



St. Mary's Catholic Voluntary Academy

Pupil Premium Strategy Statement

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to children from low-income families who are currently known to be eligible for free School Meals (FSM), Looked after Children, children adopted from care and Service Forces children. It also includes pupils who have been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

This is a three-year pupil premium strategy.



**St Ralph
Sherwin**
Catholic Multi Academy Trust

School overview

Detail	Data
Number of pupils in school	388 (including 31 in Nursery)
Proportion (%) of pupil premium eligible pupils	25.5% (FS2-Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	Updated February 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Amanda Greaves
Pupil premium lead	Gill Novak-Lemmings
Governor / Trustee lead	Emma Farmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,515
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£150,515

Part A: Pupil premium strategy plan

Statement of intent

Mission Statement

'By working together at St Mary's School, we aim, through Jesus Christ, to share God's love, helping our community to learn, grow and make a difference.'

At St. Mary's Catholic Voluntary Academy, we have high aspirations and ambitions for all our children and we believe that all pupils should be able to reach their full potential. We ensure all our pupils have the necessary skills and values not only to succeed but to flourish.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at St. Mary's, we are determined to provide the support and guidance they need to help them overcome these barriers using current research, for example the Education Endowment Foundation (EEF). In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Trust Objective: Strategic Aim 1: Providing high quality Catholic education for all. Priority 1.4 – Maintain a relentless focus on the most vulnerable

School's Objective: To maintain the impact seen over recent years regarding attendance (inclu PA) and to raise the profile on how pupils regard themselves as a learner.

Areas to improve from OFSTED report 18.01.23:

The curriculum is expertly planned. In a few subjects, this expert planning is not suitably adapted to meet the needs of all pupils. This means that some pupils do not acquire the knowledge and skills that they could. Leaders must make sure that the curriculum across all subjects is implemented securely and consistently to meet the needs of all learners.

Challenges

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

Challenge number	Detail of challenge
1	<p>Early communication and language.</p> <p>Nursery and Reception baseline assessments highlight low levels of C&L and PSED are demonstrated in pupils eligible for PP. This prevents sustained achievement in FS2 by slowing their reading and phonic progress. Pupils in KS1 and KS2 struggle to use standard English in their spoken form and does not translate into their written form in English</p>
2	<p>Low Cultural Capital and exposure to 'rich and ambitious' vocabulary.</p> <p>Poor vocabulary knowledge and use, and deprivation of cultural capital, can have an impact on attainment including pupils having poor spelling knowledge. There is currently a word gap between disadvantaged children and their peers when they start school. Some of our disadvantaged children, in comparison to peers, do not receive regular exposure to ambitious vocabulary, both in their everyday interactions within families and their community or through their choice of reading. As a result, some have not developed familiarity with rich language choices and do not incorporate a range of writing styles in their written work, specifically attainment at the Higher Standard in writing</p>
3	<p>Maths retention of key knowledge and reasoning skills.</p> <p>Data shows pupils achieving GD in maths is not in line with other subjects such as Reading, Writing & SPaG. Both retention and recall of key knowledge and confidence in reasoning and problem solving within mathematics are specific barriers to overcome in order for our boys and middle attainers to make expected or accelerated progress within maths across KS1 and KS2.</p>
4	<p>Metacognition skills of disadvantaged children</p> <p>Pupils, due to cognitive overload, struggle to retain knowledge over the curriculum, particularly spellings, and it is not fully embedded into long term memory.</p>
5	<p>Low parental engagement</p> <p>The catchment area of the school is widespread over the whole of Derby. Many of our parents and carers who would like to support their children with education face many language challenges themselves. In a lot of the cases there is low parent/carer confidence in supporting home learning and learning behaviours at home. At least half the PP children do not engage in homework or reading at home at least 3 times a week. Several of the children are affected by their childhood experiences outside school, ranging from split families, Adverse Childhood Experiences (Neglect/ DV) and trauma. Our numbers of EAL pupils have increased. This has an impact on most subjects, but especially, English writing (including vocabulary) and Maths Reasoning.</p>
6	<p>Attendance</p> <p>During the academic year 22-23, the attendance of PP pupils shows that 91.60% (Nat indicative 91.2%) of our PP children have an attendance below 96%. Although this has decreased from previous years, we want to continue to work closely with families to improve attendance and provide early intervention to offer our support.</p>

Intended outcomes

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

Intended outcome	Success criteria
<p>For our disadvantaged children entering school to have improved communication skills so that they are able to communicate effectively with both staff and peers, enabling them to build relationships and become independent learners.</p>	<p>FS Children to acquire a rich and broad vocabulary through modelled play. For FS children to be able to communicate their own emotional needs and develop/maintain healthy relationships.</p> <p>Parental involvement from the point of entry will be improved and this will directly impact on the communication skills of our disadvantaged children.</p> <p>Teaching addresses spelling needs of the pupils. Spelling lesson observations. Vocabulary rich displays. Key vocabulary mentioned on Knowledge Organisers and referred to during lessons and homework.</p> <p>Key vocabulary is pulled out of key texts during whole class reading, ERIC activities ensure children focus on vocabulary. RAG rating occurs when key texts are introduced and children have the time to explore the meanings of unfamiliar/new vocabulary.</p> <p>Pupils apply more advanced vocabulary when speaking and when writing.</p> <p>Children are more confident in speaking in-front of their class.</p> <p>Clear personalised feedback given.</p> <p>Children are more KS1/ KS2 / Secondary ready.</p>
<p>Positive progress in Writing in KS2 Improved girls writing, particularly for higher attaining girls in KS1 Increased Cultural Capital.</p>	<p>Oral rehearsal approaches and handwriting focussing around spelling.</p> <p>Attitudes to reading to be pushed out to SPAG work to develop positive attitude to writing</p> <p>Curriculum design, vocabulary focus on Knowledge Organisers and displays, use of standard English at home,</p> <p>Phonics focus in FS/ KS1 to ensure children are ready for KS2. Phonic lessons continued throughout KS2 for those children who need it.</p> <p>Revisiting spellings and SPAG from previous year groups or earlier in the year to ensure retrieval is embedded.</p> <p>Teaching of spelling improves through more discreet lessons, setting up weekly spelling tests and using a new spelling scheme created by English Lead.</p> <p>Phoneme Sound mats shared with children and sent home.</p> <p>Teaching of writing is a whole school focus.</p> <p>Subsidising of school dinners to ensure pupils receive a hot meal</p>

<p>For confidence in reasoning and problem solving and recall of prior knowledge in Maths to be improved so that the number of Middle Attainers achieving GD is more in line with Reading & Writing.</p>	<p>End of key stage formal assessment data will show an increased percentage of pupils achieving GD in Maths. Targeted interventions, relating to specific areas of need in maths, will be in place for children in the key groups whose progress is falling behind at both KS1 and KS2.</p>
<p>Metacognition skills of disadvantaged children improves, and more key knowledge retained.</p>	<p>Staff meetings led by Subject leaders to share progression maps and key sticky knowledge for their subjects. Subject leadership time directed into SM time to ensure this is monitored regularly and concisely. Time re-directed during monitoring tasks which include lesson visits and pupil discussions. Focus on key knowledge and vocabulary shared with parents on Knowledge Organisers and are in books for children to refer to throughout lessons. Key vocabulary displayed. A wide range of retrieval activities, including retrieval cards at the beginning of every lesson, quizzes etc used to check retention of knowledge and vocabulary. All lessons start with recaps of previous learning that relates to the curriculum sequence of learning. Staff use a variety of strategies to ensure children are ready to learn. Staff explore metacognition strategies and trial different ones in their classrooms to ensure the children are supported in ways to help them retain more information. Breakfast Club to enable pupils to ready for learning</p>
<p>For pupils under the K code who receive additional support through Individual Educational Plans (including those entitled to PP) to gain in academic confidence in Writing and Maths to equal the attainment and progress of non-SEND pupils.</p>	<p>End of key stage formal assessment data will show a positive value-added score for SEND pupils Targeted interventions, relating to specific areas of need, will be in place for children in the key groups whose progress is falling behind at both KS1 and KS2. Weekly moderation sessions during PPA in phases ensure at least one PP/SEND to keep a constant and regular view on the appropriateness of adaptations, expectations and outcomes. This is led by Phase leaders and reported back to LT on a regular basis.</p>
<p>For attendance rates for pupils eligible for PP to be at least in-line with National.</p>	<p>To ensure the gap between PP and Non-PP are in line with National. Persistent absences will show a diminished difference. FLO working closely with parents and checking in daily with families not attending. More children receive raffle tickets giving them a greater chance of winning an Amazon voucher.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,258 (On-line resources including White Rose, Purple Mash, Century, TTRS, Staff CPD, Oracy Project.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To teach a new mastery approach to maths using White Rose. SL to monitor the newly implemented scheme to ensure the high quality recently purchased resource is consistently used. Maths Lead to cascade White Rose approach in maths lessons and monitor impact. Increase efficient recall of key facts across all year groups by ensuring retrieval opportunities are embedded and recorded on WCFF.</p> <p>Engagement with the local Maths hub</p>	<p>EEF states that Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	<p style="text-align: center;">3</p>
<p>T4W continues to be delivered, supporting writing across school (includes discussion around a text which allows ALL learners to become more confident in both reading and writing).</p> <p>Staff CPD around understanding of how to draw out ambitious vocabulary.</p>	<p>The EEF states that oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p>	<p style="text-align: center;">1 & 3</p>

<p>To improve articulation of language across the school whilst ensuring progression in Communication and Language skills is accelerated in reception and KS1 and that high standard maintained in KS2 through providing refresher training for Echo reading.</p>	<p>EEF - Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>To revisit retrieval CPD giving opportunities for staff to use a variety of strategies throughout the year.</p>	<p>EEF – Metacognition and self-regulation approaches.</p> <p>Pupils, due to cognitive overload, struggle to retain knowledge over the curriculum, particularly spellings, and it is not fully embedded into long term memory.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>To ensure attendance rates for pupils eligible for PP to be at least in-line with National.</p> <p>To utilise the school Family Liaison Officer and SENDCo to be in contact with children daily following attendance policy. Share concerns regarding attendance with phase leader and PP lead. These are then take to Triage. Triage group to meet and discuss any concerns regarding attendance, how to support and put in place actions. Door-step check ins if necessary. Regular contact with families via Class Dojo. Treat sessions (games and treats shared to engage children and help them feel happy at school). Children's names are entered into competition to win a prize following a week's full attendance. Class prizes awarded for each full week of 100% attendance</p>	<p>Relationships between school and parents/carers of disadvantaged pupils are strong.</p> <p>Re-establish parental support groups led by the School's FLO</p>	<p>2, 5 & 6</p>

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

Budgeted cost: £75,257 (including SENDCo, EDUKey)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths interventions planned with priority given to PP and EAL learners, not least to increase confidence in terms of understanding mathematical vocabulary. Revision books and guides purchased and given to PP children to ensure that they have high quality resources at home to use. CGP materials purchased for pupils across the school to aid home learning.</p>	<p>EEF states that Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</p>	<p>3</p>
<p>EYFS to receive targeted support based on their baseline results - targeted reading aloud and book discussions.</p> <p>Reading fluency (Rapid Catch-Up) assessments to be carried out across KS2 in order to identify children for targeted support/intervention.</p>	<p>EEF - Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p>	<p>1 & 2</p>
<p>To ensure there is a daily spelling focus across the school. Spelling initiatives to be embedded. Use of sound mat to identify sound buttons will address spelling needs of the pupils.</p>	<p>The EEF states that Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1 & 5</p>

To increase metacognition skills of disadvantaged pupils through daily rainbow retrieval practice and the use of self-regulation strategies for specific and concise tasks within topics on subject knowledge.	The EEF states that Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.	4
To increase confidence in reasoning and problem solving and recall of prior knowledge to be improved in maths for all children, in particular boys and middle attainers.	Targeted intervention in small groups increases mathematical confidence. The EEF states that small group tuition has an average impact of 4 months and it is most likely to be effective if it is targeted at pupils' specific needs. Small group tuition EEF (educationendowmentfoundation.org.uk)	3
To give access to excellent quality texts. Additional Library resources including newspapers, journals, specifically selected fiction and nonfiction resources to ensure tailored reading choices. Talk for Writing (beginning with storytelling and oracy only in Early years) and our chosen class texts are vocabulary rich. Writing intervention specifically geared towards use of vocabulary, use of tenses and subject verb agreement to be implemented.	The EEF states that Teaching Assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Parental workshops to support the parental engagement on P1	2

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

Budgeted cost: £30,000 (including Ed Psych, Bridge the Gap, Safe & Sound, residential and trips.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all PP pupils receive experiences offered to the whole school to enrich their vocabulary for children who may otherwise struggle to receive these additional enrichment opportunities.	The EEF states that Arts participation is defined as involvement in artistic and creative activities. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Arts participation EEF (educationendowmentfoundation.org.uk)	2 & 5

<p>To raise attendance and reduce persistent absences through wrap around care for all pupils, especially PP and SEND by offering a Breakfast Club and clubs after school.</p>	<p>Relationships between school and parents/carers of disadvantaged pupils are strong. Breakfast Club, regular coffee mornings and opportunities for parents to engage with their children's learning through mission days, arts and craft days etc</p> <p>More opps to develop further through the use of parental workshops led by the FLO</p>	<p>2, 5 & 6</p>
<p>To improve behaviour and attitudes of all pupils, especially PP pupils and SEND, towards learning through the implementation of a whole school behaviour curriculum.</p>	<p>The EEF states that both targeted and universal approaches to behaviour have positive effects (=4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption, providing tailored support where required. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>LT to ensure staff are referring to ask when discussing behaviour with pupils – is this being verbalised effectively? How do we know?</p>	<p>5</p>
<p>For children to have an understanding of ambitious vocabulary to use in writing across a range of genres and subjects. Key vocabulary is pulled out of key texts during whole class reading, Guided Reading/ERIC activities ensure children focus on vocabulary. Children given time to explore the meanings of unfamiliar/new vocabulary. Vocabulary rich displays. Key vocabulary mentioned on Knowledge Organisers and referred to during lessons.</p>	<p>Poor vocabulary knowledge and use, and deprivation of cultural capital, results in pupils having poor spelling knowledge.</p> <p>Staff articulating pupils learning and responses as a means of modelling, re-phrasing and supporting vocabulary.</p>	<p>2</p>

Total budgeted cost: £150,515

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment Data for previous 3 years *

* No individual school or National data is available for the 2019-20 and 2020-21 academic years due to the Coronavirus pandemic.

EYFS DATA 2022-23						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	40%	76%	67%			
% meeting EXP or exceeded in Reading	70%	97%	90%			
% meeting EXP or exceeded in Writing	40%	79%	69%			
% meeting EXP or exceeded in Maths (Number)	60%	90%	82%			
EYFS DATA 2018-19						
% achieving Good level of development (GLD)	58%	82%	74%	57%	74%	72%
% meeting EXP or exceeded in Reading	58%	86%	76%	62%	79%	77%
% meeting EXP or exceeded in Writing	58%	82%	74%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	67%	91%	82%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	60%	62%	62%	57%	74%	72%
% meeting EXP or exceeded in Reading	100%	69%	72%	62%	79%	77%
% meeting EXP or exceeded in Writing	60%	67%	66%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	80%	67%	68%	66%	82%	80%

PHONICS 2022-23

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	87%	73%	77%	69.4%	84.1%	80.5%

PHONICS 2018-19

% of pupils passing Phonics Screening Check	100%	88%	90%	71%	84%	82%
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PHONICS 2017-18

% of pupils passing Phonics Screening Check	60%	91%	81%	70%	84%	82%
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KSI ATTAINMENT 2022-23

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths	47%	69%	62%			57%
% meeting expected standard or above in reading	53%	74%	67% (TA)			69%
% meeting expected standard or above in writing	47%	71%	63% (TA)			
% meeting expected standard or above in maths	60%	83%	75% (TA)			71%

KSI ATTAINMENT 2018-19

% achieving expected standard or above in reading, writing and maths	56%	58%	57%	50%	69%	65%
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% meeting expected standard or above in reading	67%	77%	73%	62%	78%	75%
% meeting expected standard or above in writing	61%	61%	61%	55%	73%	69%
% meeting expected standard or above in maths	61%	74%	69%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	50%	69%	67%	na	na	na
% meeting expected standard or above in reading	50%	84%	80%	60%	78%	75%
% meeting expected standard or above in writing	50%	69%	67%	53%	73%	70%
% meeting expected standard or above in maths	50%	80%	76%	61%	79%	76%

KS2 Data 2022-23						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	61%	76%	71%			61%
Progress score in reading	+7.1	+2.7	+4.2			0.03
Progress score in writing	+2.2	+2.9	+2.6			0.03
Progress score in maths	+2.2	+1.0	+1.4			0.03
KS2 DATA 2018-19						
Ks2 Attainment RWM combined	92%	77%	81%	51%	71%	65%
Progress score in reading	4.94	2.71	3.29	-0.62	0.32	0.03
Progress score in writing	3.99	2.91	3.19	-0.50	0.27	0.03
Progress score in maths	2.48	1.55	1.79	-0.71	0.37	0.03
KS2 DATA 2017-18						
Ks2 Attainment RWM combined	44%	85%	71%	51%	70%	64%
Progress score in reading	0.18	1.70	1.20	-0.60	0.30	0.03
Progress score in writing	-2.23	0.90	-0.14	-0.40	0.20	0.03
Progress score in maths	-1.44	0.04	-0.45	-0.60	0.30	0.03

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2022-23 (Y1-Y6)	91.06%	94.44%	na
2018-19	93.8%	96.3%	96%
2017-18	94.4%	95.9%	95.8%

*The pandemic has affected attendance figures in school in 2019-20 and 2020-21.

Evaluation of Previous Years Targets

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1.	Lessons start with links to when the content has been taught previously in the term/ previous year groups and how it follows on from previous lessons.	High Impact Staff understand the importance of giving pupils opportunities for them to link prior learning to new learning. This gives them the knowledge to tackle new learning.	Continue with provision Internal monitoring shows that opportunities for children to recall prior knowledge to support new learning is an integral part of a child's learning journey.
2.	EYFS to receive targeted support based on their baseline results - targeted reading aloud and book discussions. Refresher training for Echo reading. Reading fluency assessments to be carried out across KS2 in order to identify children for targeted support/intervention.	High Impact The phonics scheme that was established last year is going well. It enables books to be matched to children's phonic ability. A book is shared daily with children to encourage reading for pleasure. Language and vocabulary is continued to be developed through adult interactions within the areas. Language structure is modelled through conversations and group social interventions.	Continue with provision The EEF Toolkit states " <i>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</i> " Early reading continues to be an area of high importance throughout school. The scheme is working well and we will continue to embed this throughout the year. We will ensure all new staff receive Echo Reading training.
	New spelling initiative to be embedded. Use of sound mat to identify sound buttons will address spelling needs of the pupils.	Medium to High Impact The phonics scheme that was introduced last year is having a good impact. We are seeing an improvement with spellings for most children.	Continue with provision. Spelling remains a focus across the school. Time needed to embed new spelling scheme.
	Guided Reading/ERIC activities ensure children focus on vocabulary. Children given time to explore the meanings of unfamiliar/new vocabulary. Vocabulary rich displays. Key vocabulary mentioned on Knowledge Organisers and referred to during lessons.	High Impact English Lead has created a bank of activities to support GR activities in class, using a wide range to cover all genres.	Continue with provision. Whole class texts are used as part of Guided reading, which are specifically chosen to suit age and link to Topics taught across the school. The EEF Toolkit states " <i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i> "

3.	Last Year/Last Term/Last Lesson approach at start of each lesson Power Maths approach, supported with NCETM to allow children to secure rich mathematical language to discuss their answers. All year groups to implement a breakdown of facts, methods, and strategies slide after the 'fluency first' slides to ensure that children feel confident with the facts and methods before accessing the Power Maths Additional maths resources to support the teaching of number	Medium Impact Staff understand the importance of giving pupils opportunities for them to recall prior knowledge to enable them to move their learning on. Evidence seen during learning walks show pupils recapping prior learning linked to new learning within subject areas.	Change provision The EEF Toolkit states " <i>Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</i> " School recognises the importance of sequence within the Maths curriculum, enabling pupils to consolidate the core principles to support them in their next steps of learning. Following a staff and pupil survey, concerns rose around the impact of Power Maths on EAL pupils.
	School-Led Tutoring to help narrow the gap and improve children's understanding of core Maths skills.	High Impact 42 pupils received tutoring, totalling 471 hours Pupils taught by class teachers to ensure a consistent approach to each child's learning needs and gaps. We saw a huge improvement in pupil's confidence and KS2 results reflect this.	No – end of programme
4.	Daily rainbow retrieval practice	High Impact Staff understand the importance of giving pupils opportunities for them to recall prior knowledge. Rainbow Retrieval cards are embedded across the school allowing children to recall prior knowledge.	Continue with provision Opportunities for children to recall prior knowledge is an integral part of a child's learning journey.
5.	Writing intervention specifically geared towards use of vocabulary to be implemented.	High Impact Teacher assessment and book scrutinies show that writing interventions has had positive impact on the progress of our PP children. In Ks2, the valued added score in Writing was +2.2 for PP children compared to Non PP at +1.0	Continue with provision Internal assessment has demonstrated the value of small group intervention on the progress of our disadvantaged children. Writing interventions has proven to work most successfully when delivered by the teacher or adult who consistently works within that class. The EEF Toolkit states " <i>Small group tuition has an average of four months' additional progress over the course of a year' and that, 'studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition'</i> "
6.	Maths interventions (small groups with targeted plans for each group) planned for all Year 2 children in the Advent and Lent terms with priority given to PP and EAL learners, not least to increase confidence in terms of understanding mathematical	High Impact Teacher assessment and book scrutinies show that Maths interventions has had positive impact on the progress of our PP children. In Ks1, the valued added score in Maths was +4.9 for PP children compared to Non PP at +0.8.	Continue with provision Internal assessment has demonstrated the value of small group intervention on the progress of our disadvantaged children. Maths interventions has proven to work most successfully when delivered by the teacher or adult who consistently works within that class. The EEF Toolkit states " <i>Small group tuition has an average of four months' additional progress over the course of a year' and that, 'studies</i>

	vocabulary. Y1 in the Pentecost Term in order to promote the very best outcomes for all learners.	The value added score for EAL in Maths was + across all Ethnic Groups.	<i>in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition"</i>
7.	Staff CPD around 'When the Adult Changes, Everything Changes'.	Medium impact Opportunities given to staff during staff meeting to access internal CPD. This has allowed staff to think about behaviours within school and help understand why children behave.	Develop provision If provision is to continue, more time needs to be allocated on this book. The EEF Toolkit states " <i>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</i> "
8.	To provide support for all PP children to have the same experiences as non PP pupils.	Medium Impact School trips, residential visits and opportunities for outside companies to provide sessions within school to enhance the curriculum have continued and have increased following the pandemic.	Develop provision. The EEF Toolkit states " <i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i> " Plans in place to start an Oracy Project in conjunction with Derby theatre.
9.	Office/ FLO/ SENDCo to be in contact with children daily following attendance policy. Share concerns regarding attendance with phase leader- FLO- PP lead. These are then take to Triage. Triage group to meet and discuss any concerns regarding attendance, how to support and put in place actions. Door-step check ins if necessary. Regular contact with families via Class Dojo. Treat sessions (games and treats shared to engage children and help them feel happy at school). Children's names are entered into competition to win a prize following a week's full attendance. Class prizes awarded for each full week of 100% attendance	High Impact Attendance for PP pupils was above National Average for PP. Families continue to feel supported and children happy to come to school Evidence seen in PASS Survey. PP pupils have more positive feelings about school than non PP.	Continue with provision. Attendance remains a priority for the school. Monitoring of attendance is integral in ensuring pupils are in school.

Externally provided programmes

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

Programme	Provider