continuous and sustained professional development of all staff including ECTs and developing a programme of mentoring and coaching</u></p> <p>Structured Coaching Programme</p> <p>Implement a whole-school coaching model with clear roles for mentors and subject leaders. Schedule regular coaching sessions focused on evidence-based strategies in maths, reading, phonics, and RE.</p> <p>Targeted Support for Middle Prior Attainers</p> <p>Train mentors to identify and address gaps for middle prior attainers, ensuring challenge and progression. Use pupil progress data to inform coaching priorities.</p> <p>Lesson Study and Coaching</p> <p>Pair ECTs and experienced teachers for coaching and lesson studies in core subjects. Conduct lesson studies focusing on strategies for SPaG and problem-solving in maths.</p> <p>Professional Learning Communities (PLCs)</p> <p>Establish subject-specific PLCs where staff share best practice and review impact of interventions. Include case studies of successful strategies for disadvantaged pupils.</p>	<p>Structured Coaching Programme</p> <p>EEF Teaching and Learning Toolkit – Mentoring and Coaching Coaching and mentoring improve teacher practice and pupil outcomes when sustained and focused on subject-specific pedagogy. Impact: +5 months progress (moderate evidence) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>2. Targeted Support for Middle Prior Attainers</p> <p>EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3 Recommends structured interventions and challenge for pupils who are not low attainers but risk stagnation. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>3. Lesson Study and Coaching</p> <p>EEF Effective Professional Development Collaborative approaches like lesson study and coaching improve teacher confidence and embed best practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	

<p>Observation and Feedback Cycles</p> <p>Implement half-termly observation cycles with feedback focused on differentiation and challenge for middle prior attainers. Use video reflection to support coaching conversations.</p> <p>Curriculum Deep Dives</p> <p>Subject leaders lead deep dives into maths, reading, phonics, and RE to ensure curriculum coherence and progression. Identify areas where middle prior attainers need additional challenge.</p> <p>Use of Evidence-Based Resources</p> <p>Provide mentors and teachers with EEF guidance reports on literacy, maths, and metacognition. Embed strategies such as explicit instruction and scaffolding in coaching sessions.</p> <p>Monitoring and Evaluation</p> <p>Track impact of coaching through pupil progress data, teacher self-assessment, and lesson observations. Adjust coaching plans based on evidence of improved attainment for disadvantaged and middle prior attainers.</p> <p>The core components for the effective delivery of a coaching programme are identified.</p> <p>Implement and embed a structured coaching programme for the delivery of RE for all ECT's</p> <p>a structured coaching programme for the delivery of Phonics and Reading using the core components.</p> <p>Implement a coaching programme for the delivery of other identified subject using the core components.</p> <p>Mentoring by subject leaders in all other subjects for identified staff is in place using the core components.</p> <p>Training and development are staff in Social and emotional learning strategies.</p> <p>Professional development opportunities for ECT's, including coaching and mentoring</p> <p>Evaluate the effectiveness of the coaching provided and its impact on teaching and learning</p>	<p>4. Professional Learning Communities (PLCs)</p> <p>Great Teaching Toolkit Evidence Review Highlights the importance of collaborative professional learning for sustained improvement in teaching quality. https://www.greatteaching.com/</p> <p>5. Observation and Feedback Cycles</p> <p>EEF Feedback Guidance Report Feedback to teachers is most effective when specific, actionable, and linked to pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>6. Curriculum Deep Dives</p> <p>Ofsted Research Review Series Deep dives ensure curriculum coherence and progression, supporting targeted improvement for disadvantaged pupils.</p> <p>7. Use of Evidence-Based Resources</p> <p>EEF Literacy and Maths Guidance Reports Explicit instruction and scaffolding are proven strategies for improving attainment in core subjects. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>8. Monitoring and Evaluation</p> <p>EEF Implementation Guidance Report Monitoring impact and adapting strategies is essential for sustained improvement. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>maths:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&utm_medium=search&utm_campaign=site_search&search_term=improving%20maths</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	
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	<p>Bug Club Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Bug Club Reading</p> <p>https://educationendowmentfoundation.org.uk/reading-house/fluency</p>	
<p>Intent 3 To ensure that all children in EYFS receive high quality education and that the 5 recommendations of ‘Strong foundations’ are securely embedded.</p> <p>Embed the 5 Recommendations of Strong Foundations</p> <p>Ensure curriculum identifies foundational knowledge and skills for later learning.</p> <p>Provide high-quality opportunities for practice to achieve fluency.</p> <p>Use teaching methods suited to what is being taught and what children already know.</p> <p>Implement assessment systems that quickly identify misunderstandings and allow timely intervention.</p> <p>Avoid disproportionate influence of KS1 assessments on EYFS teaching methods.</p> <p>Language and Communication Interventions</p> <p>Daily “Talking Time” sessions in Nursery and “Talk Boost” in Reception.</p> <p>Structured oral language activities integrated into play and adult-led sessions.</p> <p>Explicit vocabulary teaching linked to stories and thematic learning.</p> <p>Phonics and Early Reading</p> <p>Consistent delivery of validated phonics programme (e.g., Bug Club Phonics).</p> <p>Twice-daily phonics sessions for pupils needing catch-up.</p> <p>Use of high-quality texts to build vocabulary and comprehension.</p> <p>Mathematical Foundations</p> <p>Daily mastery-based maths sessions using manipulatives and pictorial representations.</p> <p>Incorporate “Mastery in Number” and Power Maths resources for progression.</p>	<p>Embed the 5 Recommendations of Strong Foundations</p> <p>DfE Report: Strong Foundations in the First Years of School Emphasizes curriculum clarity, fluency through practice, appropriate teaching methods, responsive assessment, and avoiding undue influence of KS1 assessments. https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school</p> <p>2. Language and Communication Interventions</p> <p>EEF Early Years Toolkit – Communication and Language Approaches Oral language interventions have a high impact (+6 months progress) when integrated into daily routines and play-based learning. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>3. Phonics and Early Reading</p> <p>EEF Teaching and Learning Toolkit – Phonics Systematic synthetic phonics is highly effective for early reading, especially for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>4. Mathematical Foundations</p> <p>EEF Guidance Report: Improving Mathematics in the Early Years and Key Stage 1 Recommends mastery approaches, use of manipulatives, and structured progression for foundational maths skills. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>5. Executive Function and Self-Regulation</p> <p>EEF Early Years Toolkit – Self-Regulation Strategies Activities that develop attention and working memory improve learning readiness and resilience.</p>	

<p>Executive Function and Self-Regulation</p> <p>Activities to develop attention, working memory, and self-regulation (e.g., turn-taking games, problem-solving tasks). Staff training on supporting executive function development.</p> <p>Continuous Professional Development for EYFS Staff</p> <p>CPD focused on Strong Foundations, language development, and early literacy/maths strategies. Regular coaching and mentoring for EYFS practitioners.</p> <p>Parental Engagement</p> <p>Workshops on shared book reading and home learning activities (letters, numbers, rhymes). Provide resources for parents to reinforce language and maths at home.</p> <p>Monitoring and Evaluation</p> <p>Use formative assessment tools (e.g., Evidence Me) to track progress in language, literacy, and maths. Termly pupil progress meetings to review impact of interventions.</p> <p>To implement training and monitoring to develop teacher's understanding of the 5 recommendations of 'Strong foundations'</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1) Ensure that the curriculum clearly identifies the foundational knowledge and skills, as outlined in the EYFS and national curriculum, that children will need for later learning 2) give children sufficient high-quality opportunities to practise using foundational knowledge and skills so that they become fluent 3) choose teaching methods that are suited to what is being taught and what children already know 4) Make sure that assessment picks up children's misunderstandings quickly and gives teachers early opportunities to help children who need extra teaching and practice 5) make sure that end of key stage 1 assessments do not disproportionately influence decisions about curriculum and teaching methods <p>Communication, language and literacy remains a focus within EYFS through the use of Talking time (nursery) Talk boost (Reception)</p>	<p>https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies</p> <p>6. Continuous Professional Development for EYFS Staff</p> <p>EEF Effective Professional Development Guidance Report Sustained, evidence-based CPD improves teaching quality and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>7. Parental Engagement</p> <p>EEF Guidance Report: Working with Parents to Support Children's Learning Shared reading and home learning activities have positive impact on language and literacy development. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>8. Monitoring and Evaluation</p> <p>EEF Implementation Guidance Report Monitoring and adapting strategies based on evidence ensures sustained improvement. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>Strong foundations in the first years of school - GOV.UK</p> <p>Language and communication: EEF Communication and Language</p> <p>PSED EEF Personal Social and Emotional Development</p> <p>Social and emotional learning strategies EEF</p> <p>Self-regulation strategies EEF</p> <p>EEF Self-Regulation and Executive Function</p>	
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<p>For EYFS staff to understand how executive function impacts children’s learning and to support the development self regulation and executive function</p>		
<p><i>Intended Outcome 4:</i> <i>The further use of technology in the classroom supports all children’s learning including PP and SEND children</i></p> <p>Activities: Provide targeted CPD on effective use of technology in teaching and assessment informed by effective pedagogy to improve teaching and learning Review and if necessary amend the digital fluency progression map for pupils across year groups. Continue to implement the use of technology champions in each phase to support staff and share best practice. Teachers use technology for modelling and feedback and to enhance lesson delivery. Teachers and support staff use technology to support SEND and PP children Monitor and evaluate the use and the impact of technology on learning outcomes, especially for PP and SEND pupils</p>	<p>Using digital technology to improve learning Education Endowment Foundation (EEF) Guidance Report</p> <ul style="list-style-type: none"> • Digital technology can improve learning, especially when: It enhances explanations and modelling. Increases the quality and quantity of pupil practice. Improves assessment and feedback. • Technology should be introduced in response to a specific need, not just because it's available. • Training and support for teachers are essential for successful implementation. <p>2. EEF Evidence Review (Lewin et al., 2019)</p> <ul style="list-style-type: none"> • Technology is most effective when it: <p>Supports core teaching practices (e.g., modelling, retrieval, feedback).</p> <p>Is embedded in a well-designed learning system.</p> <p>Supplements rather than replaces traditional instruction.</p> <ul style="list-style-type: none"> • Positive impact seen in maths, literacy, and language learning. • Overuse or poorly integrated technology can negatively affect attainment. <p>3. OECD Review (2023)</p> <ul style="list-style-type: none"> • Access to technology alone does not guarantee educational gain. • Success depends on: <p>Pedagogical integration Teacher training Curriculum alignment</p> <p>Technology should be part of a broader strategy for teaching and learning.</p>	

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

Budgeted cost: £14,160.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 5: <i>Interventions used in whole class teaching small groups and 1:1 have a clear impact on pupil progress and ensure that PP children achieve well in phonics and early years</i></p> <p>SEND-Focused CPD with Technology Integration</p> <p><i>Deliver training on evidence-based strategies for SEND pupils (explicit instruction, scaffolding, metacognition) and how technology can enhance these approaches. Include practical demonstrations of assistive tools such as text-to-speech, speech-to-text, and visual organisers.</i></p> <p>Power Maths for Mastery</p> <p><i>Embed Power Maths across EYFS and KS1/KS2 to ensure consistent use of concrete resources and mastery-based teaching. CPD for staff on differentiation within Power Maths lessons for SEND and PP pupils. Use digital Power Maths resources for retrieval practice and independent learning.</i></p> <p>Rapid Phonics for Targeted Support</p> <p><i>Implement Rapid Phonics interventions for pupils who did not meet the expected standard in phonics. Train staff to deliver short, focused sessions using Rapid Phonics resources and monitor progress through regular assessments.</i></p> <p>Adaptive Learning Platforms</p> <p><i>Introduce software that personalises learning for PP and SEND pupils, adjusting difficulty based on performance. Train staff to interpret analytics and adapt teaching accordingly.</i></p> <p>Digital Tools for Feedback and Assessment</p> <p><i>Use online quizzes and formative assessment platforms to provide immediate feedback. CPD on using data from these tools to inform planning and interventions.</i></p>	<p>SEND-Focused CPD with Technology Integration</p> <p>EEF Guidance Report: Special Educational Needs in Mainstream Schools</p> <p>Recommends explicit instruction, scaffolding, and metacognitive strategies for SEND pupils. CPD should focus on embedding these approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>2. Assistive Technology for Accessibility</p> <p>EEF Digital Technology Guidance Report</p> <p>Technology improves learning when used to support pedagogy and accessibility, not as a standalone solution. Assistive tools like text-to-speech and visual organisers help SEND pupils access the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>3. Adaptive Learning Platforms</p> <p>EEF Teaching and Learning Toolkit – Digital Technology</p> <p>Adaptive tools can personalise learning for disadvantaged and SEND pupils, but impact depends on teacher-led integration and monitoring.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digital-technology</p> <p>4. Digital Tools for Feedback and Assessment</p> <p>EEF Feedback Guidance Report</p> <p>Immediate feedback through technology enhances pupil progress when linked to clear learning goals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>5. Blended Learning Approaches</p> <p>EEF Digital Technology Guidance</p> <p>Blended learning is effective when technology complements teacher-led instruction and reinforces key concepts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	

<p>Blended Learning Approaches</p> <p>Combine teacher-led instruction with interactive digital activities for retrieval practice and reinforcement. Provide SEND pupils with structured digital tasks that build independence.</p> <p>Collaborative Planning and Coaching</p> <p>Subject leaders and SEND specialists co-plan lessons integrating technology, Power Maths, and Rapid Phonics. Coaching sessions to model differentiation using these resources.</p> <p>Monitoring and Evaluation</p> <p>Collect evidence of impact through pupil progress data, engagement metrics, and pupil voice. Review termly to refine technology use and SEND strategies.</p> <p>Targeted academic support to assist language development, literacy and/numeracy are carefully linked to classroom teaching and matched to specific needs</p> <p>Specific language interventions to address specific issues with language development and comprehension in place. Interventions continue to be carefully timetabled.</p> <p>Staff trained so that delivery is consistent.</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants in class - Impact of interventions is rigorously monitored. - Use of pre-teaching vocabulary for targeted support groups. <p>Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled. Relevant CPD allows staff to be trained so that delivery continues to be consistent.</p> <p>Gaps in learning:</p> <p>EYFS - Well-structured interventions taking place for children who have been identified as needing further support.</p> <p>Use structured interventions for key skills to close identified gaps (small tuition groups). Such as Talking time (nursery) More time to Talk / Talk Boost (Reception)</p>	<p>6. Professional Development</p> <p>EEF Effective Professional Development Guidance Report Sustained, evidence-based CPD improves teacher confidence and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF guidance report ‘Using Teaching Assistants.’ EEF Early Literacy EEF KS1 and KS2 Literacy guidance. Nuffield</p> <p>EEF Oral Language Interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Early Years Guidance Report</p> <p>Early Year Interventions</p> <p>Validated Systematic Synthetic Programme</p> <p>EEF reports for: Early Literacy - preparing for Literacy Improving maths in EYFS and KS1 Use of Teaching Assistants</p> <p>EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>EEF Selecting Interventions Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk) Oral language interventions To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Phonics approaches – as part of a balanced approached – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read. Reading comprehension strategies</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Maximising the Impact of Teaching Assistants - trial EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report on SEND in Mainstream Education</p>	
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<p>Rapid phonics (KS2) Before school interventions – Y1 phonics Phonics intervention for Y2 who did not achieve expected standard</p> <p>Monitoring of interventions to ensure they are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <p>Identify and target PP children in the current year one and two with quality adaptive teaching, small group and one to one interventions to increase PP attainment in phonics at the end of Year 1 and KS1. Monitor progress carefully. Continue to teach phonics twice a day until pupils are on track to achieve the expected standard at the end of year one.</p> <p>Evaluate the effectiveness of the interventions and their impact on pupil progress.</p>	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,080.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intent 7 :</u> <u>The attendance of PP children is in line with national</u></p> <p>Daily Meet and Greet – Head of School / Principal / Safeguarding lead to welcome parents and children at the school gate at the beginning and end of each day. Teachers greet pupils at the door to build positive relationships and reinforce belonging.</p> <p>Use restorative language to re-engage pupils who have been absent.</p> <p>Attendance Monitoring and Early Intervention Daily attendance checks for all children. Daily phone calls for absentee children Weekly attendance checks for PP pupils. Immediate follow-up for absences with first-day calls and supportive conversations.</p> <p>Celebration and Incentives</p> <p>Continue whole-class attendance rewards, punctuality prize weeks, and termly attendance trips. Share attendance achievements in assemblies and newsletters.</p>	<p>Daily Meet and Greet & Positive Relationships</p> <p>EEF Behaviour Interventions Toolkit Building strong teacher-pupil relationships and using restorative practices improves engagement and attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>2. Attendance Monitoring and Early Intervention</p> <p>DfE Guidance: Improving School Attendance Early identification and intervention for absence are key to sustaining high attendance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance</p> <p>3. Celebration and Incentives</p> <p>EEF Behaviour Interventions Positive reinforcement strategies, such as recognition and rewards, support improved attendance and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	

<p>Parental Engagement Strategies</p> <p>Regular communication with parents about attendance expectations. Offer workshops and home visits for families where attendance is a concern.</p> <p>Pastoral Support and Family Liaison</p> <p>Use Family Support Worker and EWO to address barriers to attendance. Provide practical support (e.g., breakfast club, uniform assistance) for disadvantaged families.</p> <p>Data-Driven Reviews</p> <p>Monthly attendance meetings with SLT to review PP attendance trends. Use data to identify patterns and plan targeted interventions.</p> <p>Link Attendance to Wellbeing and SEMH</p> <p>Embed attendance discussions into wellbeing checks. Offer counselling or mentoring for pupils whose absence relates to emotional needs.</p> <p>Technology Integration</p> <p>Use digital systems for real-time attendance tracking and alerts. Share attendance dashboards with staff and governors for accountability.</p> <p>Further reduce the percentage of persistent absentees in pupil Premium so it is at least in line with national using a range of approaches to sustain school attendance such as:</p> <p>Further develop parental communication</p> <p>Attendance awards such as Punctuality prize week,</p> <p>Monthly attendance meetings to review attendance and punctuality with principal, head of school, attendance lead and family support worker.</p> <p>Staff expectations of addressing attendance are in line with the updated attendance policy, such as meet and greet, conversations with children, etc</p>	<p>4. Parental Engagement</p> <p>EEF Guidance Report: Working with Parents to Support Children’s Learning Practical approaches like positive communication and workshops improve attendance and learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>5. Pastoral Support and Family Liaison</p> <p>DfE Attendance Guidance Collaboration with external agencies and pastoral support reduces persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance</p> <p>6. Technology Integration</p> <p>EEF Digital Technology Guidance Report Technology can support monitoring and communication when used alongside strong systems and relationships. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
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<p>Attendance trip to take place for the children with 100% attendance. Attendance shared in weekly assemblies.</p> <p>Attendance reviews to take place regularly between the Principal, family support worker and SLT</p> <p>EWO support when necessary</p> <p>Continue to use the effective procedures that are in place for managing absence providing challenge and support for families of pupils who are consistently absent.</p> <p>Continue with well-designed, carefully worded communications (texts to parents, termly attendance letters).</p> <p>Continue to embed good two-way communications with parents (keeping parents consulted regularly).</p> <p>First call home consistently used.</p>		
<p><u>Intent 8:</u> <u>The social and emotional learning skills are integrated and modelled through everyday teaching and reinforced through the whole school ethos and activities</u></p> <p>Explicit SEL Instruction</p> <p>Teach core SEL skills (self-awareness, self-management, social awareness, relationship skills, responsible decision-making) through PSHE lessons and across subjects.</p> <p>Use structured programmes like Jigsaw or Zones of Regulation for consistency.</p> <p>Modelling and Reinforcement</p> <p>Teachers model emotional regulation and positive social interactions during lessons.</p> <p>Reinforce SEL language in classroom routines (e.g., “I can see you’re frustrated—let’s use our calming strategy”).</p> <p>Restorative Practices</p> <p>Implement restorative conversations to resolve conflicts and build empathy.</p> <p>Train staff to use restorative circles for repairing relationships.</p> <p>Collaborative Learning</p>	<p>EF Guidance Report: Improving Social and Emotional Learning in Primary Schools SEL approaches improve attainment (+4 months) and wellbeing when embedded in everyday teaching and reinforced through whole-school ethos. EEF Teaching and Learning Toolkit – Behaviour Interventions Behaviour interventions, including restorative practices and targeted support, have a positive impact on learning. EEF Early Years Toolkit – Self-Regulation Strategies Developing self-regulation and executive function supports emotional resilience and academic success.</p> <p>EEF Social and Emotional learning in school Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Behaviour Interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Personal social and emotional development EEF Personal Social and Emotional Development (educationendowmentfoundation.org.uk)</p>	

<p>Use group tasks and peer discussion to develop cooperation and communication skills. Assign roles in group work to promote responsibility and inclusion.</p> <p>Trauma-Informed Approaches</p> <p>Create predictable routines and safe spaces for pupils with SEMH needs. Train staff in attachment and trauma-sensitive strategies.</p> <p>Emotion Coaching</p> <p>Help pupils identify and label emotions, then guide them through problem-solving steps. Integrate emotion coaching into everyday classroom interactions.</p> <p>Integration into Whole-School Ethos</p> <p>Embed SEL in assemblies, school values, and behaviour policies. Celebrate resilience and positive behaviour through recognition systems.</p> <p>Parental Engagement</p> <p>Provide workshops and resources for parents on supporting emotional wellbeing at home. Share strategies used in school to ensure consistency.</p> <p>Monitoring and Feedback</p> <p>Use pupil voice surveys and wellbeing questionnaires to assess impact. Track attendance, behaviour incidents, and engagement as indicators of improved SEMH.</p> <p>The implementation of SEL strategies in EYFS to improve emotional and/or attitudinal outcomes.</p> <p>Whole class approaches as well as targeted interventions are used to develop social and emotional skills and these are monitored carefully.</p>		
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<p>Continue to further improve the quality of social and emotional learning (SEL). SEL approaches to be embedded into routine educational practices.</p>		
<p><u>Intent 9</u> <u>To continue to promote parental engagement in children's learning</u></p> <p>1. Learning Workshops for Parents</p> <p>Host short, interactive sessions (in-person or virtual) where teachers demonstrate strategies parents can use at home (e.g., phonics games, math problem-solving). Purpose: Builds parents' confidence and gives them practical tools. Monitoring: Track attendance and follow up with feedback forms.</p> <p>2. "Learning at Home" Packs</p> <p>Send home simple, fun activities linked to classroom learning (e.g., reading challenges, STEM experiments using household items). Purpose: Encourages parents to participate without feeling overwhelmed. Monitoring: Ask parents to share photos or comments via school app or email.</p> <p>3. Digital Engagement</p> <p>Use Arbor to share weekly learning goals and celebrate achievements. Purpose: Keeps parents informed and involved in real time. Monitoring: Review engagement analytics (logins, comments, likes).</p> <p>4. Parent-Child Learning Events</p> <p>'Watch me learn sessions, inspire workshops, workshops in partnership with Community Learning. Purpose: Strengthens the home-school connection and shows learning in action. Monitoring: Record attendance and gather parent feedback.</p> <p>5. Parent Voice Surveys</p> <p>Regularly survey parents about what helps them engage and what barriers they face. Purpose: Informs future strategies and shows parents their input matters. Monitoring: Compare survey data over time to measure improvement.</p>	<p>-</p> <p>Parent Workshops</p> <p>Research from the Education Endowment Foundation (EEF) emphasises that training parents in practical strategies (e.g., supporting reading and maths at home) improves student outcomes, especially when workshops are short, focused, and interactive.</p> <p>Learning-at-Home Packs</p> <p>Studies highlight that home-based learning activities (reading challenges, simple STEM tasks) strengthen parental engagement and correlate with improved literacy and numeracy skills. [unicef.org]</p> <p>Digital Engagement</p> <p>Recent research shows that digital platforms for communication and sharing learning goals increase parental involvement and student engagement, provided parents receive guidance on using these tools effectively.</p> <p>Parent-Child Learning Events</p> <p>Evidence suggests that joint participation in school activities fosters stronger home-school relationships and enhances children's motivation and confidence.</p> <p>Parent Voice Surveys</p> <p>Gathering parent feedback and addressing barriers is a recommended practice in frameworks for effective family engagement, ensuring strategies remain responsive and equitable.</p>	

<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning are a focus for the school.</p> <p>Timetable for parent workshops developed to encourage read, rhyme time (EYFS)</p> <p>Phonics / English workshops, maths workshops. PE workshops (Active Families)</p> <p>Workshops delivered by 'Family Learning Stoke' (Employment and Skills Hub)</p>	<p>Impact on Student Achievement</p> <p>Family engagement improves grades, attendance, and motivation regardless of family income or background. Students whose parents are actively involved are less likely to drop out and more likely to complete school on time. [youth.gov]</p> <p>EEF parental engagement. Parental engagement EEF - EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>Early Years – Parental engagement EEF</p>	
<p><u>Intent 10.</u> <i>The schools before and after school programmes are structured and have a strong link to the curriculum</i></p> <p>Curriculum-Linked Clubs</p> <p>Create clubs that extend classroom learning (e.g., STEM Club, Creative Writing, Debate) with clear links to curriculum objectives. Impact: Supports greater depth attainment and cultural capital. To enable staff wellbeing, rotate staff responsibilities and use external facilitators to reduce workload (port vale, songbirds, Ron Case)</p> <p>2. Cultural Capital Enrichment</p> <p>Organise visits to museums, theatres, and residential experiences for Y5 and Y6. Impact: Builds cultural awareness and connects learning to real-world contexts.</p> <p>3. Social & Emotional Learning (SEL) Activities</p> <p>Include mindfulness sessions, team-building games, and leadership roles in clubs. Impact: Enhances resilience, confidence, and collaboration skills. To enable staff Well-being schedule SEL activities during existing club times to avoid extra sessions.</p> <p>4. Student-Led Clubs</p> <p>Empower older pupils to lead Minnie Vinnies Group, supervised by staff.</p>	<p>1. Structured Before/After School Programs Linked to Curriculum</p> <p>EEF Guidance: The Extended School Time strand in the EEF Toolkit shows that well-structured before/after school programs can have a moderate positive impact (+3 months) on attainment, especially when linked to curriculum content and delivered by trained staff. Key Evidence: Programs that include targeted academic support and enrichment activities improve outcomes for disadvantaged pupils.</p> <p>2. Extracurricular Activities and Academic Attainment</p> <p>EEF Toolkit – Arts Participation & Sports Participation: Both strands show positive impacts on attainment and wider outcomes, particularly when activities are structured and purposeful. Research indicates extracurricular involvement correlates with higher engagement, better attendance, and improved academic performance.</p> <p>3. Cultural Capital Enrichment</p> <p>EEF Guidance on Cultural Capital: Enrichment activities (e.g., arts, cultural visits) broaden experiences and support equity for disadvantaged pupils. Linking these to curriculum objectives maximizes impact. Evidence: Disadvantaged pupils benefit most when enrichment is planned and connected to classroom learning.</p> <p>4. Social and Emotional Learning (SEL) Impact</p> <p>EEF Toolkit – Social and Emotional Learning: SEL interventions have a positive impact (+4 months) on</p>	

<p>Impact: Promotes pupil leadership Staff Well-being Tip: Provide training for student leaders to ensure quality.</p> <p>5. Structured Homework/Study Support</p> <p>homework clubs linked to curriculum goals. Impact: Improves attainment and provides targeted support for disadvantaged pupils.</p> <p>6. Family Engagement in Enrichment</p> <p>Parents invited to Children’s University Graduation Impact: Strengthens home-school partnership and cultural capital. Staff Well-being Tip: Combine events with existing school functions to minimize extra planning.</p> <p>Extra curricular activities have an impact on Social and emotional aspects of learning and personal growth</p> <p>Pupil Premium children continue to attend enrichment curriculum activities.</p> <p>Enrichment activities to provide skills that will be translated in to improved teaching and learning.</p> <p>Enrichment activities to develop pupil’s self-efficacy, allowing pupils to show greater persistence, interest and performance.</p> <p>A wide variety of activities are available including non-academic subjects.</p> <p>Continue do work in partnership with the Children’s University to raise children’s aspirations</p>	<p>attainment and personal development. After-school programs that integrate SEL improve resilience, confidence, and collaboration. Research shows extracurricular activities like sports and arts promote self-esteem, empathy, and stress management.</p> <p>5. Staff Well-being Considerations</p> <p>While EEF does not directly address staff well-being, research on workload management recommends:</p> <p>Rotating responsibilities Using external providers for enrichment Scheduling activities within existing time blocks to avoid overload</p> <p>EEF Links for Reference</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Relevant strands:</p> <p>Extended School Time Arts Participation Sports Participation Social and Emotional Learning</p> <p>Extending school time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Homework: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>EEF evidence research on Life Skills and Enrichment Essential life skills EEF (educationendowmentfoundation.org.uk)</p> <p>EEF research states that enriching education has intrinsic benefits.</p> <p>EEF Evidence is strongest in relation to skills underpinning academic outcomes: - Children’s perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils. Essential life skills EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £70,804.00

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 2024 to 2025 academic year.

Challenge 1 & Intended Outcome: ECT Support and High-Quality Teaching

The IDSR shows consistently strong KS2 attainment across reading, writing, maths, and EGPS, with disadvantaged pupils performing close to their peers and above national averages. This indicates that the school's investment in CPD, mentoring, and structured coaching for ECTs is having a positive impact. The strategy's aim for all teaching to be at least good or better is reflected in these outcomes. However, the IDSR highlights that low prior attainers remain a challenge, particularly in EGPS, suggesting that while overall teaching quality is strong, targeted support for these pupils must remain a priority. Continued emphasis on evidence-informed CPD and diagnostic assessment will help sustain and deepen this impact.

Challenge 2 & Intended Outcome: Embedding Coaching and Mentoring

The IDSR data supports the effectiveness of professional development, as seen in high attainment and narrowing gaps for disadvantaged pupils. The strategy's goal to embed a culture of coaching and mentoring aligns well with these outcomes. Sustained progress in phonics and KS2 results suggests that structured support for teachers in key areas such as reading and maths is working. To maintain this trajectory, the school should continue monitoring the impact of coaching on classroom practice and pupil progress, ensuring that mentoring extends to subject-specific pedagogy and adaptive teaching for SEND.

Challenge 3 & Intended Outcome: EYFS Quality and Strong Foundations

While overall EYFS GLD stands at 73%, disadvantaged pupils achieved 60%, leaving a notable gap. This confirms the challenge identified in the strategy and the need for focused action. The IDSR shows phonics outcomes are strong (90% overall and for disadvantaged pupils), which suggests that language interventions are effective once pupils move into KS1. However, early language and foundational skills in EYFS require further improvement to close the GLD gap. Embedding the five recommendations from "Strong Foundations" and maintaining targeted interventions in communication and language will be critical to achieving the intended outcome.

Challenge 4 & Intended Outcome: Technology Integration

The IDSR does not provide direct evidence of technology's impact on learning, making this an area where internal monitoring is essential. Given the strong attainment trends, technology could be leveraged to sustain progress and support retrieval practice, especially for disadvantaged and SEND pupils. The strategy's focus on pedagogical rationale and teacher training in technology use is appropriate, but success will depend on clear evidence of improved engagement and attainment linked to these tools.

Challenge 5 & Intended Outcome: Support for PP Pupils with SEND

The IDSR highlights that disadvantaged pupils perform exceptionally well at KS2 (74% combined RWM vs 46% nationally), but also notes that low prior attainers and SEND remain areas of concern. This validates the strategy's emphasis on SEND-specific CPD and targeted approaches such as scaffolding, flexible grouping, and metacognitive strategies. Continued monitoring of progress for PP pupils with SEND is essential to ensure these interventions close gaps in writing and maths, where greater depth attainment remains lower than whole-school averages.

Challenge 6 & Intended Outcome: Language Development

Phonics outcomes are a clear strength, with 90% of pupils meeting the expected standard and disadvantaged pupils matching this figure. This demonstrates that language interventions and phonics provision are having a significant impact. However, the EYFS GLD gap and IDSR's note on low prior attainers in EGPS indicate that language development must remain a priority across all phases. The strategy's commitment to whole-school language approaches, robust assessment, and access to high-quality texts is well aligned with these findings.

Challenge 7 & Intended Outcome: Attendance

Attendance for FSM6 pupils is outstanding at 96.6%, well above the national figure of 92.6%, and persistent absence for this group has fallen to 4.8% compared to 24.4% nationally. These results confirm that current attendance strategies are highly effective. The intended outcome of sustaining attendance in line with national expectations has been exceeded, and the focus should now be on maintaining these practices and continuing proactive engagement with families to prevent any decline.

Challenge 8 & Intended Outcome: SEMH Support

The IDSR reports zero exclusions and strong attendance, suggesting that SEMH provision is contributing to a positive school culture. The strategy's goal to embed social and emotional learning and achieve ARC accreditation will further strengthen this area. Continued monitoring of pupil resilience and independence, alongside targeted interventions for those with additional needs, will ensure that SEMH support continues to underpin academic success.

Challenge 9 & Intended Outcome: Parental Engagement

Although the IDSR does not directly measure parental engagement, strong attainment and attendance suggest that current approaches are effective. The strategy’s emphasis on workshops, shared reading, and positive communication remains important, particularly for supporting language development in EYFS and sustaining progress in phonics. Tracking participation and feedback will help demonstrate impact and identify areas for improvement.

Challenge 10 & Intended Outcome: Enrichment and Extra-Curricular Opportunities

The IDSR does not provide data on enrichment, but the strategy rightly identifies its role in building cultural capital and supporting SEMH. Ensuring disadvantaged pupils access these opportunities and monitoring their engagement will be key to achieving the intended outcome. Linking enrichment activities to curriculum goals and personal development will help maximise their impact on academic and social outcomes.

Teaching Activities

The IDSR confirms that high-quality teaching is a major strength at St Mary’s. KS2 attainment is consistently above national averages in all subjects, and disadvantaged pupils perform exceptionally well compared to national disadvantaged peers. This strongly suggests that CPD, mentoring, and curriculum implementation activities outlined in the strategy—such as Power Maths, Phonics Bug, and structured coaching—are having a significant impact. The focus on phonics is particularly effective, with 90% of pupils (including disadvantaged) meeting the expected standard in Year 1, well above national figures. However, the IDSR highlights that low prior attainers, especially in EGPS, remain a challenge. This indicates that while teaching activities are broadly successful, further refinement is needed to support these pupils and to close the EYFS GLD gap (60% for disadvantaged vs 73% overall). Continued emphasis on evidence-informed CPD and adaptive teaching strategies will be key to sustaining progress.

Targeted Academic Support

The IDSR data shows strong outcomes for disadvantaged pupils at KS2 (74% combined RWM vs 46% nationally), suggesting that interventions such as small-group tuition, pre-teaching, and phonics catch-up are effective. The improvement in phonics outcomes and narrowing gaps in KS1 and KS2 reinforce the impact of targeted support. However, the EYFS GLD gap and the lower attainment for disadvantaged pupils in greater depth maths and writing indicate that interventions need to start earlier and remain consistent. The IDSR also notes flat progress for middle prior attainers in some subjects, which suggests that targeted support should not only focus on low prior attainers but also ensure challenge for middle groups. Monitoring the impact of interventions through assessment and pupil progress meetings will be essential to maintain effectiveness.

Wider Strategies

Attendance and SEMH strategies have had a clear and positive impact. The IDSR reports attendance for FSM6 pupils at 96.6%, significantly above national, and persistent absence at just 4.8% compared to 24.4% nationally. Zero exclusions over three years further demonstrate the success of SEMH initiatives and the school’s positive culture. These outcomes validate the strategy’s focus on restorative practices, family support, and enrichment opportunities. While the IDSR does not measure parental engagement or extra-curricular participation, strong attainment and attendance suggest these approaches are contributing indirectly to success. Continued monitoring of parental engagement and enrichment participation will help evidence impact in these areas.

Summary of Impact

Teaching activities: Highly effective overall; strong KS2 and phonics outcomes confirm impact, but EYFS and low prior attainers need continued focus.

Targeted academic support: Effective in raising attainment for disadvantaged pupils; gaps remain in EYFS GLD and greater depth outcomes.

Wider strategies: Outstanding impact on attendance and SEMH; enrichment and parental engagement require ongoing evaluation

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
Power Maths	Pearson

Evidence Me	2 Simple
Purple Mash	2 Simple
Bug Club	Pearson
Phonics Bug	Pearson
JIGSAW	BESA
Ten Town	Ten Town
Mastery in Number	Mastery in Number
Accelerated Reading	Renascence Place.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

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