



SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2023 - 26

Pupil Premium Lead	M Dyche	Governor Lead	Andrew Wood
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CURRENT PUPIL INFORMATION {2023}

Total number of pupils in school:	187	Total pupil premium allocation:	39 pupils FSM = 56,745.00 1 pupil - Forces =£ 335 11 pupils PLAC/SGO=£27,830.00 Total= £84,910.00	Date of most recent PP Review:	/
Number of pupils eligible for pupil premium:	39 FSM with 11 Pupil Premium Plus	Amount of pupil premium received per child:	FSM - £1455, PLAC - £2530 Forces- £335	Publish Date:	September 2023 Reviewed and updated termly
Proportion of disadvantaged pupils %:	21%	Date for next internal review of this strategy:	March 2024	Statement authorised by:	M Dyche

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	83	44.39%
Girls	104	55.62%
SEN support	24	12.84%
EHC plan	2	1.07%
EAL	86	46%

Statement of Intent

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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.

This is a three year pupil premium strategy.

At Holy Rosary we have high aspirations and ambitions for our children and we believe that all learners 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. We enable them to challenge and transform society by becoming analytical and critical thinkers. Thus ensuring we are forming the leaders of tomorrow.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Holy Rosary we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

BARRIERS TO FURTHER ATTAINMENT

Trust : Strategic Aim 3: Our Organisation An efficient and effective organisation design with robust processes to ensure resources are deployed to good effect for the benefit of the children and young people in our care

Teaching, learning and assessment: To ensure that all our academies provide the very best teaching in order to promote and provide high quality learning for all our children and young people and ensuring that there is support in place for teachers to achieve this.

School's objective 2: **To improve the teaching and learning through embedding clear pedagogical practice that drives attainment for all pupils.**

Areas to improve from OFSTED report 25/1/23

The curriculum is well planned in some subjects however.... the curriculum does not set out the things that pupils need to know in enough detail, and leaders have not identified the small steps that pupils need to take to be successful. Because of this, teachers are sometimes unclear about precisely what to teach and when. This is a barrier to learning.

Some staff, including those in the early years, use assessment well. They accurately identify gaps in pupils' learning and adapt their teaching to ensure that pupils have the knowledge they need to be successful. However, too often, teachers do not use assessment skilfully enough to identify misconceptions or gaps in pupils' knowledge. Consequently, gaps in pupils' knowledge are not closed quickly enough, and misconceptions persist. This hinders pupils' learning.

In-School Barriers

A	Effective pedagogy and implementation of the planned curriculum with rigorously planned opportunities to aid the retention of knowledge over the curriculum and ensure misconceptions are addressed particularly spellings, and it is not fully embedded into long term memory.
B	Growing number of pupils with SEMH needs requiring specialised adult support and intervention
C	Reception baseline assessments highlight that a large number of our new starters into EYFS2 lack the ability to use verbally constructed simple sentences across a range of contexts. This is rooted in poor educational experiences for parents/carers and their lack of understanding of the importance of basic skills and also a significant number of children with EAL. light 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. This limits communication with other children and adults, which is vital for language and cognitive development and relationship building. This can also lead to self-esteem and friendship issues including preventing their chances of excelling in other subjects.
D	Lack of 'cultural capital' and experience impeding ability to contextualise learning. 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

External Barriers (such as poor attendance)

E	Parental Engagement (inc support of mental health, academic requirements and homework/technology support)
F	Low attendance Persistent absentees are identified and tailored plans including incentives are in place.

Desired Outcomes/Aim for each barrier

	Outcome/Aim	Success Criteria
A	To continue to ensure the outcomes for pupils in receipt of pupil premium is at least in line with those of peers or baseline entry points in school across the curriculum by using interventions and assessment information to target and close gaps for PP pupils. Pupils with pastoral or SEN needs	Termly assessments in driver subjects demonstrates sticky knowledge is secure for most pupils.

	<p>are identified swiftly on transition to ensuring needs are met and progress is made from starting point. progress (from their starting point) and attainment including the GLD</p>	<p>Staff meetings led by Subject leaders to share progression maps and key sticky knowledge for their subjects.</p> <p>Focus on key knowledge and vocabulary shared with parents on Knowledge Organisers and are in books for children to refer to throughout lessons.</p> <p>Key vocabulary displayed.</p> <p>Quizzes used to check retention of knowledge and vocabulary. Recalling facts/ definitions/ vocabulary</p> <p>All lessons start with recaps of previous learning that relates to the lesson. Staff use a variety of strategies to ensure children are ready to learn.</p> <p>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.</p>
B	<p>To continue to ensure the development of nurture groups, 1:1 support and listening sessions for social emotional issues, utilising our pastoral care. Newly trained ELSA widens the capacity of practice and support</p>	<p>Pupils are more confident within a group, articulate responses clearly and develop secure friendship groups. Pupils begin to show self-regulation where needed.</p>
C	<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>Most pupils can articulate language accurately. Interventions are embedded and staff are confident in supporting.</p>
D	<p>Ensure all pupils are immersed in a rich curriculum, including home school resources utilising ClassDojo and other learning platforms.</p> <p>Increased Cultural Capitol</p>	<p>Subject Leaders ensure that Curriculum design is a regular features of review and refinement within subject actions planning.</p> <p>Vocabulary focus on Knowledge Organisers and displays, use of standard English at home, 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</p>

		<p>shared with children and sent home. Teaching of writing is a whole school focus.</p> <p>Subsidising of school dinners to ensure pupils receive a hot meal</p>
E	<p>Parents feel supported to engage in the education of their child</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>Parents communicate with class teachers around gaps in learning and home support Parents engage with on line sessions to understand class based learning Teachers work with SLT to provide ways to demonstrate learning virtually. Workshops in place for parents to support at home with a range of issues, including behaviour, on-line safety and specific learning areas. Teachers advise parents on quality reading material appropriate for each age group. Specific parents are targeted to ensure more frequent attendance at school events. Masterclasses for parents – maths/English skills/phonics To continue to drive engagement with the PTA so that parents feel like they have ownership of an element of school life</p> <p>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.</p>
F	<p>Increased attendance across all groups and in persistent absent families through school support</p>	<p>Attendance to be increased to 96+ and remain above National Average</p> <p>To ensure the gap between PP and Non-PP are in line with National. Persistent absences will show a difference. PFSW working closely with parents and checking in daily with families not attending.</p> <p>More children in attendance at the weekly nurture club and more 100% attendance certificates given out termly</p>

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

School's objective 2: To improve the teaching and learning through embedding clear pedagogical practice that drives attainment for all pupils.

Ensure consistent quality first teaching to promote high attainment in all curriculum subjects alongside a rigorous data and progress analysis.

Further develop opportunities for oracy across school and embed this in all areas of the curriculum.

The curriculum, school development plan and pupil premium strategy are designed and based on our pupils prior learning and initial starting points.

Academy Improvement Strategic Aim 1: Our Faith: A faith filled, outward looking, Catholic community promoting the spiritual, emotional, social and academic growth of the individual child and young person, transforming lives for the benefit of all. Strategic

Aim 2: Our People A comprehensive, coordinated, developmental and sustainable approach allowing all employees and volunteers to flourish and feel valued for the important role each person plays in our Trust. Strategic

Aim 3: Our Organisation An efficient and effective organisation design with robust processes to ensure resources are deployed to good effect for the benefit of the children and young people in our care. Strategic

Aim 4: Our World A community where everyone is conscious of our contribution to and impact on the world and the positive differences, we can make by engaging in meaningful ways with others outside the Trust

The objectives set are based on a diagnostic of pupils needs, strong evidence and research from EEF.

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
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<p>1.All pupils receive good and often outstanding teaching English</p>	<p>A C and E Sustained high quality writing using rich and varied vocabulary is evident throughout each year group. Pupils are confident to articulate their comprehension and inference during reading and oracy</p>	<p>Continue rigorous monitoring through drop ins, book looks and pupil voice, retrieval strategies for grammar -daily focus Discrete daily handwriting sessions/phonics tracker Focused guided reading to develop confident reading Focused reading comprehension in KS1 to develop inferential understanding.</p> <p>Spelling shed activities embedded and a clear strategy being followed. Revisiting spellings from previous years.</p> <p>Daily Phonic Interventions and Parent/carer classes</p> <p>Randomisers used within classrooms to enable all pupils to 'have a voice'.</p> <p>Exposure to high quality vocabulary in all lessons (QFT). Little Wandle used to assess fluency across KS1 and Rapid Catch-Up in KS2. Write stuff 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>Termly reviews</p> <p>Subject leads All class teachers</p> <p>July 2024</p>	<p>£500-online and paper based resources- phonics tracker</p> <p>£1000 Little Wandle, Collins physical copies and resources for interventions and guided reading</p> <p>£1200 Collins ebooks £800 Pearson Bugl Club books – reading for pleasure</p> <p>£350 Boom Reader online reading records</p>	<p>Resources purchased to enhance the curriculum- a specific focus on oracy, early reading, vocabulary and language development.</p> <p>Pupils can clearly and confidently articulate reading skills, links between texts shared and confident book talk with peers and adults</p> <p>Higher attainment focus in writing in KS1. Positive progress in writing KS2</p> <p>Phonic data rises more in-line with National.</p> <p>Children can apply phonics more in their reading and writing, impacting on their own progress against FFT.</p>
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<p>2. All pupils receive good and often outstanding teaching Maths</p>	<p>A Gap analysis continues to ensure all pupils revisit and apply this learning</p>	<p>To further embed fluency and secure recall of key skills and processes. Increase efficient recall of key facts across all year groups. This included utilising TTRS in preparation for Year 4 Multiplication check and KS2 SATS Ensure high quality resources are consistently used including numbots in KS1 and century in KS2 for pre-teach, revisit and homework Continue to utilise gap analysis termly specifically question level analysis from SATs-ASP and NFER termly tests, retrieval tasks and WR Flash Back 4 to address gaps from previous learning.</p> <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>SF - subject lead supported by MD and Tracey Churchill (Trust)</p> <p>Leader enrolled on East Midlands maths mastery Hub</p> <p>All class teachers</p> <p>July 2024</p>	<p>£1000 TTRS, £800 CPD £100 CGP revision guides £1000 Century online resource White Rose annual subscription – £1000 Curriculum time for subject lead</p>	<p>Increased % of pupils in Year 4 achieve 90% in MTC Increased greater depth in KS1 and KS2 Maths SATS papers by 10%</p>
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<p>3. Subjects To continue to refine assessment and embed metacognition through continuous recall</p>	<p>A, D and E ICT equipment ensures more pupils have access to chrome books.</p>	<p>Revisit and retrieval CPD giving opportunities for staff to use a variety of strategies throughout the year</p> <p>Trust pilot scheme for Year 6 pupils having individual chrome books is embedded through the extension and development of homework tasks equipping all pupils with the skills they need for the stage of their educational transition and future employment.</p> <p>Evidence is collated to demonstrate ICT, Music and art skills progression from each year group either through pupil workbooks and individual pupil files saved on ClassDojo and displays of pupil work. Arts mark award in progress. Pupils have access to wider opportunities to develop and apply learning parish competitions, poetry works published.</p> <p>Utilise subject expert groups to identify and implement good practice. Music books are consistently used through KS2 to evidence pupil progression in writing music. Golden threads from non core subjects identified and clearly taught through MTP planning and tracked on Insight</p>	<p>RW / SF / KD / ST / M</p> <p>Strategies continue over 23-24 Subject leaders monitor on a weekly basis Termly reviews with SLT</p> <p>Termly July 2024- July 2026</p>	<p>£400-Science £300-French resources</p> <p>Art and DT resources</p> <p>£250 music books New music equipment</p> <p>Century Online resource</p> <p>IT Teach first Scheme subscription</p>	<p>Bespoke Scheme of work in art fully embedded in all year groups and KO's show prior learning and progression.</p> <p>Upskilling challenging key vocabulary and at least good in Q&E</p> <p>ICT scheme utilised through schoolsignificant improvement in articulating correct vocabulary.</p> <p>Pupils are confident to play musical instruments and read and create music.</p>
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TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
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<p>1.All PP/Disadvantaged pupils make clear progress in handwriting, phonics, spelling, reading fluency comprehension and oracy</p>	<p>A securing progress over time in early reading. Last year 82% phonics screening results</p> <p>Guided reading increased timetabling</p> <p>Single year group focus in reading and phonics</p>	<p>SLT and CTs model intervention to support CPD.</p> <p>Trust support to model and observe good practice in implementation, pedagogy and retrieval following OFSTED next steps.</p> <p>Trust workshops on English School focus-articulation of English vocabulary and modelling.</p> <p>All knowledge gaps from Nfer spelling and NNS gaps identified and revisited through class practice.</p> <p>TA's daily checks on spelling through quality first teaching and with T using whole class feedback systems. HFW, Common exception words utilising phonics tracker and Spell shed resourcing.</p> <p>ECT in EYFS utilises EYFS subject expertise within the Trust</p> <p>SLT intervention groups Ensure pupils can confidently articulate and explain through higher order thinking and reasoning preferences within reading and can make relevant links and connections</p> <p>- Daily point of learning assessments in EY and KS1 to pinpoint gaps in understanding - Half termly summative</p>		<p>£15,000</p> <p>£220</p> <p>£600</p> <p>£2120 Inc in above</p>	<p>Gaps in spelling, grammar and phonic sounds are reduced using phonics tracker</p> <p>Greater recall in reading comprehension sessions</p> <p>Increased speed reading</p>
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		assessments by the Early Reading lead/ EY (EY & KS1) lead to check ability level and group suitability.			
2 Maintain high levels of consistency within maths curriculum through instant recall of facts and time tables	A and E Utilizing TT rockstars and Century to support preteach and revisits	<p>Maths lead new action plan identifying gaps to be retaught using ASP analysis from KS2 results Consistent application of Century for pre-teach and recaps</p> <p>WR Flash back 4 and other resources- to support increased fluency- quick recall to support problem solving and reasoning. This will be part of the retrieval focus at the start of a lesson</p> <p>Develop use of learning platforms to inform assessment (E.g. Numbots, TTRockstars)</p> <p>Teacher release for intervention groups</p> <p>CPD completed regularly for all staff including teaching assistants</p>	Termly	<p>£120</p> <p>Release for training £1000</p> <p>£2120</p>	<p>Faster recall of key facts leading to increased accuracy in problem solving and reasoning.</p> <p>Increase MTC results by 10% from last year</p> <p>All staff are confident in articulating and apply</p>

<p>3. To ensure consistent delivery of the planned curriculum through quality first teaching.</p>	<p>A</p>	<p>EEF- professional development on evidence based approaches.</p> <p>ICT/PE teaching and learning scheme to be consistently used across the school utilising chrome books and other related IT resources, beebots, crumble kits...</p> <p>ClassDojo for evidence.</p> <p>- Monitoring systems are robust and carefully planned including: lesson visits, work scrutinies, pupil voice on a termly basis across all subjects. -CPD towards different pedagogical approaches and how best to implement these in the classroom (masterclasses etc)</p> <p>-- CPD to ensure that teachers are engaging with INSIGHT to track the ongoing progress that children make and also the end of term outcomes - Question Level Analysis is carried out once per term in RWM to</p>	<p>Termly</p>	<p>£1500 per year to cover the cost of supply for subject leads to be out of class to take part in monitoring</p> <p>Teachers given time to analyse data in their subjects (mgt time – already budgeted in staffing costs)</p> <p>CPD - £200</p>	<p>All staff effectively implementing planned curriculum.</p> <p>All subjects are thoroughly monitored and any inconsistencies quickly identified and addressed in order to ensure delivery of a high quality curriculum in all subjects</p> <p>INSIGHT is a working document used to identify gaps and is used consistently across all classes and subjects QLA identifies both personal gaps and year group gaps which leads to targeted support.</p> <p>Pupils can recall and understand key vocabulary in ICT, Art, DT, Music and humanity subjects.</p> <p>Subject books, dojo platforms show clear progression of skills in Art and DT.</p>
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					<p>Clear identification and planning of Art/DT</p> <p>NC strands enriching core subjects Trust expert groups share best practice and implement within school</p>
<p>4. To ensure that the most effective adaptations are made for pupils with SEND/ otherwise disadvantaged across the curriculum to allow them to access the knowledge being taught</p>	A	<p>- EEF's 5 a day strategy rolled out across school to ensure that all learners enjoy a positive learning experience: - Explicit instruction - Inclusion of cognitive and metacognitive strategies - Scaffolding - Flexible grouping - Using technology - PLUS, we have added a sixth initiative which - 5 a day to be planned for across the curriculum in each year group</p>	<p>- Effective implementation is monitored as part of the monitoring process for each subject - Impact measured termly (formally)</p>	<p>Budgeted in staffing costs</p>	<p>Children who have SEND make excellent progress from their start points (end of term data) They grow more confident about themselves as learners (PASS tests and other pupil questionnaires) Children with SEND are able to talk confidently about their learning (as part of our monitoring cycle, we conduct pupil voice interviews, ensuring that those with SEND are included)</p>

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
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<p>4.Ensure PASS analysis focus areas are identified and actions put in place</p>	<p>B Key focus – self confidence- work with pupils to focus on self believe and worth.</p>	<p>Identify all amber/red questions and ensure areas of concern for pupils are addressed and communicated to teachers.</p> <p>The focus area is confidence and self-belief as a learner specifically with girls.</p> <p>(£800)-Support ELSA sessionsS4S DCC</p> <p>Behaviour support (£600) with pp focus group,</p> <p>Educational psychologist(£600) pp, PLAC</p> <p>PFSW weekly support with identified pupils.-</p> <p>Develop and adapt current pupil pages linking to Edukey Nurture and positive play through ELSA and pastoral staff</p> <p>Support parents/carers who are struggling financially and emotionally</p> <p>SMSC</p>		<p>£9000</p> <p>£1400</p> <p>£1500</p> <p>Edukey-£1000</p>	<p>Soft data through pupil voice show pupils are happy within school. Temperature checks on pupil voice in attitude to learning shows continuous improvements.</p>
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<p>5. Pupils have a breadth of experiences that enable them to contextualize their learning</p>	<p>D</p> <p>Programme of utilising music and Forest School specialists and teachers for subject lead pedagogy and enrichment experiences to develop cultural capital, character and confidence.</p>	<p>Continue with disadvantaged enrichment, afterschool, lunch time clubs focused on the use of the school library to aid reading enjoyment. Music and PE, funding for trips, retreats, concerts forest schools and residential</p> <p>Plan weekly clubs for all pp and a buddy.</p> <p>This includes singing, reading, art, forest schools coding and sport.</p> <p>These activities may help to improve engagement in learning. EET+4 Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. 2. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. 3. If the aim of the arts approach is to improve academic attainment it is important to identify the link between your chosen arts intervention and the outcomes you want to improve.</p> <p>-Leaders and Teachers continue to tweak key knowledge and design/consolidate the curriculum such that children learn</p>	<p>Ongoing with high quality CPD opportunities throughout the year</p>	<p>£12,000</p>	<p>Children are exposed to the best knowledge and are given the opportunities to apply that knowledge.</p> <p>They have the vocabulary and knowledge of the world which enables them to converse confidently about their learning and engage in conversations at all levels, sharing opinions and justifications. Equally teachers and subject leads are clear</p>
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		and they have a deep understanding of human and physical geography of the planet as well as furnishing them with the skills and knowledge to succeed which will afford them the best opportunities to be successful citizens within their communities.	including SEG (subject expert group) meetings in all subjects (organised by the Trust)		about what they are teaching and when and why they are teaching it.
6 Increase parental engagement through open day workshops for English, ICT and Math	<p>E</p> <p>Communication through ClassDojo</p> <p>Google Forms for attendance</p> <p>Surveys</p> <p>In person meetings filmed and distributed digitally</p> <p>Balance of meetings/workshops and in class sessions learning in the moment with pupils</p>	<p>Plan parent days within school to ensure they have the necessary skills to support their children at home.</p> <p>Identify parent feedback on open days to plan for further events.</p> <p>Plan yearly reading for pleasure days, new academic year phonics and open days</p>	<p>All CT's</p> <p>Invites and dateds co-ordinated by MD and ST</p>	£1000	<p>Parent questionnaire via forms.</p> <p>Parents are an integral part of the school community and relationships are built between parents and staff.</p> <p>Parents have a strong understanding of how school helps their children to know and remember and apply their learning.</p>

<p>7. To provide a level of pastoral care to help all children to have at least 96% attendance wherever possible.</p>	<p>F</p>	<p>Nurture Groups are timetabled for all (especially PP eligible) children identified by class teachers, Priority Pupil Team and health care professionals as being vulnerable</p> <p>- Priority pupils meeting held for one hour each week. PP team, HT, DHT and SENDCo in attendance</p> <p>- Pupil questionnaires and PASS tests issued half termly to assess the emotional state of all pupils</p> <p>Listening Sessions managed by our Mental Health lead in school</p>	<p>Ongoing – reviewed and changed half termly</p> <p>Ongoing - weekly</p> <p>Termly – PASS in Lent</p> <p>Daily with weekly drop in sessions managed by MHL</p>	<p>BACT Provision and PFSW</p> <p>£2.25 per pupil (KS2 only) - PASS tests = £300 per annum</p> <p>Training annually for Mental Health Lead - £150</p> <p>Covered by Pastoral element of her salary</p>	<p>Families feel well supported; attendance figures are at least in line with and ordinarily better than national; persistent absence is better than national.</p> <p>Children are happy at school; they feel safe and supported – especially our more vulnerable children.</p> <p>Attendance, as a result, is good for our PP children.</p> <p>Chdn with PP make good progress and attain well in all subjects Key staff are fully aware of the backgrounds surrounding our most vulnerable children and work together to ensure that these children have the best possible outcomes</p> <p>Pupils are able to share their feelings openly and they understand the importance of keeping our minds healthy.</p> <p>All pupils have access to wraparound care if needed</p>
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		-Wraparound care (Breakfast club and Afterschool club) funded for PP children where they choose to take it.	Ongoing – as and when	£10,000 ringfenced (10 pupils in both BC and ASC per day)	
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PUPIL PREMIUM ACTION PLAN: 2023/24

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1.PP/Disadvantaged pupils make clear progress in writing, phonics knowledge, reading comprehension, oray and maths	A and C Early years intervention to reduce speech and language delay	Continue using structured writing programme- The write Stuff to aid lanaguage	All research from EEF 2022 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend	Termly walks with link LGB Pupil Books and daily teaching Assessment to		ST/MD/ EH/SF -English lead Advent 2, Lent 1, Pentecost 1 Phonics, and reading in KS1

	<p>Most pupils can articulate language accurately.</p> <p>All pupils can recall key information from reading comprehension</p> <p>Continue with discrete handwriting sessions to develop accurate letter formation and sustained writing.</p> <p>Pupils are confident to articulate and reason</p>	<p>development for writing</p> <p>Weekly reading comprehension focusing on VIPERS questioning 1. teachers questioning pupils to apply key steps; KS1/2 2. summarising or identifying key points; metacognitive talk to model strategies; 4. Using peer and self questioning strategies to practice the strategies (such as elaborative interrogation, peer to peer assessment and quizzing (Teacher Walk thrus))</p> <p>Parent sessions in phonics and reading</p> <p>Continue with focus group marking daily 10 per group-TA, Teacher and peer marking-rotate daily</p>	<p>the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves +6 months a combination of approaches that include phonics, reading comprehension and oral language approaches +6 months . Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and selfregulation strategies: it provides specific information on how to improve. 2. Feedback can be effective during, immediately after and some time after learning. +6 months Oral language interventions (also known as oracy or speaking</p>	<p>identify starting points, mid way and end sessions.</p> <p>Observe articulation in whole school performances and guided reading sessions and other opportunities that pupils are required to lead /talk confidently. Character Buddies, Liturgical Prayer, Pupil Leaders</p>		<p>in line or above projections</p>
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			<p>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>			
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<p>1b.All pp pupils make clear and evident progress</p>	<p>A Introduce progression between KS1 phonic based approaches to the progressive, planned approach in KS2. Ensure practise models LW approaches to keep up catch up and spelling is adapted to the needs of all</p>	<p>15 minutes at least 3 days per week direct spelling focus linked to LW phonic progression</p>	<p>See above</p>	<p>Weekly drop in by HT and English lead, feedback</p>	<p>MD/ST/SF</p>	<p>Termly and yearly reviews. Monitor throughout 3 period and allow time to properly embed</p>
<p>2. Maintain high levels of consistency within maths curriculum through instant recall of facts and time tables</p>	<p>A and E All pupils can recall key facts instantly and with increased speed Utilise TT Rockstars, numbots and Century supported learning with chrome books in KS2</p>	<p>Use self regulation strategies to specific and concise tasks within maths topics on subject knowledge Pupils work in collaborative groups to support their learning using 'learning to learn skills' All pupils develop their understanding of what is required within the lesson to succeed I their outcomes.</p>	<p>linking structured small group interventions to classroom teaching and the curriculum</p> <p>EEF=+8 months 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. This is based on three components cognition-</p>	<p>Learning walks with link LGB, subject leads and TRUST SUPPORT Pupil voice Observations in class drop ins Rocket recaps taught daily</p>		

		<p>In class develop metacognitive talk related to lesson objectives-use key vocabulary and knowledge mats</p> <p>CPD (Teacher Walk Thrus)</p> <p>Parent sessions in maths processes, fuency and then mastery</p>	<p>mental process involved in knowing, understanding and learning, Metacognition-learning to learn and motivation- all pupils are engage in metacognitive and cognitive skills.</p>			
<p>3 Quality first teaching is evidenced through traingulated monitoring and observation of good practice</p>	<p>A and D</p> <p>Increase subject pedagogy and expertise with teachers and TA's</p>	<p>Daily recaps of sticky knowledge mats and umbrella core vocabulary. A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Both Tas and teachers</p>	<p>Explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning EEF=+5 months Approaches which promote talk and interaction between learners have significant gains.</p>	<p>Subject leads complete drop and staff meetings are used to centralise team monitoring and action setting. Review retrieval practices and recall of key vocabulary and Knowledge</p> <p>Pupil voice Assessment grid matrix used to define core knowledge-termly</p> <p>Continue to evolve Insight tracking using a range of assessment approaches.</p> <p>Continue to use School Aspect as a platform to</p>	<p>Half termly</p> <p>SLT/Subject leads / Class teachers</p> <p>Pupil progress meetings and data</p>	<p>Advent 2, Lent 1, Pentecost 1</p> <p>2024-25</p>

		collaborate articulating challenging vocabulary and accurate application		triangulate monitoring – policy, action plans, scrutiny and Lesson monitoring Utilise teams to record assessment strategies such as pupil Voice of PP children in link to curriculum effectiveness and impact Estbalish and develop Learning Passports for Pupil Premium children on Edukey,		
TOTAL estimated budgeted cost:						
Of which from NTP funding:						

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1.	A Increased accuracy in spelling	Continue with LW approaches reading and spelling – Year2 bridge to spelling. Accelerated reader and Embed progression from LW spelling into KS2	When pupils can write automatically they can concentrate on what to write rather than how to write. EEF-PP targeted intervention	15 minute sessions at least 3 times per week KS2 shown on individual class timetables KS1 -Year 2 – Bridge to spelling implemented as per		Termly / Consider utilizing Insight as a tracking document identify improvements in spelling

				<p>LW planned progression</p> <p>Use of Ed shed for linked practical home learning matched to learning foci</p> <p>Use of dojo and reward to engage parents</p> <p>Focus on learning platforms in termly parent forums</p>		<p>Diagnostics for key pupils</p> <p>graded Word Spelling test x2 yearly</p>
1	<p>A and C</p> <p>Greater recall in Reading comprehension and oracy. Confidence in articulation</p>	<p>All classes weekly guided reading (EYFS whole class and individual reading with CT) sessions moving to independent, collaborative, whole class and T led reading comprehension using VIPERS resources. All pupils in KS2 triangulate learning and links with similar authors and genres.</p>	<p>EE F +5 months Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. 2. Pupils need support and practice to work together</p>	<p>Weekly sessions planned across all year groups</p>	ST/ EH / MD	July 2024/July 25

1.	A Increase recall and speed in key number facts across all age groups	All pupils can recall key facts instantly and with increased speed and accuracy	EEF targeted intervention for all disadvantaged pupils will improve progress. All pupils will develop their fluency, reasoning and problem solving across the school.	Daily fluency and retrieval practice. Effective application of TTS , numbots, Century for pre-teach and homework using chrome books to enrich home	SF / MD	Review July 2024 and 2025
3	A and D All pupils can recall key vocabulary for their non core subjects. It is embedded in their long term memory	Daily retrieval, knowledge mats, learning walls, quizzes and learning Conversation questions to ensure pupils are consistently revisiting taught learning. Teachers and teaching assistants consistently use high quality and challenging vocabulary. PowerPoint taught daily for cumulative curriculum fluency	EEF metacognition-this will allow all pupils to develop a range of strategies to choose from and the skills to select the most suitable strategy for a given learning task.	Retrieval Assessment grid matrix and Insight tracking termly Bespoke curriculum knowledge planned by leaders is effectively taught weekly-10% Design technology is explicitly taught using Trust expertise to support across the range of subjects and delivery.	JH/ RW/ KD/ MD/ ST/ VK/ EH	Review July 2024 and 2025
TOTAL estimated budgeted cost:						
Of which from NTP funding:						

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
4.To ensure PASS analysis are identified and actions put in place	B and F Pupils can verbalise that they are happy in school. They are confident in their learning and self believe	One to one and small group sessions supported by ELSA PP Champion small group intervention. VK/FP/TM well being resources/books allocated to support	EEF-PP strategy using targeted support improves pupils social and emotional well being is an effective means of enhancing pupil progress.	Termly updates with ELSA, Link PP LGB termly visit-HW Pupil well being survey	MD/TM/VK	Review yearly till 2026 MD/TM/St/VK
5. Pupils have a breadth of experiences that enable them to contextualize their learning	B,D,E and F All disadvantaged pupils are engaged in an enrichment club and supported to experience all enrichment events in and out of school (trips/ retreats / competitions/ music lessons)	Weekly lunch and after school clubs clubs with TAs and where possible subject specialists Music lessons and opportunities to perform	Pupils are engaged and focused within the sessions and enjoy the opportunity to develop their interests. They enable pupils to	Planned session weekly in school with music, PE, Forests school specialists		SM / PD / ST /MD Burton Albion FC Sports specialists Pupil voice questionnaires 2024/25
6.Increase parental engagement through open day workshops for English-phonics, reading and Maths	E Parents have an understanding on how the N/C is taught so that they	Open days	A collaborative approach between home and school will ensure we are working in partnership for the benefit of all our pupils. EEF+4 months	Timetabled sessions booked throughout academic year	Subject leads / All CTs	PC Parent questionnaire 2024-how well do you know how to support your child at home with their learning?

	can support their children at home		Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities;			
TOTAL estimated budgeted cost:						
Of which from NTP funding:						

NB. This is a working document. Strategy will be transferred onto DFE format moving forward

