



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	387 (including 27 in Nursery)
Proportion (%) of pupil premium eligible pupils	25.1% (FS2-Y6)
Academic year/years that our current pupil premium strategy plan covers	2023-2026 (Year 3)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Patricia Chapman
Pupil premium lead	Gill Novak-Lemmings
Governor / Trustee lead	Emma Farmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,320
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>	£133,320

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	Early communication and language. 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
2	Low Cultural Capital and exposure to 'rich and ambitious' vocabulary. 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
3	Maths retention of key knowledge and reasoning skills. 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.
4	Metacognition skills of disadvantaged children Pupils, due to cognitive overload, struggle to retain knowledge over the curriculum, particularly spellings, and it is not fully embedded into long term memory.
5	Low parental engagement 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.
6	Attendance Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils. 23 - 24% of disadvantaged pupils have been 'persistently absent' compared to 13 - 14% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
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.	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. Parental involvement from the point of entry will be improved and this will directly impact on the communication skills of our disadvantaged children. 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. 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. Pupils apply more advanced vocabulary when speaking and when writing. Children are more confident in speaking in-front of their class. Clear personalised feedback given. Children are more KS1/ KS2 / Secondary ready.
Positive progress in Writing in KS2 Improved girls writing, particularly for higher attaining girls in KS1 Increased Cultural Capital.	Oral rehearsal approaches and handwriting focussing around spelling. Attitudes to reading to be pushed out to SPAG work to develop positive attitude to writing Curriculum design, vocabulary focus on Knowledge Organisers and displays. Phonics focus in FS/ KS1 to ensure children are ready for KS2. Phonic lessons continued throughout KS2 for those children who need it. Revisiting spellings and SPAG from previous year groups or earlier in the year to ensure retrieval is embedded. Teaching of spelling improves through more discreet lessons, setting up weekly spelling tests and using a new spelling scheme created by English Lead. Phoneme Sound mats shared with children and sent home. Teaching of writing is a whole school focus. Subsidising of school dinners to ensure pupils receive a hot meal
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.	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.

Metacognition skills of disadvantaged children improves, and more key knowledge retained.	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
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.	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.
For attendance rates for pupils eligible for PP to be at least in-line with National.	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.

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: £40,258 (On-line resources including White Rose, Purple Mash, Century, TTRS, Staff CPD, Oracy Project.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further embed the mastery approach to maths using White Rose by using worked examples that enable pupils to analyse the use of different strategies.	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. Mastery learning EEF (educationendowmentfoundation.org.uk)	3
To encourage pupils to use spoken language to organise and express their ideas clearly so that they can apply this vocabulary and structure in their writing	EEF - Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
To support pupils using metacognitive strategies such as planning, monitoring and evaluating their thinking to support them in completing learning tasks independently.	Pupils, due to cognitive overload, struggle to retain knowledge over the curriculum, particularly spellings, and it is not fully embedded into long term memory. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £70,427 (including SENDCo, EDUKey)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to deliver targeted support for pupils in EYFS based on their baseline results. To utilise Rapid Catch-Up assessments in KS2 in order to identify children for targeted support/intervention.	EEF - Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. EEF Communication and Language	1 & 2
To enable disadvantaged and pupils identified as SEND to independently select, apply and evaluate appropriate self-regulation and metacognitive strategies during retrieval tasks and new learning, demonstrating increasing autonomy in monitoring their own progress.	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. Metacognition and Self-regulated Learning EEF	4
To embed the school's systematic phonics programme across the school; daily spelling focus, use of sound mats to identify sound buttons.	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. Phonics EEF (educationendowmentfoundation.org.uk)	1 & 5

To use visual representations that provide insight into the structure of a word problem to increase confidence children's confidence in reasoning and problem solving.	The EEF states that to succeed in problem solving, pupils need to draw on a variety of problem-solving strategies which enable them to make sense of unfamiliar situations and tackle them intelligently. Improving Mathematics in Key Stages 2 and 3 EEF	3
To continue to provide accessibility to excellent quality texts, including vocabulary rich class texts, newspapers, journals, specifically selected fiction and nonfiction resources to ensure tailored reading choices. To ensure writing intervention is specifically geared towards use of vocabulary, use of tenses and subject verb agreement.	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)	2

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

Budgeted cost: £22,635 (including Ed Psych, Bridge the Gap, Safe & Sound, Catharsis, residential and trips.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide experiences for disadvantaged pupils to enrich their vocabulary 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
To continue 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.	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 Working together to improve school attendance (applies from 19 August 2024) Parental engagement EEF	2, 5 & 6

To assess the impact of the behaviour curriculum by analysing behaviour trends and pupil engagement, and to refine routines and support strategies to ensure sustained, consistent behaviour and positive learning attitudes across all groups, including PP and pupils identified as SEND.	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 Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
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Total budgeted cost: £133,320

Part B: Review of the previous academic year (July 2026)

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

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils (please see tables below).

The aims for the school's strategy were as follows:

To give pupils a reason to write—and someone to write for. This will support effective writing and provide opportunities for pupils to adapt their writing for different audiences and purposes.

Providing pupils with meaningful writing opportunities linked to authentic audiences has increased engagement and motivation to write. Across the curriculum, pupils have written for a range of purposes, enabling them to develop their understanding of audience, language choices and text structure. Teachers reported greater enthusiasm for writing, particularly amongst disadvantaged pupils, with improvements seen in writing stamina, independence and pride in presentation. Pupils are increasingly able to adapt their writing appropriately for different genres and audiences.

To ensure writing intervention is specifically geared towards use of vocabulary, use of tenses and subject-verb agreement.

Targeted writing interventions have focused on the specific grammatical and language needs identified through ongoing assessment, particularly vocabulary development, accurate use of tense and subject-verb agreement. Pupils have demonstrated increased confidence when editing and improving their own writing, resulting in greater accuracy and coherence across a range of writing genres. Regular assessment has enabled interventions to be adapted to meet individual needs, with disadvantaged pupils making improved progress towards age-related expectations. Teachers have reported increased independence in pupils' application of these skills during independent writing tasks.

Key Stage 2										
Subject	Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% achieving the expected standard	71%	60%	80%	61%	67%	62%	56	70%	63%
Reading, Writing & Maths combined	% achieving the higher standard	8%	8%	14%	8%	15%	8%	56	7%	~ 8%
Reading	% achieving the expected standard	86%	73%	88%	74%	92%	75%	56	79%	75%
Reading	% achieving the higher standard	41%	29%	44%	29%	33%	33%	56	30%	~ 30%
Reading	Average scaled score	107.8	105.0	108.5	105.0	106.8	106.0	53	106.8	106.0
Writing	% achieving the expected standard	73%	71%	90%	72%	77%	72%	56	84%	73%
Writing	% working at greater depth	17%	13%	20%	13%	21%	13%	56	14%	~ 13%
Maths	% achieving the expected standard	84%	73%	90%	73%	87%	74%	56	86%	75%
Maths	% achieving the higher standard	18%	24%	26%	24%	29%	26%	56	21%	~ 27%
Maths	Average scaled score	104.7	104.0	105.7	104.0	106.3	105.0	53	105.6	105.0
GPS	% achieving the expected standard	88%	72%	96%	72%	92%	73%	56	93%	74%
GPS	% achieving the higher standard	45%	30%	50%	32%	44%	30%	56	39%	~ 30%
GPS	Average scaled score	108.2	105.0	109.7	105.0	109.1	105.0	53	108.1	105.0
Science	% achieving the expected standard	87%	80%	90%	81%	88%	82%	56	88%	82%

Statuary Assessments for Disadvantaged pupils:

Key Stage 2										
Subject	Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
		School ▾	National ▾	School ▾	National ▾	School ▾	National ▾	Cohort ▾	School ▾	National ▾
Reading, Writing & Maths combined	% achieving the expected standard	61% ●	44%	69% ●	46%	48% ●	47%	13	69% ○	-
Reading, Writing & Maths combined	% achieving the higher standard	6% ●	3%	6% ●	3%	10% ●	4%	13	0% ○	-
Reading	% achieving the expected standard	89% ●+	60%	81% ●	62%	90% ●+	63%	13	77% ○	-
Reading	% achieving the higher standard	44% ●	17%	38% ●	18%	33% ●	21%	13	15% ○	-
Reading	Average scaled score	108.2 ○	102.0	107.3 ○	103.0	105.9 ○	103.0	12	105.7 ○	-
Writing	% achieving the expected standard	63% ●	58%	75% ●	58%	57% ●	59%	13	85% ○	-
Writing	% working at greater depth	5% ●	7%	13% ●	6%	19% ●	7%	13	0% ○	-
Maths	% achieving the expected standard	72% ●	59%	81% ●	59%	71% ●	61%	13	92% ○	-
Maths	% achieving the higher standard	11% ●	13%	25% ●	13%	10% ●	15%	13	23% ○	-
Maths	Average scaled score	102.2 ○	101.0	103.6 ○	101.0	102.7 ○	102.0	13	104.1 ○	-
GPS	% achieving the expected standard	89% ●+	59%	88% ●+	59%	81% ●+	60%	13	92% ○	-
GPS	% achieving the higher standard	33% ●	18%	38% ●	20%	33% ●	19%	13	38% ○	-
GPS	Average scaled score	106.9 ○	102.0	108.1 ○	102.0	106.4 ○	103.0	12	107.3 ○	-
Science	% achieving the expected standard	68% ●	68%	81% ●	69%	76% ●	70%	13	85% ○	-

To embed the school's systematic phonics programme across the school; daily spelling focus, use of sound mats to identify sound buttons.

The continued implementation of the school's systematic phonics programme has strengthened the consistency of phonics teaching across all year groups. Daily phonics and spelling practice, alongside the use of sound mats and sound buttons, has improved pupils' ability to decode unfamiliar words, apply phonic knowledge accurately and make links between reading and spelling. Teachers have consistently used agreed approaches, enabling pupils to develop greater fluency and confidence in both reading and writing. Targeted support has ensured disadvantaged pupils receive timely intervention, helping to close identified gaps in early reading and spelling.

Phonics Screening Check									
Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% passing in Year 1	77% 	79%	77% 	80%	88% 	80%	46	87% 	~ 82%
% passing check by end of Year 2	98% 	89%	86% 	89%	90% 	89%	50	90% 	~ 92%

Statuary Assessments for Disadvantaged pupils:

Phonics Screening Check									
Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School ▾	National ▾	School ▾	National ▾	School ▾	National ▾	Cohort ▾	School ▾	National ▾
% passing in Year 1	82% 	66%	58% 	68%	80% 	67%	9	78% 	-
% passing check by end of Year 2	100% 	81%	82% 	82%	79% 	81%	12	83% 	-

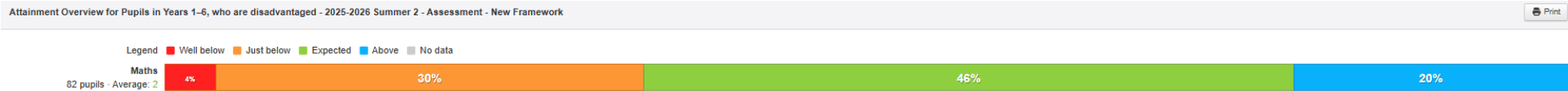
To embed the mastery approach to maths using White Rose by using worked examples that enable pupils to analyse the use of different strategies.

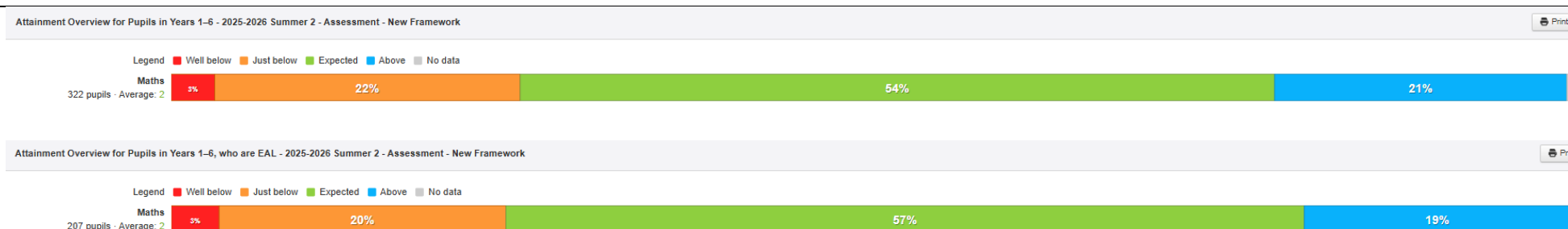
The continued implementation of the White Rose mastery approach has strengthened pupils' conceptual understanding of mathematics. The consistent use of worked examples and carefully sequenced lessons has enabled pupils to compare and evaluate different methods, deepening their mathematical reasoning and problem-solving skills. Teachers have developed greater confidence in modelling efficient strategies and addressing misconceptions through high-quality questioning. As a result, pupils demonstrated increased resilience when tackling challenging mathematical tasks, with improved confidence and engagement evident across lessons.

Multiplication Tables Check (MTC)									
Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% scoring full marks (25/25)	29% 	29%	57% 	34%	70% 	37%	55	65% 	~ 44%
Average score (out of 25)	19.8 	20.2	23.7 	20.6	24.1 	21.0	52	23.5 	~ 21.6

To ensure maths interventions are planned with priority given to PP and EAL learners, increasing confidence in understanding mathematical vocabulary.

Targeted mathematics interventions have enabled disadvantaged pupils and those with English as an Additional Language to receive timely support tailored to identified gaps in knowledge. A focus on explicitly teaching mathematical vocabulary has improved pupils' confidence in interpreting questions and explaining mathematical concepts using appropriate terminology. Intervention programmes were regularly reviewed to ensure pupils made accelerated progress towards age-related expectations.





To deliver targeted support for pupils in EYFS based on their baseline results.

Baseline assessments were used effectively to identify pupils requiring additional support at the earliest opportunity. Targeted interventions focused on communication and language, early literacy, phonics and mathematical development, ensuring that disadvantaged pupils received personalised support matched to their individual needs. Regular monitoring enabled interventions to be adapted swiftly in response to pupil progress. As a result, children developed greater confidence, independence and readiness for learning, helping to narrow the gap between disadvantaged pupils and their peers by the end of the Reception Year.

Early Years Foundation Stage									
Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% achieving a Good Level of Development	67% ●	67%	55% ■	68%	64% ■	68%	46	72% ●	~ 72%
% at the expected level across all early learning goals	67% ●	66%	55% ■	66%	53% ■	67%	46	72% ●	~ 71%

To promote high-quality dialogue in the classroom, between the teacher and pupils and between pupils, to support pupils in developing their thinking and use of language.

Teachers have continued to prioritise purposeful classroom dialogue through carefully planned questioning, partner talk and structured discussion. Opportunities for pupils to articulate their thinking, justify their answers and build on the ideas of others have enhanced vocabulary development and strengthened oracy skills across the curriculum. This has been particularly beneficial for disadvantaged pupils

and those with English as an Additional Language, who have shown increased confidence in contributing to classroom discussions and explaining their reasoning. Improved classroom dialogue has supported deeper understanding across subjects.

To continue to raise attendance and reduce persistent absences through wraparound care for all pupils, especially PP and SEND, by offering a Breakfast Club and clubs after school.

The continued provision of Breakfast Club and a wide range of after-school clubs has supported improved attendance, punctuality and engagement in school life, particularly for disadvantaged pupils and those with SEND. Access to wraparound provision has provided pupils with a positive start and end to the school day, reducing barriers to attendance and increasing opportunities for social interaction, physical activity and enrichment. Close monitoring of attendance, combined with targeted pastoral support and regular communication with families, has contributed to a reduction in persistent absence and strengthened relationships between home and school.

2025-26			
	Advent	Lent	Pentecost
Percentage of pupils that have taken part in extra-curricular activities	53%	63%	76%
Percentage of the PP cohort that have taken part in extra-curricular activities	57%	72%	81%

SEND data for extra-curricular activities:

- 2022-23 SEND = 61%
- 2023-24 SEND = 66%
- 2024-25 SEND = 75%
- 2025-26 SEND = 79%

To assess the impact of the behaviour curriculum by analysing behaviour trends and pupil engagement, and to refine routines and support strategies to ensure sustained, consistent behaviour and positive learning attitudes across all groups, including PP and pupils identified as SEND.

Analysis of behaviour data has enabled leaders to evaluate the effectiveness of the school's behaviour curriculum and respond proactively to emerging trends. The consistent implementation of clear expectations, routines and restorative approaches has resulted in a calm and purposeful learning environment where pupils understand how to make positive behaviour choices. Behaviour incidents have been monitored regularly to ensure support strategies are appropriately targeted, particularly for disadvantaged pupils and those with SEND. Staff have developed greater consistency in implementing the behaviour policy, contributing to improved pupil engagement,

stronger attitudes to learning and increased time spent focused on high-quality teaching. Pupil voice indicates that children feel safe, understand the school's expectations and recognise the positive impact of the behaviour curriculum on their learning.

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