# Pupil premium strategy statement

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

**School overview**

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| Sacred Heart RC Primary School |  |
| Number on roll | 327 |
| Proportion (%) of pupil premium eligible pupils | 46.5 |
| Academic year that our current pupil premium strategy plan covers | 2022-25  (2023-24 in detail) |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Governing Board |
| Pupil premium lead | J. Botham |
| Governor | M. Jordan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £189,308 |
| Recovery premium funding allocation this academic year | £16,909 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £206,217 |

# Part A: Pupil premium strategy plan

**Statement of intent**

Sacred Heart provides a highly inclusive curriculum where all learners, including SEND children and the most vulnerable, can access learning and make the most of their gifts and talents. Children at all levels are encouraged and supported to achieve their full potential in all subjects. We support, nurture and challenge every child from all cultures, socio-economic backgrounds and ethnicity “to have life, and have it to the full” and through Christ, we promote the formation of the whole child.

In order to do this, it is vital that children from disadvantaged backgrounds receive targeted support based on an understanding of any barriers to their learning At Sacred Heart, we identify these barriers at the earliest possible point and immediately plan and deliver an effective support programme based on our own research and that of the Education Endowment Fund.

Through early identification, first quality teaching, targeted support and rigorously tracked high quality reading, writing and maths interventions, we provide disadvantaged pupils with opportunities to enjoy academic success throughout the whole curriculum so that they become fluent readers, skilled writers and proficient mathematicians.

Our Pupil Premium Strategy is integral to our education recovery of children whose education has been worst affected by the pandemic, including non disadvantaged.

**Challenges**

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have little opportunities to read and be read to at home than their peers. This impacts negatively on their development as readers |

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| 4 | Our assessments and observations indicate that the education and well- being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps in reading, writing and maths leading to pupils falling further behind age-related expectations. |
| 5 | Our assessments and observations indicate that many of our disadvantaged children have limited life experiences and access to a variety of opportunities beyond school |
| 6 | The 2020/21 pandemic and national school closure has had a negative impact on the social, emotional wellbeing and health of many of our disadvantaged families. |
| 7 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 1% lower than for non-disadvantaged pupils.  % of disadvantaged pupils have been ‘persistently absent’ compared to X  - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

**Intended outcomes**

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| **Intended outcome** | **Success criteria** |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Increased phonics skills amongst disadvantaged pupils | KS1 phonics check outcomes in 2022 and beyond show that more than 78% of disadvantaged pupils meet the expected standard. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes show that more than 70% in 2022 |

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|  | 74% in 2023  78% in 2024  80% in 2025  of disadvantaged pupils met the expected standard. |
| Disadvantaged pupils that have fallen behind in attainment of reading, writing and maths during the pandemic make accelerated progress and ‘catch up’ or exceed prior attainment standards. | KS2 reading, writing and maths combined outcomes show that more than  60% in 2022  65% in 2023  70% in 2024  72% in 2025  of disadvantaged pupils met the expected standard. |
| Pupils have a breadth of experiences that enable them to contextualize their learning and enhance ‘cultural capital’. | Pupil questionnaires will show that children enjoy school and are enthused to learn more. Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable.  Children with a passion or talent in a particular area of the curriculum are encouraged to excel and are targeted to engage in additional learning opportunities. |
| Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. | Family support worker, SENDCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to therapy play sessions with support staff. - Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers. - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demon- strated by:  the overall absence rate for all pupils be- ing no more than  4.5% in 2022  3.75% in 2023 |

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|  | 3.25% in 2024  3% in 2025  and the attendance gap between disadvantaged pupils and their non- disadvantaged peers being reduced to  1.5% in 2022  1% in 2023  0.75% in 2024  0.7% in 2025 |

**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: £ 79,132

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| CPD delivered to vulnerable pupil team (Co Headteachers, HT, DHT, SENDCo, SBM,  Link Governor) on maximising the impact of pupil premium funds. | Evidence from Education Endowment Foundation  indicates that key members of school team securing successful implementation of pupil premium funding strategy plan resulting in positive outcomes.  [School Implementation Report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) | All |
| Embedding dialogic ac- tivities across the school curriculum. These can support pupils to articu- late key ideas, consoli- date understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language inter- ventions, including dialogic activi- ties such as high-quality class- room discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) [Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| SALT deliver CPD to all EYS and KS1 staff on | Speech, Communication and Language approaches have a | 1 |

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| developing speech, language and communication skills | strong evidence base that indicates a positive impact on the developing speech, language and communication.  [Communication and Language](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=communicatio) [Approaches EEF](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=communicatio) |  |
| Reading Recovery Teacher coach teachers and TAs in delivering first quality teaching of reading and reading interventions.  Identify and source relevant CPD opportunities for staff | Evidence from Education Endowment Foundation  indicates that skilled leader coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes.  [Teaching and Learning Toolkit EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1, 3 |
| CPD for all teaching and support staff focusing on diagnosing challenges in reading, writing and maths attainment and implementing evidence based strategies. | Skilled teachers are able to diagnose challenges in reading, writing and maths attainment and implement strategies to accelerate progress of basic skills.  [Diagnosing Challenges EEF](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_searchh&search_term) | 2, 3, 4 |
| OPAL to deliver CPD to all staff, including support staff on developing outdoor play and learning opportunities. | Research indicates that outdoor play and learning increased prosocial behaviour and reduction in conflicts and the development of social and emotional skills; Develops better problem-solving skills, self-regulation and self- confidence; reduces stress, boredom and injuries.  Improves behaviour with happier playtimes with fewer incidents, making them easier to supervise; quicker and better settling into class after playtimes; better attention and on-task behaviour in class; and positive parent reactions.  [Outdoor Play and Learning](https://outdoorplayandlearning.org.uk/research-and-evidence/) [Research and Evidence](https://outdoorplayandlearning.org.uk/research-and-evidence/) | 5, 6 |
| Improve the quality of so- cial and emotional (SEL) learning. | There is extensive evidence associating childhood social and emotional skills with improved | 6 |

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| SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Lear](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) [ning.pdf(educationendowmentfou](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) [ndation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) |  |
| Co Headteacher, Deputy Headteacher to coach upper KS2 teachers and support staff in delivering first quality teaching of whole classes, groups and individuals. Identify and source relevant CPD opportunities for staff | Evidence from Education Endowment Foundation indicates that skilled leaders coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes.  [Teaching and Learning Toolkit EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 4 |
| Co Headteacher, Deputy Headteacher to coach lower KS2 teachers and support staff in delivering first quality teaching of whole classes, groups and individuals. Identify and source relevant CPD opportunities for staff | Evidence from Education Endowment Foundation indicates that skilled leaders coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes.  [Teaching and Learning Toolkit EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 4 |
| Early Years Leader to coach EYS teachers and support staff in delivering first quality teaching of whole classes, groups and individuals.  Identify and source relevant CPD opportunities for staff | Evidence from Education Endowment Foundation indicates that skilled leaders coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes.  [Teaching and Learning Toolkit EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1, 4 |
| SENDCO coach teachers and support staff in delivering first quality teaching of pupils with SEND.  Identify and source relevant CPD opportunities for staff | Evidence from Education Endowment Foundation indicates that skilled leader coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes.  [Teaching and Learning Toolkit EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 4 |

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

Budgeted cost: £ *98,085*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Provide targeted, structured reading, writing and maths interventions (1:1 and small groups) across whole school. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:  [Small group tuition | Toolkit Strand |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) [Education Endowment Foundation |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) [EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4 |
| Specialist Speech and language therapist employed by in school to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) [(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Additional and specialist staff to teach/support pupils awaiting specialist provision | Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. |  |

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

Budgeted cost: £ *29,000*

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| **Activity** | **Evidence that supports this approach** | **Challen ge no address ed** |
| Specialist family/social worker in school to support 1:1 and small groups with SEL | https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/social-and-emotional- learning | 6. 7 |
| Specialist family/social worker employed at school to engage families with Early Help strategies | https://educationendowmentfoundation.org.uk/education- evidence/guidance-reports/supporting- parents?utm\_source=/education-evidence/guidance- reports/supporting- parents&utm\_medium=search&utm\_campaign=site\_search h&search\_term | 6, 7 |
| Extra Curricular  Activities | https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/outdoor-adventure- learning |  |
| Embedding principles of good practice set out in the DfE’s [Improving](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) [School](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) [Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 7 |
| Contingency fund for acute issues. | 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. | All |

# Part B: Pupil Premium Impact Statement

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 79,132

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** | **Impact** |
| CPD delivered to vulnerable pupil team (Co Headteachers, HT, DHT, SENDCo, SBM,  Link Governor) on maximising the impact of pupil premium funds. | Evidence from Education Endowment Foundation  indicates that key members of school team securing successful implementation of pupil premium funding strategy plan resulting in positive outcomes.  [School Implementation Report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) | All |  |
| Embedding dialogic ac- tivities across the school curriculum. These can support pupils to articu- late key ideas, consoli- date understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language inter- ventions, including dialogic activi- ties such as high-quality class- room discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) [Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 | EYFS staff have received WELLCOM training and EY children have weekly WELLCOM interventions this has led to an improved GLD in 2023-2024 compared tom 2022-2023. These interventions will continue in the next academic year and progress will be reviewed with the EYFS Lead on a termly basis. |
| SALT deliver CPD to all EYS and KS1 staff on developing speech, language and communication skills | Speech, Communication and Language approaches have strong evidence base that indicates a positive impact on the developing speech, language and communication.  [Communication and Language](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=communicatio) [Approaches EEF](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=communicatio)a | 1 | School employs a S & L therapist one day per week to work on a one to basis with children and also small groups as well as providing CPD and coaching for Teachers and Teaching Assistants. Feedback is provided to the SENDCo and further specialist referrals are made as required to ensure that children receive the appropriate level of support to ensure progression in their S & L and learning. |

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| Reading Recovery Teacher coaches teachers and TAs in delivering first quality teaching of reading and reading interventions.  Identify and source relevant CPD opportunities for staff | Evidence from Education Endowment Foundation  indicates that skilled leader coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and CPD resulting in positive outcomes.  [Teaching and Learning Toolkit EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1, 3 | A designated Reading Recovery strategy teacher has trained all Teaching Assistants in Reading Recovery Strategies. Reading Recovery interventions take place daily and children have made accelerated progress from their start points. |
| OPAL to deliver CPD to all staff, including support staff on developing outdoor play and learning opportunities. | Research indicates that outdoor play and learning increased prosocial behaviour and reduction in conflicts and the development of social and emotional skills; Develops better problem-solving skills, self-regulation and self- confidence; reduces stress, boredom and injuries.  Improves behaviour with happier playtimes with fewer incidents, making them easier to supervise; quicker and better settling into class after playtimes; better attention and on-task behaviour in class; and positive parent reactions.  [Outdoor Play and Learning](https://outdoorplayandlearning.org.uk/research-and-evidence/) [Research and Evidence](https://outdoorplayandlearning.org.uk/research-and-evidence/) | 5, 6 | All staff have received training from OPAL and this is followed up regularly by visits to school.  There is now a wider range of activities available at lunch time including traditional playground games and other organized activities such as the mud kitchen.  As a result children are more engaged in healthy play and there are fewer negative incidents. Children are also more ready to learn after the lunch time period and this has a positive impact on classroom behaviour. |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved  outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Lear](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) [ning.pdf(educationendowmentfou](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) [ndation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 6 | Zones of regulation forms an integral part of the PHSE curriculum and this is embedded in the learning throughout school.  As a result children are able to apply the knowledge, skills and attitudes to develop healthy identities, manage emotions, show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. This is evidenced in the behavior’s displayed by children on a daily basis in school. |

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| Co Headteacher, Deputy Headteacher to coach upper KS2 teachers and support staff in delivering first quality teaching of whole classes, groups and individuals. Identify and source relevant CPD opportunities for staff | Evidence from Education Endowment Foundation indicates that skilled leaders coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes.  [Teaching and Learning Toolkit EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 4 | Year 6 children made good progress from their start points, achieving above local and in line with national in reading, writing and maths at the end of KS2. |
| Co Headteacher, Deputy Headteacher to coach lower KS2 teachers and support staff in delivering first quality teaching of whole classes, groups and individuals. Identify and source relevant CPD opportunities for staff | Evidence from Education Endowment Foundation indicates that skilled leaders coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes.  [Teaching and Learning Toolkit EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 4 | Lesson observations and work scrutiny demonstrate that this support and training has been successful across school. |
| Early Years Leader to coach EYS teachers and support staff in delivering first quality teaching of whole classes, groups and individuals.  Identify and source relevant CPD opportunities for staff | Evidence from Education Endowment Foundation indicates that skilled leaders coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes.  [Teaching and Learning Toolkit EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1, 4 | Reception children made good progress from their start points and GLD was significantly higher than in academic year 2022-2023. |
| SENDCO coach teachers and support staff in delivering first quality teaching of pupils with SEND.  Identify and source relevant CPD opportunities for staff | Evidence from Education Endowment Foundation indicates that skilled leader coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes.  [Teaching and Learning Toolkit EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 4 | Staff were able to confidently meet the needs of children with complex SEND.  Overall the learning environment in school is calm and purposeful. |

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

Budgeted cost: £ *98,085*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** | **Impact** |
| Provide targeted, structured reading, writing and maths interventions (1:1 and small groups) across whole school. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:  [Small group tuition | Toolkit Strand |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) [Education Endowment Foundation |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) [EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4 | Awaiting updated IDS data. |
| Specialist Speech and language therapist employed by in school to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) [(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 4 | S & L therapist has worked with a number of children over the academic year and has reported improvements in speaking and listening as well as self-regulation and emotional literacy. |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 | Reading data remains strong across the school. End of year data is above local and in line with national averages. |
| Additional and specialist staff to teach/support pupils awaiting specialist provision | Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. | 1, 4 | Butterfly and Romero provisions are well established. Children in all provisions are settled and the risk of permanent exclusion has been significantly reduced. |

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

Budgeted cost: £ *29,000*

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| **Activity** | **Evidence that supports this approach** | **Challen ge no address ed** | **Impact** |
| Specialist family/social worker in school to support 1:1 and small groups with SEL | https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/social-and-emotional- learning | 6. 7 | Children have engaged with the social worker and feel safe and secure in school to share their thoughts, feelings and experiences. Children know that they have a voice and can talk to any member of staff with any concerns or worries.  Children have benefitted from small group interventions focusing on key skills such as turn taking, listening and sharing. |
| Specialist family/social worker employed at school to engage families with Early Help strategies | https://educationendowmentfoundation.org.uk/education- evidence/guidance-reports/supporting- parents?utm\_source=/education-evidence/guidance- reports/supporting- parents&utm\_medium=search&utm\_campaign=site\_search h&search\_term | 6, 7 | Families in the most challenging circumstances have been well supported by the social worker in school as well as DSL Leads. Families have engaged with the service and other agencies. |
| Extra Curricular  Activities | https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/outdoor-adventure- learning | 5 | Children’s fitness and cultural capital have improved as a result of after school clubs and other enrichment activities. |
| Embedding principles of good practice set out in the DfE’s [Improving](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) [School](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) [Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 7 | Regular attendance reviews, meetings and engagement with families has meant that absence rates are significantly lower than local and national averages.  Absence for 2023-2024 was 4.2% compared to local 5.8% and national 5.9%.  Unauthorised absence was 0.86% compared to local 2.11% and national 1.6%.  Persistent absence was 4.66% compared to local 16.56% and national 16.2%.  We continue to work on a number of initiatives with children and families to further improve absence rates and reduce lateness. |
| Contingency fund for acute issues. | 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. | All | N/A |