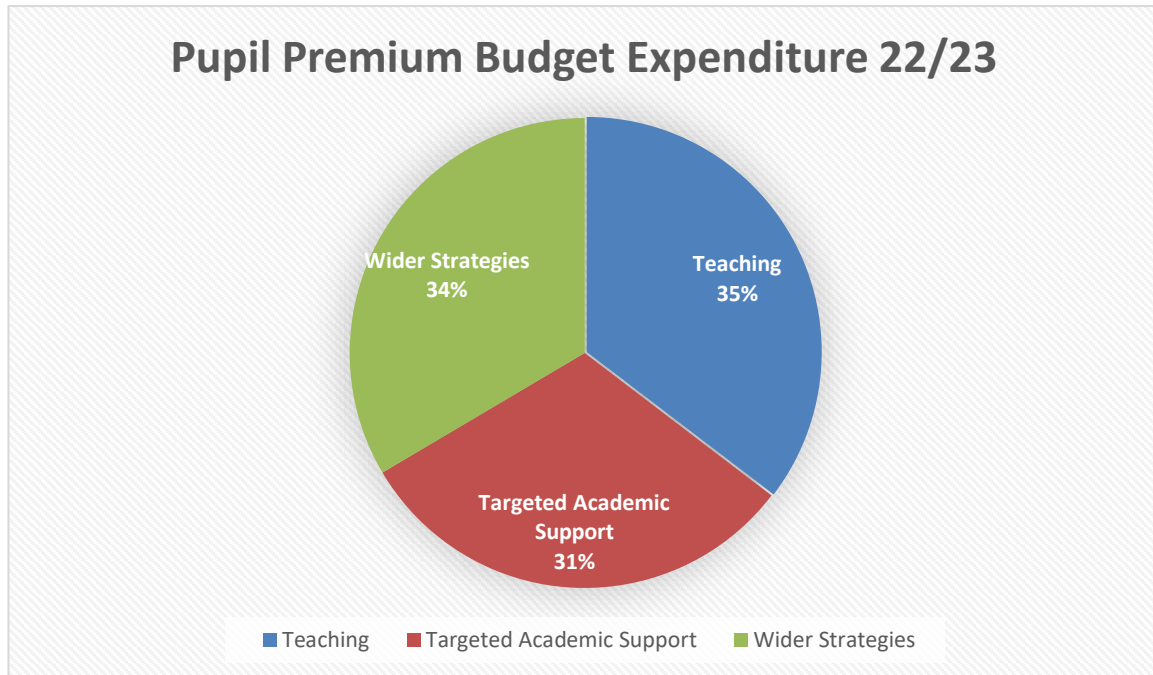


# Pupil premium strategy statement 2022/23



1. Summary information					
<b>School</b>	St Joseph's Catholic Voluntary Academy, Leicester				
<b>Academic Year</b>	22/23	<b>Total PP budget</b> (Not including Recovery Premium and National tutoring Programme)	£72,280	<b>Date of most recent PP Review</b>	Advent Term 2022
<b>Total number of pupils</b>	242	<b>Number of pupils eligible for PP</b>	61/ 242 PP 25% 58/242 FSM 24%	<b>Date for next internal review of this strategy</b>	Lent 2023

2. Current attainment						
	<i>Pupils eligible for PP end of Academic Year 2022</i>			<i>Pupils not eligible for PP</i>		
<b>% achieving in reading, writing and maths (Age related Expectation)</b>	Reading 44.4%	Writing 55.6%	Maths 33.3%	Reading 50.0%	Writing 56.6%	Maths 36.7%
<b>% making progress in reading (Points Progress)</b>	5.3			5.3		
<b>% making progress in writing</b>	6.3			5.7		
<b>% making progress in maths</b>	5.3			5.3		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Poor attainment and progress in the key core areas of reading, writing and maths. (Aim for 6 points progress a year/ Maths is weaker)
<b>B.</b>	Erratic attendance and punctuality for all pupils. Overall attendance for Pupil Premium cohort was 83%. (2021/22)
<b>C.</b>	Lack of self-esteem, resilience and vision restraining children from fully reaching their potential as learner of today and citizens of tomorrow.
<b>External barriers</b>	
<b>D.</b>	Reduced parental involvement and engagement with the curriculum and all aspects of school life.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Pupils to make at least expected progress and at least comparable to non-Pupil cohort.</p> <p>Pupils leave EYFS achieving Early Learning Goals.</p> <p>All children leave KS1 as confident readers with the ability to decode texts.</p> <p>Children to leave KS2 as well-rounded readers able to apply their skills to a wide range of academic and real life contexts.</p>	<p>Attainment and progress data will show levels of progress at least comparable to non- Pupil cohort.</p> <p>Pupils will demonstrate positive and improving attitudes to learning.</p> <p>Pupil Premium children to access all areas of the school’s broad and balanced curriculum. Where there are barriers to learning, there are mechanisms in place to overcome these.</p> <p>All children to leave EYFS having reached their Early Learning Goals.</p> <p>100% of Pupil Premium children to pass phonics screening.</p> <p>Children leave KS2 as confident, capable readers with their attainment in line with non-Pupil Premium cohort.</p>
<b>B.</b>	<p>Children to be present at school consistently – Attendance to be above 95% per child.</p> <p>Children will attend school punctually.</p> <p>Children and families of pupil premium children will be well supported during any further lock down measures.</p>	<p>Children will arrive at school on time.</p> <p>All children will have consistently high attendance and punctuality.</p> <p>High levels of interaction between school and the families of pupil premium children during future lock down periods.</p> <p>During any further periods of lock down, pupil premium children will be well supported in school, at home and during their return to school.</p>
<b>C.</b>	<p>Improve emotional well-being and understanding so that children are resilient, confident and adaptable to face the challenges of today’s modern society.</p> <p>Ensure that children are well supported in their social, emotional and behavioural needs.</p>	<p>Pupils respond over whelming to pupil voice questionnaires.</p> <p>90% of pupils to attend after school clubs and extra-curricular activities.</p> <p>Behaviour records show Pupil Premium children show positive behaviour in school. Where this is not the case, support is put in place.</p> <p>ELSA to support Pupil Premium children and their families.</p>

<b>D.</b>	Develop parental engagement and home-school relations.	<p>All Pupil Premium children have at least one parent attending parent's evening twice a year.</p> <p>Parents have positive perceptions of school reflected in parent's surveys and questionnaires.</p> <p>Parents attend school meetings to discuss incentives, events and curriculum discussions.</p> <p>Parents attend activities within school (open mornings, class assemblies, liturgies and mass)</p>
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## 5. Planned expenditure

Academic year

2022- 2023

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Quality First Teaching for all</p> <p>Teacher knowledge and understanding of the personal targets of Pupil Premium children.</p> <p>Development of whole school strategies and effective, <b>targeted CPD</b>.</p> <p>Provide training for all staff to ensure assessments are interpreted and administered correctly.</p> <p>Improve the quality of social and emotional learning (SEL).</p> <p>Immediate and continual oral feedback during or immediately after lessons to correct misconceptions.</p> <p>Use of <b>NFER papers</b> to accurately assess in reading and maths to provide accurate gaps analysis.</p> <p>Pupil Progress Meetings modelled on EEF tiered approach.</p> <p>School analysis of internal data <b>Target Tracker</b></p>	<p>Pupil Premium children to make accelerated progress and achieve higher attainment in the core skills areas of reading, writing and maths. With a high degree of uncertainty as to whether the school year will be interrupted further by Covid-19, the school has ensured it has a robust and high-quality remote learning package.</p> <p>Quality and targeted CPD.</p> <p>Quality feedback day to day for each child Pupils display positive opinions about their work, progress and the school.</p> <p>Attendance for all pupils above 95%</p>	<p>EEF recognises great teaching as an essential leveller in improving outcomes for pupils.</p> <p>Ensuring every adult is supported and prepared is essential in achieving the best outcomes for pupils. Each teacher knows their children and their educational targets. Individualised Instruction EEF +4, Parental Engagement EEF +4 Teaching and Learning Tool Kit</p> <p>It is well documented that verbal feedback during or immediately after lessons is the most effective feedback. Feedback EEF +6 Teaching and Learning Tool Kit</p> <p>The school recognises that effective assessment is integral to supporting great teaching. 'Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by head teachers to support students when school reopens for all pupils.' Teacher Trapp</p>	<p>Regular monitoring of teaching and learning (weekly)</p> <p>Analysis of Target Track Data.</p> <p>Regular scrutiny of pupil's work.</p> <p>Regular Pupil Voice questionnaire and interviews.</p> <p>Monitoring of online content.</p>	<p>HT SLT</p>	<p>Termly Reviews and Ongoing</p>
<b>Total budgeted cost</b>					£25,564

## ii. Targeted Support

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated Reader £2232	All children to leave as confident, well-rounded readers.	Reading Comprehension Strategies EEF +6 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator.  Pupil Voice questionnaires.  Pupil Progress meetings and Target Track Progress data.	HT RA	December 2022
Additional Reading Books £1000					
NESSY £500					
Additional phonics support £270  Teaching Assistant £15,700 (X1)		Teaching Assistant Interventions EEF +4 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator and SENCO.  Pupil Progress meetings and Target Track Progress data.	RA SOG	December 2022 July 2023
		Phonics approaches have strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  Phonics EEF +5 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator.  Pupil Voice questionnaires.  Pupil Progress meetings and Target Track Progress data.	HT RA	December 2022
ELSA £1000 (Training and CPD)	Children to feel emotionally well supported and able to express and develop their feelings.	Oral language intervention EEF +6 Teaching and Learning Tool Kit  Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	External supervision ELSA programme.  Monitoring and coordinating with SLT.	HT	December 2022 July 2023
SENCO Support £ <b>Central Cost</b> Cost for Ed Psychologist Payment of PP children that have SEND diagnosis- TA support	Children with SEND needs supported in all aspects of school life.  All children are supported, able to fully access lessons and challenged.	Social and Emotional Learning EEF +4 Teaching and Learning Tool Kit  Individualised Instruction EEF +4 Teaching and Learning Tool Kit	Scrutiny of provision maps and IEPs by SENCO.  Parental engagement.  Pupil Progress meetings and Target Track Progress data.	SOG	October 2022 March 2023 July 2023

NELI (Free Resource)	Children's language and early literacy improve in EYFS.	Oral language intervention EEF +6 Teaching and Learning Tool Kit	Regular Monitoring by staff. Children achieving Early Learning Goals	HT RA	December 2022 July 2023
Catch Up Tutor £1800	To improve progress and attainment of pupils in upper KS2 Focus on Maths Progress	Academic Mentoring EEF +2 Teaching and Learning Tool Kit  Small Group Tuition EEF +4 Teaching and Learning Tool Kit  Action: Maths intervention Focus (Year 6)	Pupil Progress meetings and Target Track Progress data.	HT	December 2022 July 2023
<b>Total budgeted cost</b>					£22,502

<b>i. Other approaches</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Behaviour Watch £2144	Children understand how to conduct themselves in society growing into mature and responsible young people, taking ownership of their behaviour and actions.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Data analysis and scrutiny.	HT	December 2022 March 2023
Commando Joe £2000	Children will participate in activities aimed to build resilience, inspire and motivate young people to maximise their full potential.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Monitoring of teaching and learning during activities. This will have an impact on number of times children seek behaviour interventions	HT	Dec 22 March 23
Extra-Curricular activities provided £8,000  £ 200 (Warning Zone)	Children are given a rich variety of opportunities for music, sport and extra-curricular activities.  Pupils to attend school residential excursions  Year 6 children to all attend the warning zone	All children are provided rich life experiences to aid classroom learning and support emotional development.  All children in year 6 to gain a greater understanding of life and how to stay safe – programme delivered by Leicestershire fire and rescue service.	Priority given to Pupil Premium children.  Monitor levels of attendance of Pupil Premium children at extra-curricular activities to ensure they are consistently high.  Parental engagement.  Pupil voice questionnaire.	HT	December 2022 March 2023
School Uniform and resources	Children have school uniform. All children adhere to the school's uniform policy.	Children feel fully included in school life and are not seen	Ongoing monitoring of school uniform. Regular family engagement.	HT	December 2022 July 2023

£1000	All children have resources required to support with activities within school and any additional costs.	to be visibly disadvantaged to their peers.			
Morning Club £5,130	Children attend morning club improving attendance and punctuality.	Children arrive to school punctually.	Attendance analysis. Refer to PP Analysis April 22 Parental engagement.	HT	December 2022 July 2023
Parent Workshops £Self-Funded  Parent Forums £570.00	The school communicates well with parents fully engaging them at all levels of school life maintaining positive relationships.	Parental Engagement EEF +4 Teaching and Learning Tool Kit	Parental engagement.  Analysis and scrutiny of parent feedback.  Improving attendance at future meetings.	HT	December 2022 July 2023
Home learning resources £200 The Big Classroom £300	Children have access to homework resources SATS revision Guides	Ensure that pupils have full access to the school's Blended Learning strategy and are able to full participate in home learning.	Parental engagement forums and feedback questionnaires	HT	December 2022 July 2023
EWO £4,800  Faith In Families £5,000	Children feel emotional well supported in school.  Families of vulnerable children feel supported.  Rates of attendance and punctuality improve.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit  Ensure that pupils have high levels of attendance.	Regular ongoing DSL meetings.  Parental engagement.  Scrutiny of attendance data.	HT DSL	December 2022 March 2023 July 2023
<b>Total budgeted cost</b>					£24,214



6. Review of expenditure				
Previous Academic Year		2021/22		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupil Premium children to make accelerated progress and achieve higher attainment in the core skills areas of reading, writing and maths. With a high degree of uncertainty as to whether the school year will be interrupted further by Covid-19, the school has ensured it has a robust and high-quality remote learning package.</p> <p>Quality and targeted CPD.</p> <p>Quality feedback day to day for each child Pupils display positive opinions about their work, progress and the school.</p> <p>Attendance for all pupils above 95%</p>	<p>EEF recognises great teaching as an essential leveller in improving outcomes for pupils.</p> <p>Ensuring every adult is supported and prepared is essential in achieving the best outcomes for pupils. Each teacher knows their children and their educational targets. Individualised Instruction EEF +4, Parental Engagement EEF +4 Teaching and Learning Tool Kit</p> <p>It is well documented that verbal feedback during or immediately after lessons is the most effective feedback. Feedback EEF +6 Teaching and Learning Tool Kit</p> <p>The school recognises that effective assessment is integral to supporting great teaching. 'Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by head teachers to support students when school reopens for all pupils.' TeacherTrapp</p>	<p>On track to make age related expectations in Reading:66.7%Writing:66.7% Maths: 66.7% Reading: 50% Writing: 42.9% Maths: 50%</p> <p>All children have attended school throughout the year 2021/22 However some PP children have had COVID and been unable to work (Off School Sick)</p> <p>High % of PP children not attending school due to sickness/COVID</p> <p>ALL teaching and TA have had access to National college CPD and CPD provided by the STACMAT / Leicestershire and Rutland Teaching Hub</p> <p>Teachers providing regular feedback. Children have received quality feedback – monitored by the SLT (Safety net monitoring)</p> <p>Interviews with pupils demonstrate a love of learning</p> <p>Attendance in all year groups for PP children on average is still below 95%</p> <p>The school continues to work with the EWO and parents to remove barriers. Attendance of PP groups is below 90%</p>	<p>Children participate within the main teaching of each lesson and receive first quality teaching. Intervention happens separately to the core subjects</p> <p>Time allowed for teachers to plan together and support each other in developing effective interventions for maximum impact. TA's have time planned within the day to discuss and feedback progress made.</p> <p>Teachers are giving verbal feedback within lessons/ teaching time</p> <p>GAP analysis is used to ensure teachers and TAs are targeting children's areas for development</p>	£19,025

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**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>All children to leave as confident, well-rounded readers.</p>	<p>Reading Comprehension Strategies EEF +6 Teaching and Learning Tool Kit</p> <p>Teaching Assistant Interventions EEF +4 Teaching and Learning Tool Kit</p> <p>Phonics approaches have strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics EEF +5 Teaching and Learning Tool Kit</p>	<p>66.7 % children are meeting age related expectations 2 children are currently above age related expectations</p> <p>PP children have made 4 points progress this year Non PP children 3.9 Points progress.</p> <p>Boys are currently making more progress than girls There is 0.1points progress difference between girls and boys.</p> <p>Progress between SEND and non-Send PP children is in line</p> <p>Teaching Assistants have supported Teacher Triad Groups – Improving Questioning and supporting children with moving learning on</p>	<p>KS2 triads have supported the effective delivery of guided reading – with a focus on questioning development</p> <p>AR Lead has monitored children’s progress – Children are making good progress and are taking responsibility for their learning.</p> <p>All teaching assistants have access to the National college online webinars for professional development</p>	<p>£23,630</p>
<p>Children with SEND needs supported in all aspects of school life.</p> <p>All children are supported, able to fully access lessons and challenged.</p>	<p>Social and Emotional Learning EEF +4 Teaching and Learning Tool Kit</p> <p>Individualised Instruction EEF +4 Teaching and Learning Tool Kit</p>	<p>The SEND lead works closely with PP/SEND parents to ensure that all IEPs are maintained, shared and actions delivered. The SEND lead is allocated 1 day a week to support all SEND children There are currently 10/42 SEND children – 23.8%</p>	<p>Children make progress Monitored well</p>	
<p>Children’s language and early literacy improve in EYFS.</p>	<p>Oral language intervention EEF +6 Teaching and Learning Tool Kit</p>	<p>All children accessing this programme have made/are making good progress.</p>	<p>Intervention has had a very positive impact NB and AD delivering this programme</p>	

<p>To improve progress and attainment of pupils in upper KS2</p>	<p>Academic Mentoring EEF +2 Teaching and Learning Tool Kit</p> <p>Small Group Tuition EEF +4 Teaching and Learning Tool Kit</p> <p>Action: Maths intervention Focus (Year 6)</p>	<p>PMc Supporting all Y6 and Y5 children in closing the academic GAP</p> <p>Diminishing Differences Report Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (42 pupils)</p> <table border="1"> <thead> <tr> <th colspan="2">42 pupils</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Reading</th> <th>No. (N)</th> <th>Sum2 20-21</th> <th>Sum1 21-22</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>18 (42.9%)</td> <td>28.9%</td> <td>38.9%</td> </tr> <tr> <td>Females</td> <td>24 (57.1%)</td> <td>58.3%</td> <td>59.2%</td> </tr> <tr> <td>Difference (change in difference)</td> <td></td> <td>19.4</td> <td>11.1 (-4.3)</td> </tr> <tr> <td>Pupil Premium</td> <td>42 (100%)</td> <td>50.0%</td> <td>45.2%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>0 (0%)</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Difference (change in difference)</td> <td></td> <td>50.0</td> <td>45.2 (-4.8)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">42 pupils</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Writing</th> <th>No. (N)</th> <th>Sum2 20-21</th> <th>Sum1 21-22</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>18 (42.9%)</td> <td>27.8%</td> <td>16.7%</td> </tr> <tr> <td>Females</td> <td>24 (57.1%)</td> <td>58.3%</td> <td>33.3%</td> </tr> <tr> <td>Difference (change in difference)</td> <td></td> <td>30.5</td> <td>16.6 (-13.9)</td> </tr> <tr> <td>Pupil Premium</td> <td>42 (100%)</td> <td>45.2%</td> <td>29.2%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>0 (0%)</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Difference (change in difference)</td> <td></td> <td>45.2</td> <td>29.2 (-16.0)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">42 pupils</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Mathematics</th> <th>No. (N)</th> <th>Sum2 20-21</th> <th>Sum1 21-22</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>18 (42.9%)</td> <td>61.1%</td> <td>33.3%</td> </tr> <tr> <td>Females</td> <td>24 (57.1%)</td> <td>66.7%</td> <td>33.3%</td> </tr> <tr> <td>Difference (change in difference)</td> <td></td> <td>5.6</td> <td>0.0 (-5.6)</td> </tr> <tr> <td>Pupil Premium</td> <td>42 (100%)</td> <td>64.3%</td> <td>33.3%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>0 (0%)</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Difference (change in difference)</td> <td></td> <td>64.3</td> <td>33.3 (-31.0)</td> </tr> </tbody> </table> <p>Difference Key: Widening Narrowing Unchanged</p> <p>Class Admin: Current Term: Summer 1 Pupil Selection</p>	42 pupils		On Track or Higher		Reading	No. (N)	Sum2 20-21	Sum1 21-22	Males	18 (42.9%)	28.9%	38.9%	Females	24 (57.1%)	58.3%	59.2%	Difference (change in difference)		19.4	11.1 (-4.3)	Pupil Premium	42 (100%)	50.0%	45.2%	Not Pupil Premium	0 (0%)	0%	0%	Difference (change in difference)		50.0	45.2 (-4.8)	42 pupils		On Track or Higher		Writing	No. (N)	Sum2 20-21	Sum1 21-22	Males	18 (42.9%)	27.8%	16.7%	Females	24 (57.1%)	58.3%	33.3%	Difference (change in difference)		30.5	16.6 (-13.9)	Pupil Premium	42 (100%)	45.2%	29.2%	Not Pupil Premium	0 (0%)	0%	0%	Difference (change in difference)		45.2	29.2 (-16.0)	42 pupils		On Track or Higher		Mathematics	No. (N)	Sum2 20-21	Sum1 21-22	Males	18 (42.9%)	61.1%	33.3%	Females	24 (57.1%)	66.7%	33.3%	Difference (change in difference)		5.6	0.0 (-5.6)	Pupil Premium	42 (100%)	64.3%	33.3%	Not Pupil Premium	0 (0%)	0%	0%	Difference (change in difference)		64.3	33.3 (-31.0)	<p>Children who accessed this support made good progress</p>	
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Difference (change in difference)		64.3	33.3 (-31.0)																																																																																																	
<p>Children to feel emotionally well supported and able to express and develop their feelings.</p>	<p>Oral language intervention EEF +6 Teaching and Learning Tool Kit</p> <p>Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit</p>	<p>The school ELSA has supported many PP children throughout the year to date. Some children receive weekly support while others have fortnightly support Children continue to be supported by the new school ELSA – Invaluable resource.</p>	<p>Huge impact on all children who have accessed this support. Children Happy – Pupil Interviews and surveys and ready to learn</p>																																																																																																	
<p><b>iii. Other approaches</b></p>																																																																																																				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>																																																																																																
<p>Children understand how to conduct themselves in society growing into mature and responsible young people, taking ownership of their behaviour and actions.</p>	<p>Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit</p>	<p>Behaviour in class is exceptional and behaviour for learning maintained.</p>	<p>Behaviour in class is much improved – children are displaying the right learning behaviours</p>	<p>£15,437.50</p>																																																																																																

<p>Children are given a rich variety of opportunities for music, sport and extra-curricular activities.</p> <p>Pupils to attend school residential excursions</p>	<p>All children are provided rich life experiences to aid classroom learning and support emotional development.</p>	<p>PP children have had opportunities to attend events outside of school PP children's opportunities to participate in eco club/ cafod club/ mindfulness/Netball / gardening club/ Morning Club All children provided with enrichment opportunities to support learning beyond the classroom/ Cultural opportunities. Children have attended trips and visits beyond the classroom and funding has supported the children's attendance NB: More funding will need allocating to this next year with cost of living crisis</p>	<p>The children have enjoyed these clubs. This has supported their emotional well being supported behaviours for learning.</p> <p>These groups also support communication and language and friendship</p>	
<p>Children have school uniform.</p> <p>All children adhere to the school's uniform policy.</p>	<p>Children feel fully included in school life and are not seen to be visibly disadvantaged to their peers.</p>	<p>Uniform is available from the preloved items. Children are also given branded Items eg: Ties, Book bags and Water bottles.  All PP children present well/ Impact: Policy followed = good behaviour for learning = equality/equity</p>	<p>Parents welcome this particularly the branded items.</p> <p>Children demonstrate a sense of belonging</p>	
<p>Children attend morning club improving attendance and punctuality.</p>	<p>Children arrive to school punctually.</p>	<p>Opportunity for all PP children to attend morning club to support lateness/attendance</p>	<p>Improved attendance from those children that come to morning club.</p> <p>Children more settled in the morning</p> <p>Positive impact on wellbeing – not walking into a full class already at work.</p>	

<p>The school communicates well with parents fully engaging them at all levels of school life maintaining positive relationships.</p>	<p>Parental Engagement EEF +4 Teaching and Learning Tool Kit</p>	<p>Parents invited to attend class assemblies/ Mass Parents attended SEND forums</p>	<p>The parents all enjoy attending school assemblies and liturgies/ events. This demonstrates to the parents our school values. There were a reduced amount of open activities due to COVID but with fewer/ no restrictions 22/23 there will be more events planned.</p>	
<p>Children have access to online lessons</p>	<p>Ensure that pupils have full access to the school's Blended Learning strategy and are able to full participate in home learning.</p>	<p>Children provided with CGP Revision Materials (Year 6) Children provided with HW resources  Access to these materials supported the children; however not all PP children made End of year expectations by the End of KS2</p>	<p>The children enjoy trying out their learning – positive impact. The purchasing of these books gives the children added confidence going into the SAT perion</p>	
<p>Children feel emotional well supported in school.  Families of vulnerable children feel supported.  Rates of attendance and punctuality improve.</p>	<p>Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit  Ensure that pupils have high levels of attendance.</p>	<p>LT Faith in Families working with parents of PP children supporting emotional wellbeing of children and parents  Rates of attendance of PP children analysed and monitored. Letters and engagement with poor attenders.</p>	<p>Work with LT is invaluable. The parents, children, Faith in families and school work together to ensure that the children are in a good learning place.  The service also provides additional support for the whole family and has a positive impact on work in the classroom. Children are ready to learn.</p>	