

St. Bede's Catholic Infant School

Pupil premium strategy statement

This statement details our school's use of pupil premium funding, to help improve the attainment of our disadvantaged pupils, for the 2024 to 2025 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
St. Bede's Catholic Infant School	
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	24%
Academic years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	1.9.24
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Ms S Howard Miss J Coughlan
Pupil premium lead	Miss J Scragg
Governor lead	Dr F Atherton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,020.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years.	£0
Total budget for this academic year	£88,939.00

Part A: Pupil premium strategy plan statement of intent

Mission Statement

At St. Bede's Catholic Infant School it is the mission of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which the individual has the opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.

Our highest priority is to narrow the gap between the disadvantaged and non-disadvantaged by giving our children the best possible education.

Excellent standards across all year groups have been maintained and sustained over many years. Historically by the end of Key Stage 1 school Pupil Premium pupils as a group have consistently performed broadly in line with or better than other pupils nationally. Our School target is to maintain high standards for all pupils and narrow the gap between Pupil Premium and non-Pupil Premium in school. From EYFS Baseline and in terms of school flags and tracking all pupil premium children make significant progress across all year groups.
(The ratio of SEND children within these groups is taken into consideration when evaluating impact and success criteria)

On return to school in September 2024 we will continue to facilitate the independent application of knowledge and skills through our creative learning environment and focus on collaborative learning in the context of and continued commitment to an ambitious and broad curriculum. Subjects are highly structured to meet the needs of children with a strong emphasis on the basic skills of reading, writing and maths but with enough time given to all subjects and areas of learning so all children enjoy a rich series of experiences. This makes an outstanding contribution to progress. We must not compromise on the children's rights to this and their need to develop the cultural capital for their future success.

Objectives

- Pupil Premium children including those with SEND make accelerated progress from their starting points which is equal to or above Non-PP in school.
- By the end of Key Stage 1 to diminish the difference between Pupil Premium children and others in school at EXS+ and GDS in reading, writing and maths.
- All children achieve their potential as evidenced in achievement of or by exceeding individual targets set
- The social, emotional, physical health and well-being of all children ensured impacting upon readiness to learn
- The development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment

Rationale and evidence base for chosen approaches

The timing of the allocation of the Pupil Premium to school and the fluidity of Free School Meals (FSM) as a group drives decisions relating to the deployment of this funding within school to ensure the most efficient and effective use of the funding.

We recognise that not all pupils who are entitled to Pupil Premium are disadvantaged or vulnerable and that there are those children not eligible for Pupil Premium who are. Strategies such as group interventions funded by the grant may be made up of Pupil Premium pupils and non-Pupil Premium pupils where needs are similar.

Sir John Dunford National Pupil Premium Champion for the Government advised that schools focus on the quality of teaching to ensure all children reach their full potential. This is integral to our Mission Statement and Catholic ethos and drives our Pupil Premium Strategy.

The Sutton Trust and Education Endowment Foundation (EEF) Learning Toolkit and other guidance including 'Moving forward, making a difference – A planning guide for schools 2022-23' and 'The EEF Guide to the Pupil Premium' (September 2023) consider a wide range of common approaches and strategies to raise achievement and analyses them in order to identify the high impact approaches. The Pupil Premium Strategy Action Plan is based on some of the higher impact strategies and on the Ofsted document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'. We are confident then that we are using interventions and approaches with a track record of success.

In line with our Mission Statement Pupil Premium, alongside Recovery Premium, has been and will continue to be, deployed to staffing, to CPD and also to resources and extended activities as appropriate to meet identified needs.

This enables children to maximise their progress and meet their potential in an atmosphere of trust and mutual respect.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language skills-Historically on entry children are below age expected in communication and language skills with limited development in vocabulary .
2	Literacy skills- Historically on entry children are below age expected in reading and writing and most specifically phonic knowledge with a lack of access to and familiarity with books.
3	SEND-Historically on entry there is a higher percentage of children with SEND as compared to the Non PP Group. In recent years there has also been an increase in the number of children with complex needs with a variety of needs identified across cohorts.
4	Personal and social development-On entry to school an increasing number of children are demonstrating a lack of self-regulation and some a lack of boundaries limiting engagement.
5	Emotional Health and Well-being for some children due to a number of factors including Family issues, separation, bereavement, SEMH as part of SEND
6	Physical health and well-being-link to Reception weights and measures data; link to PE and Sports Premium Strategy
7	Limited opportunities outside school to develop cultural capital e.g. Arts including visits to museums, to the theatre, music and Art and outdoor learning
8	Reinforce the specific significance of good attendance on return for the child's progress and emotional health and well-being.

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>Majority of children to achieve ELGs for Communication and Language (Speaking and Listening)</p> <p>Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>End of Key Stage 1 outcomes link to 2</p>	<p>Monitoring, including planning and assessment records, pupil observations and when appropriate Welcomm evidencing use of extended language and vocabulary and use of correct grammar/ sentence structure orally impacting positively on confidence and on reading and writing outcomes.</p> <p>Monitoring demonstrating creative activities planned and delivered resulting in attentive/ engaged listeners.</p>
<p>Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>By the end of Key Stage 1 to diminish the difference between Pupil Premium children and others in school at EXS+ and GDS in reading and writing and maths.</p>	<p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set.</p> <p>Monitoring and evaluation activities including as appropriate Welcomm evidencing challenged progress.</p> <p>On entry gaps between PP and non-PP in school narrowing by the end of KS1 evidenced through school Flag system and end of Key Stage outcomes.</p> <p>At least 80% of PP children in Year 1 to meet KS1 expected phonics standard</p> <p>All PP children in Year 2 to meet KS1 expected phonics standard.</p> <p>Application of basic skills at flag 2 and above evident in work.</p>
<p>High standards of speaking and listening and teaching and learning in reading and writing supported through effective home school partnerships including;</p> <p>High expectations of parental engagement from Induction, through curriculum meetings, family learning activities, links to activities through school website, 'Just Imagine' home library reading initiative, phonics and grammar books provided for home use, reading diaries.</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children in school at EXS+ and GDS in reading and in Phonics.</p>	<p>End of KS1 attainment PP children in school in line with other children.at EXS+ and GDS in reading and phonics</p> <p>At least 80% of pp children in Year 1 to meet KS1 expected phonics standard All PP children in Year 2 to meet KS1 expected phonics standard</p> <p>Children changing their reading books at least weekly and sharing books with their family daily.</p> <p>Monitoring evidencing children enjoying a wider variety of books at home impacting positively on their reading and writing targets in school.</p>

	<p>Positive impact on other areas of development including social skills and speaking and listening extending vocabulary through the wide range of reading materials offered including non-fiction.</p>
<p>Pupil Premium children including those with SEND to make accelerated progress from their starting points which is equal to or above Non-PP children in reading, writing and maths</p> <p>To support children to work collaboratively, critically and creatively Focus: continue and extend personal, social, emotional health and well-being programmes.</p>	<p>SENDCO and Year group TAs delivering Interventions including daily nurture interventions focusing on individual needs, personal, social, emotional health and well-being programmes as appropriate</p> <p>Sunbeams in place for those children with separation and loss issues impacting on self-esteem, relationships and ability to cope with situations in and out of school.</p> <p>Children develop skills to form opinions and present them to others during discussions and debates.</p> <p>Monitoring and evaluation activities evidencing revision to schemes of work supporting pupil directed learning and differentiation across the curriculum</p> <p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set</p> <p>Monitoring and evaluation activities evidencing challenged progress</p>
<p>The curriculum and extra-curricular offer for all including PP children is broad and enriched supporting the development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment as measured through engagement, parent and pupil feedback</p>	<p>Themed weeks across the year including: Arts/Awe and Wonder/Equalities Week (October) and Community Saturdays (October/ July) British Values Week incorporating Parliament/ Anti-bullying/Multi-Faith Week (November) Emotional Health and Well-being week (February) Sports and Physical well-being week (June)</p> <p>Monitoring of attendance engagement evidencing 100% of PP children having the opportunity to participate in a range of extra-curricular activities including Art, Computing, Choir, Dance, Football, Geography, Science</p> <p>Educational visits include focus on cultural experiences</p> <p>Children's gifts and talents developed and interests and ambitions broadened through the wide range of activities in and outside of school. Children's learning and achievement celebrated e.g. special assemblies, certificates</p>
<p>Increased attendance rates for Pupil Premium Persistent Absentees. Cross reference to rationales for individual targets</p>	<p>Weekly analysis and ongoing work alongside the EWO to evaluate rationales for and progress of Pupil Premium Persistent absentees to reach individual targets.</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: *£54, 663 (Teacher); £500 CPD

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One permanent floating teacher (0.6) will undertake and oversee the appropriate assessments of children for group support/tutor groups/ intervention (working with SENDCO). This strategy will ensure the provision of proven teaching expertise, continuity and familiarity of staff for the children.</p>	<p>See EEF guidance Including EEF Guidance for schools</p>	<p>Crosses all internal and external challenges detailed above.</p>
<p>Extend links to external agencies/providers to provide CPD/workshops for staff relevant to supporting personal, social, emotional health and well-being Implement as appropriate skills provided through National College, HBC Employ skills of School Mental Health First Aiders (x 2 staff)</p>	<p>Support existing proven strategies and enhance self-sustaining provision</p>	<p>4,5,6</p>

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

Budgeted cost: *£54, 663 (Teacher); £32,276 (TAs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A high focus will be upon the children’s well-being, attitudes to learning and consolidation of basic skills. This will be in the context of our broad and ambitious curriculum (see other priorities and school website). We must not compromise on the children’s rights to this and their need to develop the cultural capital needed for their future success.</p> <p>English and Maths Early assessment of needs Timetabled and responsive flexible deployment of staff to work across year groups, in groups and in class focusing on LA, PP and PP with additional needs and/or vulnerabilities Clear entry and exit criteria are in place for these interventions which are responsive to achievement of defined and successful outcomes.</p>	<p>Historically proven strategy Clear entry and exit criteria for groups linked to Flag criteria Flexible deployment allows for strategies to be redefined to ensure success Intensive tuition in small groups is highly effective.</p> <p>See also rationale and evidence base for chosen approaches above</p>	<p>1, 2, 3. 4. 5</p>
<p>Floating teacher and Year group TAs delivering interventions focusing on individual needs including daily nurture interventions continuing personal, social, emotional health and well-being programmes as appropriate. Sunbeams for identified children.</p>	<p>Historically effective strategies to be continued Clear entry and exit criteria for groups linked to Flag criteria See also rationale for chosen approaches above</p>	<p>3, 4, 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High expectations of parental engagement from Induction, through curriculum meetings, family learning activities, links to activities through school website, 'Just Imagine' home library reading initiative, phonics and grammar books provided for home use, reading diaries.</p>	<p>Historically effective strategies to be continued and impact measured as appropriate e.g. through response and engagement. See also rationale for chosen approaches above</p>	<p>1,2</p>
<p>Themed weeks across the year including Arts/Awe and Wonder Week (October) Equalities and Community Saturdays (October/July) British Values Week incorporating Parliament/ Anti-bullying/ Multi-Faith Week (November) Emotional Health and Well-being week (February) Sports and Physical Well-being week (June)</p> <p>Offer a wide variety of extra-curricular activities including Art, Computing, Choir, Dance, Football, Geography, Science</p>	<p>Historically effective strategies to be continued and impact measured as appropriate e.g. through response and engagement. See also rationale for chosen approaches above</p>	<p>4, 5, 6, 7</p>
<p>Specific focus on expectations of attendance. Attendance lead monitor attendance of all and most especially vulnerable children/groups Work alongside EWO/Link Governor Engage parents through high focus on significant impact of good attendance from Induction and throughout the year at parents meetings, newsletters, prospectus. Safeguarding lead to signpost families as needed.</p>	<p>Historically effective strategies to be continued See also rationale for chosen approaches above</p>	<p>8</p>

Total budgeted cost: £88,939

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Impact Statement

Assessments and Interventions

Time and resources, including the deployment of staff were allocated to support the children's transition, assessment and progress. Part time teacher's hours were extended to provide proven teaching expertise, continuity and familiarity of staff for the children. This decision has proven to be invaluable and has continued to support the flexibility of staff deployment and support for the children across all year groups.

Initial assessments in September, specifically in reading including phonics and in maths enabled staff to identify any specific needs and gaps in learning. Interventions and strategies were provided as appropriate to meet the needs of identified children.

Children's progress within each topic and each subject is assessed by the teacher and monitored by the subject lead, Curriculum Leads and head teacher.

The vast majority of children demonstrated outstanding rates of progress towards their individual targets and this was evidenced in end of year attainment as measured through national and school assessment procedures and gap analysis. All school on entry gaps between PP and Non PP children in Year 2 have narrowed by the end of the year across all school Flags across all subjects. When SEND is removed PP group exceed others at flag 3 and above and also at flag 5. In Year 1 when SEND removed PP children exceeded others at flag 3 and above but not at flag 5 in all subjects. The impact on progress of all children including PP children as a result of focused support in Key Stage 1 is clearly evident. Those identified children who are continuing on their journey to reach their individual potential will continue to be supported through provision of support/ intervention as needed.

The charts below details progress made across 2023-2024 by PP and Others (Non PP) children as measured internally using school flags. The vast majority of PP children made at least expected progress in Reading, Writing and Mathematics with a significant percentage making exceeded progress towards their challenging individual targets.

The Phonics Screening Check was undertaken in the summer term by the Year 1 children and those children in Year 2 who did not meet the national Phonics Screening threshold last year. The end of KS1 teacher assessments were underpinned by the non-statutory End of Key Stage 1 national assessments which were completed by Year 2 children in the summer term. Relevant information regarding the children's attainments were shared with parents in the annual summer report.

2. Most Current Comparative National 2023 and School Attainment 2024		
	Pupils eligible for PP (School) (2024)	Pupils not eligible for PP (National) (2023)
% achieving expected standard or above in Reading	90%	68%
% achieving expected standard or above in Writing	85%	60%
% achieving expected standard or above in Maths	75%	70%
% achieving expected standard or above in reading, writing and maths combined	75%	
% achieving GDS in Reading	45%	19%
% achieving GDS in Writing	30%	8%
% achieving GDS in Maths	35%	16%
% achieving GDS in reading, writing and maths combined	25%	
% making expected progress in reading (as measured in the school)	100%	
% making expected progress in writing (as measured in the school)	100%	
% making expected progress in mathematics (as measured in the school)	100%	
Phonics	Pupils eligible for PP (School 2024)	Pupils not eligible for PP (National 2023)
Year 1	63%	79%
Year 2	95%	89%
EYFS GLD	Pupils eligible for PP (School 2024)	Pupils not eligible for PP (National 2023)
	42%	67%

Progress 2023-24

Year 1 2023-24				
	Number of Children	Below July	Expected July	Exceeded July
Reading				
PP	18	0% (0)	44% (8)	56% (10)
Other (Non PP)	57 (58 in Sept)	2% (1)	58% (33)	40% (23)
Writing				
PP	18	0% (0)	94% (17)	6% (1)
Other (Non PP)	57 (58 in Sept)	4% (2)	81% (46)	16% (9)
Mathematics				
PP	18	0% (0)	94% (17)	6% (1)
Other (Non PP)	57 (58 in Sept)	5% (3)	75% (43)	19% (11)

Year 2 2023-24				
	Number of Children	Below July	Expected July	Exceeded July
Reading				
PP	20	0% (0)	85% (17)	15% (3)
Other (Non PP)	60 (59 in Sept)	0% (0)	72% (43)	28% (17)
Writing				
PP	20	0% (0)	80% (16)	20% (4)
Other (Non PP)	60 (59 in Sept)	2% (1)	88% (48)	18% (11)
Mathematics				
PP	20	0% (0)	90% (18)	10% (2)
Other (Non PP)	60 (59 in Sept)	0% (0)	92% (55)	8% (5)

Impact Statement

Communication and Language

Communication and Language have continued to be of highest priority to school. CPD opportunities and training have specifically supported the assessment and identification of children's language and communication skills in Reception.

Through the comprehensive Induction programme including transition meetings with pre-school staff and parents, children were identified who required communication, speech and language support. On entry Welcomm Speech and Language Assessments were undertaken by teachers and by the SENDCo. Class teachers also undertook a Baseline Assessment on all children. The early assessment and identification of need, including any gaps, enabled focused and tailored intervention to be put in place very early on in the first term. Personalised Learning Records further evidence the impact of interventions.

Development of self-confidence and awareness has been promoted across the school. Children have been able to share their news, participate in debates and discussions building upon their accurate use of relevant vocabulary and grammar. Ongoing opportunities for children to engage with competitions, information sharing and project work have continued to provide further opportunities for children to share with peers. Modelling by staff and peer support has increased children's confident involvement in discussions and debates.

Monitoring evidences opportunities for children in the classroom and outdoor environment to participate in continuous provision, differentiated activities and role play which have further enhanced children's opportunities to engage with the creative curriculum and enabled them to build upon their language and communication skills.

Impact Statement

Emotional Health and Well-being

Staff have continued to have access to a variety of remote CPD/workshops to support emotional, health and well-being. Mental Health first aiders are available to support children and staff as needed.

Monitoring and evaluation has evidenced that activities supporting social and emotional development and nurture has had a positive impact on children's identified individual needs.

Small group interventions, using a variety of resources and strategies have been used to support specific children through nurture. Groups of children have attended a variety of groups focusing on specific needs and this has once again proven to be a great success. Identified children have been supported in their group and this has had a very positive impact on the children's ability to engage and access their learning. They have then been able to make good progress towards their individual academic targets.

Pupil Steering Groups/Pupil Voice

We are so proud of the contribution our children make through their participation in a variety of steering groups. Children from across all year groups have met each half term to discuss their focused topics. Members of the groups include our Reception children as well as children from Year 1 and Year 2. The children take their roles very seriously, supporting the Mission and ethos of our school. The children develop leadership skills knowing the importance of listening, of collaboration and co-operation and they gain an understanding of democratic decision making. They gain a clear understanding of their rights and those of other children and their responsibilities towards their own well-being and that of others. We should never underestimate how deeply young children think or the sincerity of their response.

The school council who are also our anti-bullying ambassadors contributed to and suggested a variety of activities that were used to support our ongoing high focus of whole school initiatives. Friendship awards and School Council Questionnaires have been completed to demonstrate how safe, secure and happy our children are at school.

The Emotional Health and Wellbeing and CAFOD groups supported initiatives including the walk to school challenge. They have also taken the lead on the Living Streets WOW scheme, encouraging families to walk to/from school each week and all children can then achieve a monthly badge. This initiative enables all children to participate and play a vital role in environmental issues which impact on everyone. This was also an integral part of the sustainability element of our Live Simply journey. We have now achieved the Live Simply award but will continue to raise the profile of the importance of walking to school in order to protect the environment and also support physical wellbeing.

Impact Statement

Reading Home/School Links

Feedback and engagement of children and their families is testimony to the significance placed on the work around our Home/School Reading partnership. Children develop a love and passion for reading. Parents/carers confidently supported reading at home.

Information on our reading curriculum and the importance of reading is prominent on the school website.

Throughout the year the English Subject Lead provided pre-school Literacy Workshops and a Phonics Workshop for parents.

There have been Book Fairs and Reading Events throughout the year to motivate and inspire the children and their families.

Phonics/grammar books were purchased and were distributed at the beginning of the term for the children to access at home and these are used regularly by the majority of children. Children enjoyed using their phonics or grammar book at home and monitoring evidenced children applying skills in class as a result of extra resources.

The children have continued to access 'Just Imagine' books and children have been encouraged across the school to choose books for reading and sharing at home throughout the year. The children enjoy choosing books from our book selection which promotes a love of books and reading for pleasure.

Attendance

Expectations around attendance were shared from induction with parents. Mrs Ward and Mrs Wylie have worked alongside the EWO to support and encourage parents to ensure their children attend school. This year attendance has been impacted by outbreaks of chicken pox and other viruses including slap cheek, across the school and parents are also following government advice around children isolating if unwell with Covid. Mrs Ward has been able to produce rationales and analysis of attendance and ensure the earliest intervention. Strategies have had a positive impact on the attendance of PP children which was broadly in line with all children. The Designated Lead, in the role of family support, has been able to work alongside Mrs Ward to offer support should this be needed.

Impact Statement

Extended Curriculum Offer

The 'Events and Celebrations' page on the school website is updated regularly and continues to celebrate our themed days and weeks in school. Families who attended the Community Arts Days commented on what wonderful events they were and how much they enjoyed being able to attend school once again. The response to Arts & Awe and Wonder Week and other events/performances has been enthusiastic, positive and celebratory.

Twitter has continued to be a useful source of communication for sharing celebrations with families and also offers a platform for parents to comment on activities.

Monitoring has evidenced confident, independent, motivated and purposeful pupils who can apply their knowledge (propositional-content and procedural-skills) in subjects across the curriculum and beyond. Monitoring shows the children's enjoyment and enthusiasm when participating in the wide range of engaging appropriately challenging discrete and cross-curricular activities offered.

Arts Awe and Wonder Week (October)

The week was an opportunity for the children to work collaboratively, in groups, with partners and as whole classes. They were able to demonstrate their individuality and experience a variety of engaging activities including art, music and dance. Children used various artists and art movements to inspire their creativity and produced wonderful art work using a range of media. Some of the work produced was exhibited at the Halton Primary Arts Network exhibition at Runcorn Shopping City. These experiences were met by all children with excitement and enthusiasm and clearly had a positive impact on their esteem and wellbeing.

Parliament/British Values/Anti-bullying/Multi-Faith Week (November)

This week was once again a great success and enabled the children to engage in a wide variety of topics and initiatives, many led by the School Council in their role as Anti-Bullying Ambassadors. The week provided the opportunity to introduce different perspectives and promote debate and discussion. Being able to combine a number of national and international weeks ensured that children were able to access activities linked to each. A number of assemblies and curriculum and class activities were completed during the week. We also held our whole school Remembrance Service which was an appropriately reflective experience for the children.

Visit to the Brindley Theatre – Christmas Pantomime

The whole school was once again able to attend the theatre for the performance of the Sleeping Beauty pantomime. We acknowledge that many of our children are unable to access such experiences and this opportunity helped to support our ongoing high focus on offering all of our children experiences that contribute to their Cultural Capital. The children were enthusiastic and excited about their experience.

Emotional Health & Well-being Week (February)

This week provided all children with a plethora of experiences to promote personal and social development. Through the variety of activities, the children were able to enjoy and learn about a lot of different ways to help maintain positive mental health.

All classes had a session with the Coram Life Education facilitator and the children were able to learn about their bodies and how they function, different emotions they may feel and how to help others if they see them struggling with their emotions. They were keen to participate and offer their contributions to the sessions.

The participation and enjoyment of all children across the week demonstrated the ongoing positive impact on all children and boosted their confidence and self-esteem.

Physical Health & Well-being week (June)

All children participated in our exciting and enjoyable week which included opportunities to meet a world champion mountain bike/BMX rider, Danny Butler. The children were mesmerised by the skills and tricks that he demonstrated. We had a fantastic Sports Day where the families were invited to join the children on the day. Children also took part in a sponsored obstacle course which raised money for school funds. Children also participated in class activities supporting their physical health and well-being.

Extra-curricular Activities

A wide range of after school activities continued to be offered to the children this year. The clubs are an opportunity for children to develop their skills and talents and in many cases a life-long love for sport, science, the arts etc. There are also many benefits to social development as children attend with others from across their year group. All children are encouraged to participate and choose to attend at least one club across the year. A previous survey revealed that the reason behind some of the children not accessing clubs was the fact that they attended a number of clubs outside of school e.g. dance, gymnastics, rugby and swimming.

Externally provided programmes

Programme	Provider
Quidditch	Enrich Education
Music and Movement	Music and Movement
AmaSing	AmaSing
Purple Mash	2Simple
Evidence Me	2Simple
Out of the Ark (music)	Out of the Ark
e-aware	e-aware

Further information (optional)

Any additional costs attributed to activities above are met through LMS.

Monitoring and Evaluation

The Headteacher and Staff as appropriate regularly and rigorously monitor and evaluate the impact of strategies employed. Plans for the deployment and evaluation of the impact of Pupil Premium is a standing agenda item at Governing Body Committee Meetings and is reported in the Headteacher's Termly Report to Governors. This ensures a strong focus on Pupil Premium by Governors.

Ongoing observation and assessment of individual children's needs is undertaken across all year groups throughout the year and these needs are identified in Personalised Learning Records.

Pupil Progress meetings are undertaken at least half termly which facilitate staff discussion and planning to support all children including focusing on long term or transient needs and barriers as they arise. These may include for example attendance, poor health, attitudes to learning, parenting or safeguarding concerns or narrow experience of life outside of school.

Staff CPD and Training

'High quality teaching – every day, for all pupils – can and will make a positive difference'

('Moving forward, making a difference' EEF May 2022)

CPD focusing upon the quality of teaching is given the highest priority with the emphasis on pedagogy and subject specific pedagogy. A wide variety of accredited providers are used, including the National College. Staff benefit from working closely with Hubs, Subject Associations and local networks.

Research including Ofsted's subject specific research is studied and implemented as appropriate.

Individual, whole school, local and national priorities are used to identify specific CPD foci e.g. Phonics, Mastering Number, Wellcomm, Makaton.

Trained Pupil Premium Reviewer

Miss Scragg, Assistant Head, is a trained Pupil Premium reviewer.

Miss Scragg (as above) and Miss Coughlan (Headteacher) are also members of HBC 'Disadvantaged Working Group' formally 'Diminishing the Difference Working Group'.