

# Pupil Premium Strategy Statement 2024 - 2027

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	St John Rigby
Number of pupils in school	308 pupils
Proportion (%) of pupil premium eligible pupils	39 pupils (13%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs McGettigan
Pupil premium lead	Miss Ward
Governor / Trustee lead	Mrs Bond

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,076
Recovery premium funding allocation this academic year	£ nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ nil
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£ 55,076

# Part A: Pupil Premium Strategy Plan

## Statement of intent

As a Catholic school the equality of the opportunities that we provide to children is central to our mission. National performance data for primary schools indicates that disadvantaged pupils are almost 10 months behind non-disadvantaged pupils and are often significantly behind their peers when entering formal schooling at the age of 4. We are committed to closing these attainment gaps and ensuring that all children have equal access to the opportunities that education provides. We therefore ensure that the Pupil Premium budgets are ringfenced to support our most disadvantaged children and used insightfully so that spends are impactful in narrowing achievement gaps; the impact of such spends are monitored, reviewed, and amended, as necessary. Our aim is to ensure support can always be flexible and bespoke in order to meet the needs of all our children.

Supported by research, the spend is categorised in these three areas: Quality First Teaching in all classrooms across the school, Targeted Academic Support which meet individual pupil need, and Pastoral Support and Wider Strategies which provides financial, social, emotional, and behavioural support to children and families who find inclusion to be a challenge.

Please find below our rationale for each area of funding:

1. **Quality First Teaching:** The best available evidence indicates that high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (EEF). We believe that through improved CPD for teachers, developing effective pedagogical practice which reflects explicit teaching of cognitive and metacognitive strategies, along with the development of our progressive enquiry-based curriculum children's engagement and maximising of learning will increase and progress will accelerate. Our aim is to achieve an improvement in outcomes in all core subjects – Maths, Reading, Writing and R.E. All staff will model high expectations and give all children, including Pupil Premium children, the skills and love of learning to enable them to reach their potential.

2. **Targeted Academic Support:** Some pupils may require additional support alongside high-quality teaching in order to make good progress and precision targeted interventions will be a key focus for all children based on their gaps and barriers to knowledge. Interventions will be carefully linked to classroom teaching, which will focus on bridging the gap in knowledge and skills and will be robustly tracked to monitor impact. Some interventions will be delivered outside of the classroom with one to one, or small group work to ensure that children are making progress from their starting points. Our long-term aim is that attainment gaps between Pupil Premium and non-Pupil Premium attainment in core subjects are closed across the school.

3. **Wider Strategies:** "Music-based activities in early childhood education have proven to support self-regulation, cognitive and intellectual development, literacy, and language. No matter their age, students can continue to benefit from music to help their academic performance." (August 2023, <https://bit.ly/3CjfCem>) With this in view, we are committed to working in partnership with our Bedford Borough Music Service to provide curricula and enhancement opportunities in support of our children's development. Alongside this, we recognise that social and emotional skills, as well as wellbeing and good mental health, are essential for children's development— they support effective learning and are linked to positive outcomes in later life (EEF). With this in mind, the pastoral support, including attendance, for our Pupil Premium children and disadvantaged families is key element of ensuring that we are developing the whole child and ensuring a positive impact on their futures. As a school, our aim is to develop growing awareness of strategies to support mental health and wellbeing, including staff training on recognising needs and development of a Mental Health First Aider and Senior Mental Health Lead. The school will work in support of families to ensure that the very best outcome is reached for the children in their care. We will also offer each Pupil Premium child mentoring.

## Challenges

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

Challenge number	Detail of challenge
1	Year 6: gaps in Pupil Premium (PP) attainment in Maths and Reading among Pupil Premium children in Year 6, compared to peers.
2	Phonics: gap in both Year 1 and Year 2 data.
3	Lower core subject attainment: Across the school, the attainment of PP pupils remains below 70% in all four core subjects - Maths, Reading, Writing and R.E.
4	Attendance: data suggests that Pupil Premium children are 4% below their peers for this academic year and have persistent absence rates which are 24% higher than peers. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Behaviour: There is significant disparity in behaviour with Pupil Premium (PP) children eight times more likely to be involved in an incident than peers and almost thirty-six times more likely to be removed from classrooms due to a lack of self-regulation. Some of our PP children lack learning behaviours necessary for accessing classroom learning consistently. Some of our PP children display behaviour, which suggests they have social and emotional needs; these can prohibit engagement with learning.
6	Attitude to school and response to learning: Pass survey results in Year 2 suggest that PP children did not align with the generally positive trends observed within the year group. These students were found in the moderately satisfied zone, regarding feelings about school and response to learning, and in the low moderate zone for preparedness for learning. KS2 PP feel moderately satisfied with school. This affects motivation and engagement. Overall, PP children display a lack of self-esteem and confidence.
7	Transition support from primary to secondary school.
8	Lack of confidence: Some of our children's parents are not engaged with the learning process. Some do not feel confident to support the learning at home. In a PP pupil survey, the majority said they read at home "sometimes".
9	Parental difficulties: Some of our parents face challenges outside school – financial, emotional, mental health, lacking confidence in parenting skills etc.
10.	Lack of access and opportunity to develop music skills and talents. Pupil voice suggested that the majority of children surveyed wanted to learn a musical instrumental at school.

## 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
That all class teachers know how to adapt provision and pedagogical practice in support of PP progress.	Class teachers will use barrier grids and diagnostic tools to plan PP provision.
All PP children to have highly developed oracy skills to support accelerated progress across the four core areas.	Teachers will know and apply research-based pedagogical practice related to the development of oracy skills in their classrooms.
All PP children display greater self-confidence and esteem.	Increased numbers of PP children being involved in pupil leadership and performance activities.
All PP children in Year 6 to attain at least expected progress in Reading.	Within the year group cohort annually, increased numbers of PP children achieving ARE in reading.
All PP children in Year 6 to make at least expected progress in Maths.	Within the year group cohort annually, increased numbers of PP children achieving ARE in Maths.
All PP children in Year 1 to display confident mastering of phonics.	Within the year group cohort annually, increased numbers of PP children achieving the threshold mark in the statutory phonics screening.
All PP children across the school to make at least expected progress in all four core subjects – Maths, Reading, Writing and R.E.	Increased numbers of PP children annually achieving ARE in all four core subjects.
All PP children to have attendance rates in line with their non PP peers.	Increased numbers of PP children annually reaching the percentage threshold of 96%.
All PP children to display exemplary behaviour whilst in school.	Increased numbers of PP children annually having no behaviour incidents logged, including being present in classrooms 100% of the time, whilst in school.
All PP children struggling with behaviour being equipped with self-regulation strategies and skills.	Increased numbers of PP children annually having no behaviour incidents logged, including being present in classrooms 100% of the time, whilst in school.
All PP children in Year 2 will display positive attitudes to school, their response to learning and preparedness for learning.	Increased numbers of PP children in Year 2 annually showing higher results in their Pass Survey in answer to these questions, as they progress up the school.
All PP children across the school to think more positively about preparedness for learning.	Increased numbers of PP children annually showing higher results in their Pass Survey in answer to these questions, as they progress up the school.  Qualitative data from student voice, student and parent surveys and teacher observations will be used.
All PP children will display confidence to transition to secondary school through availability of pastoral support.	Increased numbers of PP children will show signs of excitement and expectation in the months leading up to their change of school.
All PP children parents to be equipped to support their children with home learning.	Increased numbers of PP children parents annually actively supporting home learning as evidenced in parent survey results and class teacher observation.
All PP children parents to know where and how to access support for challenges outside of school.	Increased numbers of PP children parents annually seeking support from school and / or external agencies.
All PP children to be given the opportunity to develop music skills and experiences.	Increased numbers of PP children annually accessing music focussed enhancement opportunities.

## 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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>A more robust approach to monitoring and analysing summative assessment data to identify the children, particularly PP, who are not making expected progress and require catch up to achieve expected progress, or who are at threshold and can be supported to exceed expected progress in core subjects.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>All staff receive letters and sounds phonics training (Little Wandle Accredited Scheme)</li> <li>All year groups using the same teaching approach to phonics.</li> <li>Phonics lead employed to implement and over see improvements.</li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>Reading training from the Trust to be embedded across school for consistent and whole school approaches to raising attainment.</li> <li>The English subject lead works closely with an English consultant to continue further developing the reading and writing curriculum.</li> <li>Reading fluency training to be embedded across the school.</li> <li>Handwriting is explicitly taught and is progressive across the school.</li> <li>Use of key vocabulary identified and explained at the start of each lesson as part of a whole school approach: The Rigby Way.</li> <li>Class library books updated to support reading for pleasure at home and ensure all pupils have access to books at home.</li> <li>Progressive plan for core texts across the school that challenge pupils understanding of vocabulary and are linked to class learning.</li> <li>Identified pupils in breakfast and after school club to be heard read, to ensure they are reading with an adult outside of class time.</li> <li>Purchase and embed the use of Boom Reader across to increase reading for pleasure, comprehension skills, fluency and engage parental participation for time spent reading at home.</li> </ul>	<p>We have taken particular guidance from the Ofsted Report <a href="#">‘how schools are spending funding successfully to maximise achievement’</a> in our formulation of strategy. This report outlines the importance of diagnostic tools to identify specific gaps and the importance of impact measurement in terms of response. Formative and summative data, Inclusion meetings and progress meetings identifies specific gaps and responses to these are agreed. These responses are impact measured and evaluated termly as part of our pupil progress meetings in which the progress and achievement of PP children is a specific focus.</p> <p>All evidence including that of our own experience, the <a href="#">Sutton Trust and EEF toolkits</a> and the <a href="#">Ofsted guidance</a> is clear that quality teaching has a disproportionate positive impact on pupil premium children. We are striving to ensure that teaching is at least good across our school. We invest in training to ensure that good or outstanding quality first teaching is always supported and remains a goal.</p> <p>We are working hard with all teachers to embed clear, engaging teaching and high expectations of all learners, both of which are evidenced by Hattie’s research culminating in the <a href="#">Visible Learning Metax global research database</a></p>	<p>1, 2, 3, 6.</p>

<ul style="list-style-type: none"> <li>• Whole class reading timetabled everyday</li> <li>• Action research, using the ‘Just Reading Approach’, to engage pupils, improve vocabulary and reading abilities, and expose children to higher level texts that they would not normally read themselves To promote a love of learning through whole school themed events – e.g. World Book Day, Healthy Me Weeks – linked texts.</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• The Maths subject lead works closely with the external partners to continue further developing the Maths curriculum.</li> <li>• The Mastering in Number programme (separate to the Maths lesson) is used to support development of Maths fluency skills.</li> <li>• The subject Lead created progression of Key Fluency Concepts and Key Instant Recall Facts, including multiplication tables) across the school to ensure consistent teaching of fundamentals.</li> </ul> <p><b>R.E.:</b></p> <ul style="list-style-type: none"> <li>• The R.E. subject lead works closely with the diocesan staff to continue further developing the R.E. curriculum.</li> <li>• Diocesan training has been offered to support teacher understanding of standards and skills in R.E.</li> <li>• Subject leader employed in R.E. to support teachers to deliver existing and new R.E. curriculum.</li> <li>• Teachers trained to focus on the teaching of R.E. vocabulary and use of it to support improvements in attainment.</li> </ul> <p><b>Music:</b> Pupils in Years 3 - 6 all participate in whole class instrumental lessons:</p> <ul style="list-style-type: none"> <li>• In Year 3, the focus is on building fundamental musical skills, cultural awareness, and ensemble playing, using voice and developing vocal skills and techniques.</li> <li>• Year 4, the focus is on building foundational playing skills, developing musical understanding, technique and musicianship and encouraging confident performance.</li> <li>• In Year 5, pupils develop rhythmic accuracy, ensemble skills, and an understanding of the cultural significance of instruments they learn. Teaching supports both individual musical development and group performance skills.</li> <li>• In Year 6, there is a focus on developing fluency in playing melodies and chords, building ensemble and independent performance skills, and reinforcing musical notation and creativity through composition individual, group and whole-class composition work.</li> </ul>	<p>This research also highlights the positive impact of strategies relating to metacognition (0.6), self-directed learning and student self-regulation (0.67/0.54).</p> <p>The <a href="#">Sutton Trust and EEF toolkits</a> identify a focus on key things which have the most significant national impact on achievement and progress.</p> <ol style="list-style-type: none"> <li>1. A school-wide understanding of metacognition and embedding of behaviour management processes which embed self-regulation for children.</li> <li>2. Reading comprehension strategies and the explicit embedding of phonics throughout the school.</li> <li>3. Staff training and the effective use of experts to assist and intervene in the educational process for children.</li> </ol>	
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**Curriculum leadership and Pedagogy:**

- Cover for core subject leaders to monitor standards and to support where there are areas for further development.
- Regular CPD in application of core subjects during staff CPD meetings offered to support improvement of teacher practice for fluency and high expectations.
- Staff CPD offered to support improved understanding of PP needs and adapted provision.
- Deliver core subject CPD programme linked to evidence-based research in order to develop pedagogical practice.
- Evidence-based Teacher training on pedagogical practice based on Rosenshine’s Principles, using the Walk Thrus as a consistent model across the school
- Teacher training and implementation in the Herts for Writing to improve writing across the school
- Teacher and LSA Training on Herts Fluency
- Group teacher support for targeted children
- Teacher CPD on Outdoor learning Provision (including Cross-Curricular Orienteering) for consolidating and reviewing learning across the curriculum, particularly English and Maths.
- Implement and embed metacognition strategies into classroom practice, through ‘Building Learning Powers’, establishing a whole school approach that empowers all learners, particularly PP children, to become autonomous ‘Masters of Learning’
- Improved communication and opportunities for oracy embedded across the school, via Oracy 21 project.

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our ultimate goal is to create a team of teachers so expert that quality first teaching effectively meets the needs of all children. Whilst we continue to work towards that goal, it is clear that some inherited and created issues regarding individual children have resulted in skills and knowledge gaps which need to be filled. When deciding how to do this we are led by our barrier mapping, grids, diagnostic tools and evaluation of data to measure the impact of responses to gaps. Impact markers and success criteria will be provided for interventions.</p>		
<p><b>Targeted Daily Intervention</b> Pupil Premium pupils invited to school at 8.30am or for interventions such as:</p> <ul style="list-style-type: none"> <li>• Learning by Questions – Interactive IT programme, which informs interventions and personalised learning to support Maths, Reading and Writing skills and knowledge.</li> <li>• Times Table Rockstars – IT programme to improve fluency and multiplication fact recall.</li> <li>• One to one reading with an adult.</li> <li>• Participation in teacher-led small group work focussing on misconceptions and / or consolidation of classroom teaching.</li> <li>• Year 6 PP children interventions to focus on SATS - Reading and Maths.</li> <li>• Year 6, SATs booster groups are offered, along with daily 5 Maths.</li> <li>• Herts Fluency Reading Intervention</li> <li>• Year 3 – interventions for Mathematics</li> <li>• Year 4 - writing, where only 22% of PP pupils are meeting the expected standard.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• KS pupils needing phonics support identified through GL assessments, dyslexic screening or teacher assessment.</li> <li>• Morning and / or afternoon interventions of small group Little Wandle phonics targeting PP children needing support, especially in years 1 and 2.</li> </ul> <p><b>EAL:</b></p> <ul style="list-style-type: none"> <li>• Pupils invited in at 8.30 for the Learning Village blended English as an Additional Language programme.</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Pair Pupil Premium pupils with <b>peer mentors</b> or group them strategically for support during ensemble tasks, to enable all pupils to enjoy, engage and achieve.</li> <li>• Peer mentors provide guidance using clear instructions and encouragement.</li> </ul>	<p>Whilst we agree that a variety of methods should be employed to meet individual need we believe that on the whole 1:1 and small group intervention by a group of experts is the most impactful method to fill gaps. This mirrors the findings of the <a href="#">Sutton Trust and EEF toolkits</a> and the <a href="#">Ofsted guidance</a> discussed above</p>	<p>1,2, 3, 6.</p>

<ul style="list-style-type: none"> <li>• Pupils feel comfortable asking for help when needed.</li> </ul> <p><b>SEND:</b></p> <ul style="list-style-type: none"> <li>• 1-1 and small group interventions such as Toe by Toe, gross and fine motor skills, handwriting, cognitive skills (working memory, processing speed, visual spatial difficulties), attention and listening.</li> <li>• Trained Communication champions, plus other trained LSAs in speech and language to identify needs early and put appropriate provision in place while waiting for referrals.</li> <li>• Trained LSA to deliver Sensory Circuits to help children with emotional needs.</li> </ul>		
<p><b>Targeted Reading</b></p> <ul style="list-style-type: none"> <li>• Picture Book Club (Lunchtimes)- identified children in two year groups who read books together to promote a love of reading, and improve their automaticity, prosody, comprehension and inference skills.</li> </ul>		

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

Budgeted cost: £17,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Extra-curricular:</b></p> <ul style="list-style-type: none"> <li>• Monitoring PP pupil involvement in extracurricular activities in and out of school, including school subsidising attendance of at least one school club yearly.</li> </ul> <p><b>Pupil leadership:</b></p> <ul style="list-style-type: none"> <li>• Every PP child, in every year group, will be given an opportunity to have a leadership role – e.g. School Mission Team, Eco-Stewards, library monitor etc.</li> </ul> <p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>• incentives to be introduced to encourage an increase in PP attendance. Inclusion and Family Support Worker (IFSW) to liaise with specific families, working with Attendance Officer.</li> <li>• Regular and ongoing monitoring of persistent PP absentees and lates.</li> </ul>	<p>Our approach to social and emotional support is to embed inclusion as a keystone throughout our school. The priorities of our inclusion provision are:</p> <ul style="list-style-type: none"> <li>• To have systems in place to secure the inclusion of all children so teachers can teach and learners can learn.</li> <li>• To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and</li> <li>• To establish excellent provision to ensure readiness to learn and achieve for children and families for whom inclusion is a challenge.</li> </ul>	<p>4, 5, 6, 7, 8, 9, 10.</p>

<p><b>Parents and Home Learning:</b></p> <ul style="list-style-type: none"> <li>• Class teacher to monitor PP pupils engagement in home learning via Learning by Questions in support of home learning.</li> <li>• Inclusion and Family Worker - dedicated person in the role, who builds a relationship of trust and support with the parents, leading to improved relationships with school and improved home lives for the whole family.</li> <li>• Parent Partnership Lead with 'Friends of' to encourage and support parental involvement in home learning via the sending of joint letters and offering workshops / webinar opportunities.</li> <li>• Staff working towards the attainment of a Parent Partnership Award.</li> <li>• Offering of parent coffee mornings to build relationships and provide a support network.</li> <li>• Stationery packs in Years 5 and 6, plus reading books provided for PP pupils at home.</li> </ul> <p>Any families struggling financially will receive some funding towards the following:</p> <ul style="list-style-type: none"> <li>• School trips to enhance the curriculum experience</li> <li>• Uniform to enhance the sense of belonging.</li> <li>• Sports activity to develop own interests in extra-curricular activities.</li> <li>• Access to before and after school clubs</li> <li>• Any other expenditure deemed necessary by the school.</li> </ul> <p>Families needing additional support to be helped to find specialist external agencies. Inclusion and Family Worker (IFW) available to support parents and children in difficult circumstances and refer to Early Help if needed.</p> <p><b>Pass Survey:</b></p> <p>At SJR we aim to improve PP pupil's wellbeing, resilience, self-esteem and attitudes to school measured through individual PASS scores by ensuring:</p> <ul style="list-style-type: none"> <li>• A whole school PASS audit takes place – data is analysed to make whole school amendments that will enhance pupils attitudes to self and school.</li> <li>• All pupils take part in the PASS survey three times a year and PASS results are analysed by class teachers to identify pupils needing support.</li> </ul>	<p>There is a plethora of research surrounding the benefits and establishment of inclusion in education<sup>1</sup>. A study called <a href="#"><u><i>Inclusion and the standards agenda: negotiating policy pressures in England</i></u></a><sup>2</sup> in 2006 defines successful inclusion as 'Schools...hav[ing] strategies for encouraging the presence, participation, and achievement of all learners'. This is now echoed in <a href="#"><u>UNESCO's 'Guide to Ensuring Inclusion and Equality in Education'</u></a> (2017). Various models and factors have been discussed and recent studies (including <a href="#"><u>Dimitrellou 2017</u></a><sup>3</sup> and <a href="#"><u>Farrell 2004</u></a><sup>4</sup>) have started to model the features required to enable inclusive education to occur. These studies coupled with '<a href="#"><u>School exclusion: a literature review on the continued disproportionate exclusion of certain children</u></a><sup>5</sup>' provide a comprehensive literature review of inclusion and a sound basis of research. From this research, a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.</p> <p>We firmly believe in the establishment of relationship in order to support SEL. We heavily resource pastoral support and are beginning to find strategies to better evidence this spend including the analysis of data from the PASS survey and cross-referencing</p>	
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<sup>1</sup> 'Inclusive education' means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018)

<sup>2</sup> Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006*

<sup>3</sup> Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL

<sup>4</sup> Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. School Psychology International.

<sup>5</sup> Graham et al, DfE, 2019

<p><b>Behaviour:</b></p> <ul style="list-style-type: none"> <li>• Lunchtime sports' club mentoring with a focus on supporting an improvement in attitude to school, self-confidence, social skills and team work.</li> </ul> <p><b>Mentoring:</b></p> <ul style="list-style-type: none"> <li>• Every member of staff (teachers and LSAs) to have a PP child to mentor – to meet with a couple of times per term to support progress and growth in confidence (during an assembly slot).</li> <li>• Pupils in Years 5 and 6 will be invited to mentor PP children in years 3 and 4.</li> <li>• Through this, children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</li> </ul> <p><b>Mental Health:</b></p> <ul style="list-style-type: none"> <li>• School to work closely with 'Making Me' charity to embed a wellbeing curriculum into the annual diary, with feelings pots to let adults know confidentially how they are feeling each day.</li> <li>• Resilience workshops in place for KS2 pupils.</li> <li>• The charity offers Year 6 transition workshops too – a date will be set for these.</li> <li>• Inclusion and Family Worker is trained as Mental Health First Aiders and headteacher trained as Senior Mental Health Lead</li> <li>• Training of staff to support children with SEMH challenges.</li> <li>• School working towards the attainment of Mental Health and Well Being Schools' Award</li> </ul> <p><b>Curriculum enhancements:</b></p> <ul style="list-style-type: none"> <li>• Offered 'Healthy Me Weeks' to support PP children's personal development.</li> <li>• PSHE curriculum support of students in Year 3 to build positive attitudes to school and learning. .</li> </ul> <p><b>Buddies' Club:</b></p> <ul style="list-style-type: none"> <li>• Offered by an LSA at lunchtime to support children needing friendship support, an opportunity to receive emotional and social support.</li> </ul> <p><b>Transition support:</b></p> <ul style="list-style-type: none"> <li>• Creation of a transition to secondary school plan for PP children in Year 6.</li> <li>• Children will engage in small groups as well as whole class workshops to support transition to secondary school.</li> </ul> <p><b>Pastoral:</b></p> <ul style="list-style-type: none"> <li>• IFW CPD and continue offering pastoral interventions including 'drawing and talking'.</li> </ul> <p><b>Music Opportunities:</b></p> <p>Employment of Bedford Borough Music Hub teacher, offering additional activities for PP children in support of</p>	<p>outcome data with pastoral support using the Insights programme.</p> <p>We also rely on the findings of the <a href="#">EIF</a> in relation to the effect of early help and intervention in respect of mental health and achievement</p>	
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<p>improved attitudes to school and academic progress, growth in self-confidence and self-esteem:</p> <ul style="list-style-type: none"> <li>• Subsidised activities: Sing On in Year 3</li> <li>• SH Ukulele club/Steelpan club/iPad club offered (1 term each club) at lunchtimes</li> <li>• School to promote attendance at HAF music holiday events.</li> <li>• Saturday morning music promoted (low cost, group learning)</li> <li>• Class end of term celebration concert for end of topic This will include the offering of free (school subsidised) attendance at Bedford Music Hub events / opportunities and free holiday activities.</li> <li>• PP will have opportunities for performance experience.</li> </ul> <p><b>Cultural capital:</b></p> <ul style="list-style-type: none"> <li>• Subsidising 50% of Year 6 residential fee.</li> <li>• Subsidising other school trips and curriculum enhancements. E.g. Workshops.</li> <li>• Attendance at diocesan celebrations – e.g. Schools’ Mass with the Bishop.</li> </ul> <p><b>Contingency Fund:</b></p> <ul style="list-style-type: none"> <li>• Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</li> </ul>		
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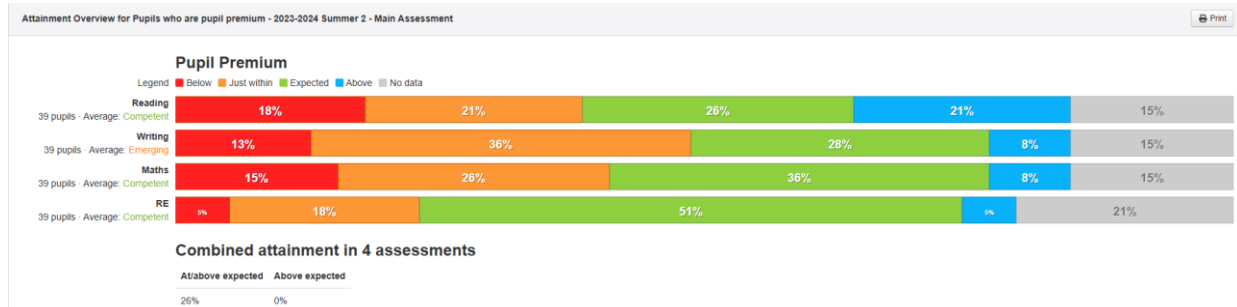
**Total budgeted cost: £55,076**

# Part B: Review of outcomes in the previous academic year: 2023 - 2024

## Pupil Premium Strategy Outcomes

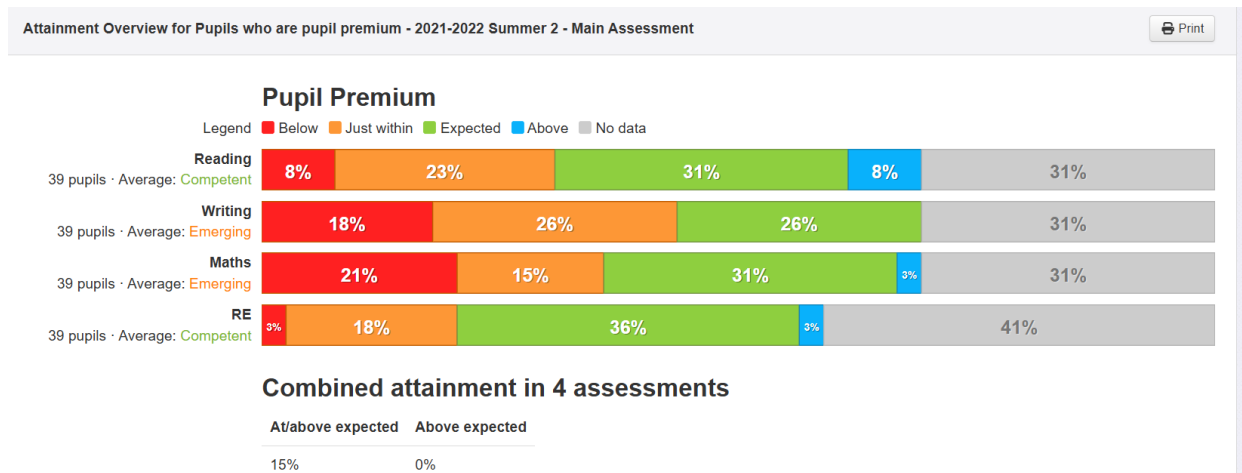
This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 academic year.

Our internal assessments at the end of 2023/24 academic year showed:



In Reading: 18% of PP pupils were working at below Age Related Expectations, with 47% at or above. In Writing: 13% of PP pupils were working at below Age Related Expectations, with 36% at or above. In Maths: 15% of PP pupils were working at below Age Related Expectations, with 44% at or above. In R.E.: 5% of PP pupils were working at below Age Related Expectations, with 56% at or above.

Comparing this to previous attainment towards the start of the three-year PP strategy, some very positive progress markers are evident:



In Reading: there has been an **8% increase** in the number of children working at or above Age Related Expectation - from 39% to 47%.

In Writing: there has been a **positive 5% decrease** in the number of children working at below Age Related Expectations - from 18% reduced to 13%. Additionally, there has been a **10% increase** in the number of PP children working at or above Age Related Expectations - from 26% to 36%.

In Maths: there has been a **positive 6% decrease** in the number of children working at below Age Related Expectations - from 21% reduced to 15%. Additionally, there has been a **10% increase** in the number of PP children working at or above Age Related Expectations - from 34% to 44%.

In R.E.: there has been an **17% increase** in the number of children working at or above Age Related Expectation - from 39% to 56%.

This summatively demonstrates how in-school strategies and partnerships are effective in supporting the closing of academic attainment gaps.

Contributing factors to the children’s improved attainment and growth in self-confidence include:

- Technology: Investment in digital learning tools including Accelerated Reader and Learning Village (EAL); children having access to kindles and laptops to support learning.
- Wellbeing: investment in completion of PASS surveys and analysis of results to support nurturing of positive attitudes to school, resilience, self-confidence and esteem; partnership with ‘Making Me’ charity – their leading of resilience and wellbeing workshops.
- Phonics: staff CPD on Little Wandle.
- Data analysis: staff CPD on how to set targets more accurately and how to assess with greater efficacy and precision.
- Metacognition: staff CPD to promote teacher understanding and implementation of good practice.
- Library: Review and investment in class library books
- Vocabulary and oracy development: Use of Powerful Words
- In-school interventions: a programme of before school and during school in-class and out of class interventions in support of academic progress. E.g. phonics, SATs boosters.
- Monitoring of teaching and learning: Through regular learning walks with feedback given to support development and improvement in classroom practice.
- Writing: investment in a new Writing resource – Herts for Learning.
- R.E.: investment in and phase 1 implementation of new R.E. Directory of Learning.
- SEND: training of new SEND Lead.
- Training of LSAs to lead sensory circuits and speech and language interventions.
- Curriculum enhancements – Healthy Me Weeks in support of mental health, themed curriculum days (e.g. Easter), celebration of Black History Month, Internet Safety Day and World Book Day, to mention but a few. Some children were sponsored to attend after school sports clubs, with school trip costs subsidised.
- Hardship: Uniform provided to enhance sense of belonging, access to before and after school clubs, other expenditure deemed necessary by the school (e.g. food parcels and vouchers distribution).
- Employment of a dedicated Inclusion and Family Worker to support attendance, behaviour and families experiencing difficulties. This member of staff is also a Mental Health First Aider and liaises with external agencies, when necessary.
- Pastoral support: provision of a buddies’ lunchtime club to support with friendship and emotional needs, 1:1 interventions to support children struggling with emotional wellbeing and mental health, family difficulties and bereavement.
- Behaviour: Implementation of a clear, articulatable behaviour policy and approach, which is inclusive and escalatory.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Learning by questions	Learning by questions
Times Table Rockstar	TTRockstars
Letterjoin	Letterjoin
Learning Village	Across Cultures
Herts for Writing	Herts for Learning Education
Herts for Reading	Herts for Learning Education
Boom Reader	Squirrel Learning Ltd.
Primary Maths Fluency	Enigma Maths Hub
Winning with numbers	Harding Education
Mastering in number	NCETM

## Service pupil premium funding (optional)

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

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

Where possible, we prioritise giving Pupil Premium children additional leadership opportunities through membership of:

- **School Mission Team** – an important expression of our Catholic identity as a school, is nurturing pupil faith ambassadors who take a lead in school assemblies and liturgical events.
- **Eco-stewards** – children appointed to this role explore ways in which the school can be more sustainable through recycling, raising awareness of how to be better stewards of school resources and the leadership of bespoke environmentally friendly projects.

The school is also participating in the Outdoor Play & Learning Programme to improve the quality of play and provide the right conditions for play at lunchtimes. Supported by the research 'A Case for Better Play', the approach aims to enhance personal development, communication and language, improve physical activity and creativity within all children, particularly for disadvantaged children.

<https://outdoorplayandlearning.org.uk/research-and-evidence/>

In addition to the above, across the school we use **Voice 21** which aims to “transform the learning and life chances of young people through talk so that all children can use their voice for success in school and in life”. Through use of Voice 21 we aim to give our PP children access to high-quality oracy education.

<https://voice21.org/>