

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Our Lady of Fatima Catholic Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	18.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	13.09.24
Date on which it will be reviewed	13.09.25
Statement authorised by	Local Governing Body
Pupil premium lead	Mr Rayson-Leese
Governor / Trustee lead	Mr Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,720
Recovery premium funding allocation this academic year	£0
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	£57,720

Part A: Pupil premium strategy plan

Statement of intent

Every child with his/her individual needs and gifts is a unique gift from God. At Our Lady of Fatima Catholic Primary School, we want to ensure that teaching and learning opportunities meet the needs of all of the pupils. All members of Staff and the Local Governing Body accept the responsibility for our Pupil Premium pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment.

As with every child in our care, a child who belongs to vulnerable groups is valued and respected and is entitled to develop his/her full potential, irrespective of need. We ensure that appropriate provision is made for pupils who belong to such groups and we ensure these pupils are adequately assessed and addressed.

Pupil Premium funding will continue to be allocated following a needs analysis of which will identify propriety classes, groups and/or individuals.

The key principles of our strategy are as follows:

- To ensure the gap between PP and Non-PP diminishes within Reading, Writing and Maths.
- To enable middle leaders to develop the foundation subjects to ensure it enhances the children's experiences and knowledge.
- To promote and prioritise teaching and learning across the school with specific focus on Reading, Writing and Maths.
- To improve awareness of mental health and well-being across to encourage and promote a positive school ethos.
- To enhance the wider curriculum for all learners to ensure they are exposed to enriching experiences.
- To support EYFS children to achieve their social and emotional targets.
- To develop communication and language across the school with specific focus on Early Years and KS1.

Challenges

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

Challenge number	Detail of challenge
1	<i>Impact of previous years has affected the social and emotional skills within EYFS and across the school, for some also this impact is seen in their communication and language</i>
2	<i>Heightened awareness of mental health and wellbeing issues across the school particularly linked to anxiety.</i>
3	<i>Punctuality and Attendance of PP pupils</i>
4	<i>Engagement with homework and engagement in wider curriculum activities</i>
5	<i>Gap in 'basic' building blocks within Reading, Writing and Maths of PP pupils.</i>

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
<i>Most Pupil Premium pupils to achieve the same, if not better progress within Maths, Writing and Reading compared to non PP pupils</i>	Progress measures on Arbor indicate same or better progress seen in PP children. Pupil progress meeting used to monitor progress.
<i>Most Pupil Premium pupils to achieve the same, if not better attainment within Maths, Writing and Reading compared to non PP pupils</i>	Attainment measures on Arbor indicate same or better attainment seen in PP children. Subject leaders and teachers to ensure key groups are targeted via 3 tiered approach.
<i>EYFS shows PP pupils to achieve the same attainment as non PP pupils in their social and emotional targets</i>	Teacher Assessment shown from baseline scores to end of year assessments.
<i>To enhance the curriculum further to ensure that all children are exposed to enriching activities which will promote their love of learning in a range of subjects.</i>	Continuous monitoring and development of the curriculum by subject leaders through monitoring, analyse and implementation of new ideas/initiatives.
<i>Improved awareness and knowledge of mental wellbeing for PP children – pupils have the skills to manage social and economic factors outside of school</i>	Provision Map to show good progress within Wellbeing intervention groups. Use of Pupil voice to showcase confidence and understanding.

<i>Increase of attendance and punctuality - pupils who have a greater attendance at school have better opportunities to access the required learning to have high attainment.</i>	PP pupils attendance increases across the year and they become more punctual – monitored using Arbor. Support from Attendance Officer.
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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: £ 33,147

Activity	Evidence that supports this approach	Challenge number(s) addressed	Implementation update
<i>Develop middle leadership to support and strengthen teaching and learning across the school, with an emphasis on foundation subjects to enrich the school curriculum.</i>	<i>Development of small step learning within subjects (mastery, +5, EEF) to help diminish the gap between lower and higher attaining children whilst also enabling faster progress.</i>	4, 5	AUT 24/25: Schedule of release time for staff in place and consistently being utilised with support from SLT to embed the new curriculum. SUM 24/25: Development of curriculum has been ongoing with the addition of multiple MAC subject leader meeting to supplement release time within school. Depth of learning and coverage has vastly improved due to stronger middle leader input.
<i>Embedding CPD for teachers and support staff, with a focus on providing support, ensuring a consistent approach to teaching and learning, and collaboratively developing next steps as a team.</i> <i>A shared CPD plan, regular monitoring, and phase meetings will deliver professional development and offer staff ongoing support</i>	<i>WalkThrus & Rosenshine's Principles: questioning and retrieval. Particular focus on Oral language (+5, EEF) develop through questioning to develop reading.</i> <i>Spoken vocabulary and therefore, developing more confident writers.</i>	1, 4, 5	AUT 24/25: Due to timetabling and staff delivering Monday assemblies this has not been as consistent during the AUT term but has been adjusted to allow more CPD time in SPR. SUM 24/25: Ongoing development has taken place in different formats e.g. training in situ for support staff via SSOS, SALT, CAT, and T&L strategies have been disseminated in staff meetings.

<p><i>Utilise speech and language screening tools in the EYFS and across the school to identify PP pupils and implement appropriate support strategies.</i></p>	<p><i>Communication and Language Approaches are highly effective at very low cost (+6 EEF).</i></p> <p><i>Wellcomm Primary & Talk Boost interventions scheme will also provide CPD opportunities for staff.</i></p>	<p>1, 2, 5</p>	<p>AUT 24/25: Reception all screen on WELLCOMM and the introduction of NELI due to the identified EAL needs has meant a further screener for reception and Y1 and other children across the school has been undertaken.</p> <p>Currently only 8% of children in R & Y1 (5 chn) will need further intervention planned for SPR 2.</p> <p>SUM 24/25: All children in KS1 have now passed NELI aside from 3 chn and one was new to the school in June 25.</p>
<p><i>Peer-to-peer support across the school, enhanced by WalkThrus guides, will focus on improving teaching and learning to enrich the children's learning experience and provide greater challenges for them.</i></p>	<p><i>EEF - High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</i></p>	<p>1, 4, 5</p>	<p>AUT 24/25: Due to CPD session not taking place consistently in AUT peer-to-peer support has been supported initially by SLT and IAACW for new and ECTs.</p> <p>SUM 24/25: Targeted support was put into place for middle leaders, and Walkthrus will be reintroduced and embedded next September 25.</p>
<p><i>CPD will be provided to staff for Mental Health First Aiders, equipping them with the skills to support pupils both within and outside of school. Additional nurture and social groups will be established to further support children's well-being and mental health.</i></p>	<p><i>More specialised programmes which are targeted at pupils with particular social or emotional needs e.g. Rainbows, MyHappyMind</i></p>	<p>1, 2, 3</p>	<p>AUT 24/25: MyHappyMind and Rainbows is embedded practice across the school and is vital to supporting the children who are experience SEMH or significant loss within their lives.</p> <p>SUM 24/25: Social interaction groups, Brick therapy, Rainbows and MyHappyMind have all taken place and have support the growing needs within our school. We now have KS1, LKS2 and UKS2 groups for Rainbows.</p>

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

Budgeted cost: £ 16,573

Activity	Evidence that supports this approach	Challenge number(s) addressed	Implementation update
<i>Interventions will be implemented to support reading and writing progress across the school as needed. This support will include a combination of teacher-led support groups, additional interventions, and one-on-one assistance when necessary.</i>	<p>Oral language interventions work undertaken to support T4W within English lesson alongside colourful semantics, Talkboost, and additional phonics sessions (+4, EEF).</p> <p>Guided writing helps to develop spoken vocabulary and contextual meaning.</p>	4, 5	<p>AUT 24/25: Due to outcomes of writing it was decided that T4W was to be replaced with IAACW which has come with a CPD package for all teachers to enhance T&L- review of SPR data will be reported on to gauge the impact.</p> <p>SUM 24/25: IAACW has been very successful with the extra deployment of support staff to support classes which has enable better targeting of PP chn and those who need additional support. RWInc training has also support further intervention to ensure chn keep up.</p>
<p><i>Interventions in place to support the progress of maths across the school where identified.</i></p> <p><i>Use of a tiered approach to support interventions: teacher led support groups, additional interventions or 1:1 (where needed).</i></p>	<p>Mastery teaching strategies support by the Maths hub (+5, EEF).</p> <p>Mastering Number session for EYFS & KS1 to develop better fluency skills</p>	4,5	<p>AUT 24/25: Mastering Number has taken place across the school, and has been used in class (tier 1) and has an additional intervention (tier 2). Due to timings in timetables, it has been difficult for staff to embed.</p> <p>SUM 24/25: Average Interventions outcome is +1.09 which indicates that there has been some progress made within the range of interventions that have been delivered. Across the year we have engaged with 132 pupils in a range of</p>

			interventions e.g. Brick therapy, Plus 1, Power of 2, Direct phonics, timetables, Booster groups, speck and language support etc.
<i>Training for Brick Therapy, IDL, Colourful Semantics to support social communication, reading and writing needs across the school.</i>	Oral language interventions work (+4, EEF). Social and emotion learning has a positive impact on decision making, interactions and self-regulation (+4, EEF)	1,5	<p>AUT 24/25: Brick therapy CPD and groups have taken place with a particular focus on PP and SEN children who lack social communication skills. Good level of progress (+1.48) was achieved by all children in this group. IDL has been effectively implemented to support reading and spelling of PP children across the school Implemented AUT 2 and testing to take place in SPR 2 to see impact / progress.</p> <p>SUM 24/25: IDL has show an average increase of 5 months for the children's spelling age, and 6 months increase for the children's reading age which has had a really positive impace. Brick Therapy has offered a meaningful intervention to develop social communication and has been effective with a +1.5 outcome when delivered with the children selected.</p>
<i>KS2 booster sessions will be implemented to address knowledge gaps identified through Pupil Progress meetings and the Arbor data system. Small group and one-on-one support will be provided across the school for PP pupils.</i>	Smaller class/group sizes (+3, EEF) will provide more opportunities for teachers to develop new skills and approaches to better support learners.	5	<p>AUT 24/25: Groups are planned for but booster will take place after half-term in SPR term. SLT to support small group provision in Y6.</p> <p>SUM 24/25: In Reading and Writing, Pupil Premium pupils performed comparably or better than their peers, with higher percentages achieving</p>

			above expected in Reading (33% vs 25%). However, in Maths, a greater proportion of Pupil Premium pupils were just below expected (33% vs 8%), indicating a need for targeted support in this area.
<i>Additional support and resources for SEN pupils who are PP with 1:1 e.g. SCLN, sensory resources, staff CPD</i>	Smaller class/group sizes (+3, EEF) will provide more opportunities for teachers to develop new skills and approaches to better support learners.	2,4,5	<p>AUT 24/25: SENCo has developed and replenished required SEN resources to support focus, concentration. SLCN and self-regulation.</p> <p>SUM 24/25: Additional resources to enhance environment has led to certain pupil's being more regulated throughout the day, and has allowed for the staff to be able to engage them more in activities that are bespoke to the children's needs. It has also enabled the school to create an additional space for some of our more complex SEND/PP chn.</p>

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Implementation update
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<i>Well-being interventions will be established throughout the school to address the social, emotional, and mental health needs of pupils.</i>	School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. (+4, EEF)	1, 2, 3	<p>AUT 24/25: SEMH interventions and have had a significant impact (+1.50) on the 20+ children including PP chn involved in them.</p> <p>SUM 24/25: As above we have sustained the additional interventions which have support attendance and wellbeing. Progress shows that there has still been some progress (+1.26).</p>
<i>Release time will be allocated for the Forest School leader to foster the development of children's self-esteem, resilience, confidence, and teamwork throughout the school.</i>	Training for two members of staff to monitor and embed the effective practice of leading and delivering Forest Schools for the children.	1, 2	<p>AUT 24/25: Due to staffing, Forest School was unable to run due to management and ECT time. Groups already up and running in SPR term. Targeted children identified to support SEMH needs.</p> <p>SUM 24/25: Forest School has been led by the VP and HLTA and we have targeted key groups including Reception class and it has enabled us to support the SEMH needs within individual classes leading to better outcomes with peers.</p>
<i>Invest in a broader range of rewards to promote higher attendance across the school, including termly incentives and end of-year recognition.</i>	Children intrinsically motivated to be in school with new awards – school council request.	3	<p>AUT 24/25: Focus groups including PP children to develop awards and incentives. Structured peer tutoring and Arbor reports also used to support attendance of all children including PP children.</p> <p>SUM 24/25: Following the Principal Inclusive Attendance training rewards for attendance were not seen to support an increase in attendance statistics.</p>

<i>Provide support to ensure that PP children can participate in school trips and afterschool activities, including assistance as needed to enhance their attendance in these events throughout the school year.</i>	Enriching PP children academic and life experiences.	3, 4	<p>AUT 24/25: Subsidised curriculum trips for all children including PP children. PP children trips are funded by school.</p> <p>SUM 24/25: Continuation of subsidised curriculum trips for all children including PP children. PP children trips are funded by school.</p>
<i>Ongoing support from Malachi will be provided to assist PP children and families affected by broader social and economic challenges within the school.</i>	Specialised support which targets the social and emotional needs of families who need additional support (+4, EEF)	1, 2, 3, 4	<p>AUT 24/25: Malachi have worked with 5 families and have supported significant changes during their 12 week programmes with the families.</p> <p>SUM 24/25: Malachi support has enabled the families within our school community to be support and has had a significant impact on those families (+1.52)</p>

Total budgeted cost: £57,720

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes (2022 – 2023)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Closing the gap between Pupil Premium and Non-Pupil Premium children by ensuring both quality-first teaching in classes and focused intervention.

Comparison of the pupil premium children to non-pupil premium children in the last academic year in reading, writing and maths.

	PP	Non-PP
Reading	90.3%	96.2%
Writing	90.32%	93.5%

Maths	96.77%	88.31%
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Taken from Arbor (Not including Reception PP children)

When comparing the outcomes in **interventions** between Pupil Premium children with non-PP, it looks very similar. PP children = 0.89 (33 pupils) compared with non-PP at 0.90 (95 pupils) outcomes. This means that on average, children are making 'good' progress).

Alongside this, the Vice Principal and a level 3 TA supported Year 2 and 6 SATs to ensure that the children were best prepared for their national tests. The extra support ensured that the children had a higher adult to child ratio meaning they had more dedicated teaching time.

Curriculum Development – middle leaders

Continuation of middle leaders development has been central to the improvement of teaching and learning across the school as they have been given additional subject leader time to assess, plan, monitor and implement new teaching and learning strategies within their subjects. This has included additionally time working with SLT to develop leaders with their subject action plans, knowledge of their action plans and to further enhance the embedding curriculum across the school. These development have been evident with subject leaders having a greater impact on the monitoring and CPD of their peers. Middle leaders are now confident and competent in leading their subjects, but this will be an ongoing target so that middle leaders become more autonomous in their role, therefore, building capacity within the school.

Attendance and punctuality monitoring

PP children's attendance for the 22/23 academic year was 94.1% compared to non PP children whose is at 96.7% meaning that both are well above the national average. Fast Track to Education is still used within the school to support and increase attendance of pupils and this has been used when needed and attendance is monitored daily and within SLT meetings.

Social, emotional and mental health update

- Principal has undertaken Senior Mental Health Lead course to further embed in the next academic year alongside his project in Raising Attainment through Wellbeing (RAW).
- Forest School has been utilised across the school to develop and support the wellbeing of children who are struggling with anxiety, behaviour etc.
- MyHappyMind has been introduced for all pupils and shared with parent
- Rainbows and social skills groups for focus children

- Malachi support service – being used with more families than ever before impacted 10 families so far this year.
- Transition groups (when moving to a different year group/secondary school).

A further intervention, Rainbows, was planned for and implemented in the Summer term. This was a bereavement programme for children who have lost something e.g. grief, family breakdown, separation, illness etc, and has continued to support children who need it most.

Provision Map indicates that overall, interventions which relate to Social, Emotional and Mental Health have a +0.80 outcome and Speech, language and communication interventions have a + 1.75. This means that on average, children who have participated in this intervention have made good progress (+2 would be classed as “significant” progress).

Speech, Language and Communication support alongside using Wellcomm and Talkboost to screen the children in Reception (and Year 1 where needed) to support their communication and interaction.

96% of the children have passed the Wellcomm screening pack following an implementation and review time. The children who have currently not passed have complex needs and have already engaged in support from the multi-agencies that support the school.

Where certain children may have had difficulty with specific concepts, further input was given within the classroom setting. This also informed any Speech and Language referrals to be made at the earliest opportunity.

Enrichment activities, rewards, and/or class trips

Funding was allocated for use on numerous class trips across the school e.g. Alton Towers, Think Tank, Martineau Garden, Cadbury World, Cannock Chase.

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
Maths Catch up Intervention	Third Space Learning for Year 4/5/6

Pupil premium strategy outcomes (2023 – 2024)

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

Closing the gap between Pupil Premium and Non-Pupil Premium children by ensuring both quality-first teaching in classes and focused intervention.

Comparison of the pupil premium children to non-pupil premium children in the last academic year in reading, writing and maths.

	PP	Non-PP
Reading	78%	89%
Writing	75%	85%
Maths	79%	89%

Taken from Arbor (Not including Reception PP children)

The above data is incorporating numerous children who are working at pre-key stage levels, which has therefore meant that the average for the PP children is lower than in previous year. However, this has been identified and relevant interventions have been put into place.

When comparing the outcomes in **interventions** between Pupil Premium children with non-PP it shows that PP children have been very responsive to the interventions they have taken part in. **PP children = 1.14 (30 pupils)** compared with **non-PP at 0.85 (91)** pupils) outcomes who took part in interventions throughout the year. This means that on average, children are making 'good' progress when they have been involved in additional interventions.

Alongside this, the Vice Principal and a Level 3 TA supported Year 6 SATs to ensure that the children were best prepared for their national tests. In addition to this, the Level 3 TA has also supported the multiplication check in Year 4 to ensure they were fully prepared. The extra support ensured that the children had a higher adult to child ratio meaning they had more dedicated teaching time.

Curriculum Development

Throughout the year, the SLT have continued to develop middle leaders and the foundation subjects (Art & Design, DT, Geography, History, Music) to ensure that the curriculum is progressive, sequential and enriching for the children. Not only has there been an improvement in teaching and learning across the school but they have been able to implement the new curriculum and pre- and post- assessment to enable the school to have more rigorous assessments of where the children are. This has included additionally time working with SLT to develop leaders their schemes of learning (SOL), pedagogy and to ensure that teachers are being precise and accurate with what they are teaching.

Attendance and punctuality monitoring

PP children's attendance for the 23/24 academic year was 95.3% compared to non PP children whose is at 93% meaning that both are well above the national average. Fast Track to Education is still used within the school to support and increase attendance of pupils and this has been used when needed and attendance is monitored daily and within SLT meetings. Alongside this, the school now has access to an Attendance Officer who works closely with the school to support those who are persistently absent from school.

Social, emotional and mental health update

- Raising Attainment through Wellbeing (RAW) gold award accredited to the school.
- Forest School has continued to be utilised across the school to develop and support the wellbeing of children who are struggling with anxiety, behaviour, poor self-esteem whilst also building confidence.
- MyHappyMind has been embedded and consistently used for all pupils and shared with parent. In addition to this, the children have been acknowledged for actively using the skills they have learnt in celebration assemblies.
- Release time for HLTA to be able to run Rainbows and social skills groups for focus children.
- Malachi support service – being used with more families than ever before impacted more than 10 families this year.
- Transition groups (when moving to a different year group/secondary school).

Provision Map indicates that overall, interventions which relate to Social, Emotional and Mental Health have a +1.43 outcome and Speech, language and communication interventions have a + 1.38. This means that on average, children who have participated in this intervention have made good progress (+2 would be classed as “significant” progress).

Speech, Language and Communication support alongside using Wellcomm and Talkboost to screen the children in Reception (and Year 1 where needed) to support their communication and interaction.

96% of the children have passed the Wellcomm screening pack following an implementation and review time. The children who have currently not passed will continued to be supported via intervention and external support, if needed.

Where certain children may have had difficulty with specific concepts, further input was given within the classroom setting. This also informed any Speech and Language referrals to be made at the earliest opportunity.

SEND PP children targeted support

Due to there being a majority of PP children with complex needs we have had to support the children and the staff with resources and training to support their roles. This has encapsulated purchasing sensory equipment, developing a 'hub' which has sensory lights and tuff trays for messy play opportunities. All of the resources have been essential to support the children's progress.

Enrichment activities, rewards, and/or class trips

Funding was allocated for use on numerous class trips across the school e.g. Alton Castle, Think Tank, Wroxter Roman City, Cadbury World, Tanglewoods at Cannock Chase, Sarehole Mill.

In addition to this, we have supported some families with clubs to enable their families to take up new jobs whilst enriching the children's experiences with their peers.

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
n/a	n/a

Pupil premium strategy outcomes (2024 – 2025)

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Summer to Autumn 2 progress in RWM for PP children:

Highlights:

Reading:

Negative progress in Y1 (1 child) and Y3 (2 chn) identified and intervention put into place.

Positive progress in all other year groups, and positive GD progress in Y5.

Maths:

Negative progress in Y3 (2 chn) and 6 (1 child) identified with additional support in Y3 and extra boosters and intervention for the PP children in Y6.

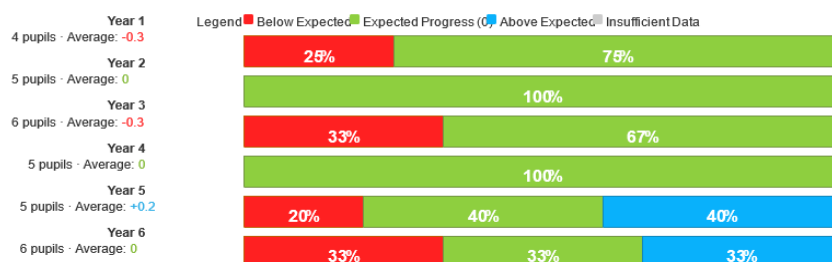
Positive progress in all other year groups, and positive GD progress in Y1, 2 and 5.

Writing:

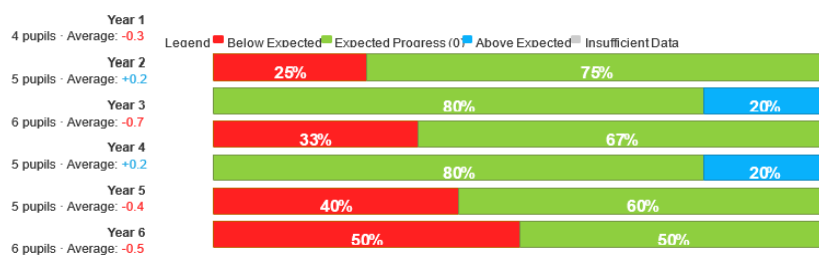
Negative progress in Y1 (1 child), 3 (2 chn) , 5 (2 chn) and 6 (3 chn) identified and new implementation of I'm a clever writer should support progress and improvement.

Positive progress in Y2 and 4 both showing an improvement of PP GD writers.

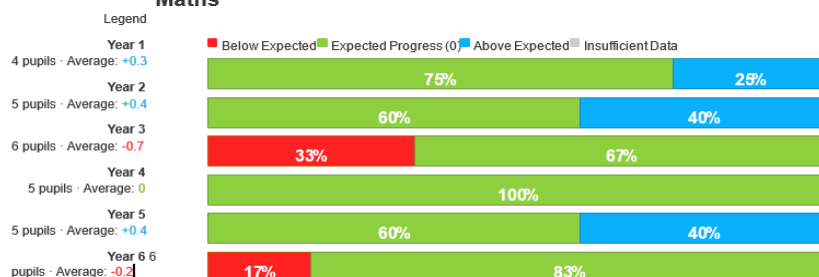
Reading



Writing



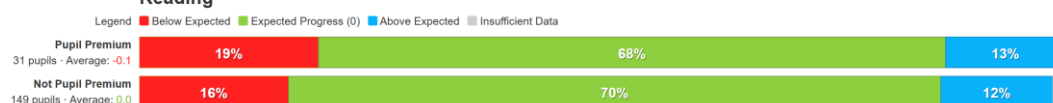
Maths



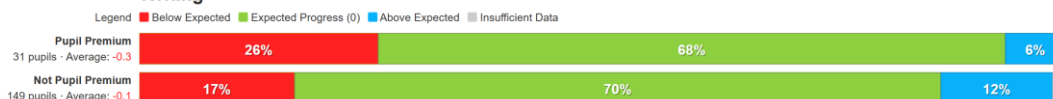
Comparison of PP and Non PP children in RWM:

PP and Non PP chn broadly in line with each other – focus area for both groups are

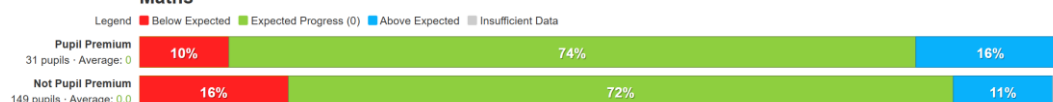
Reading



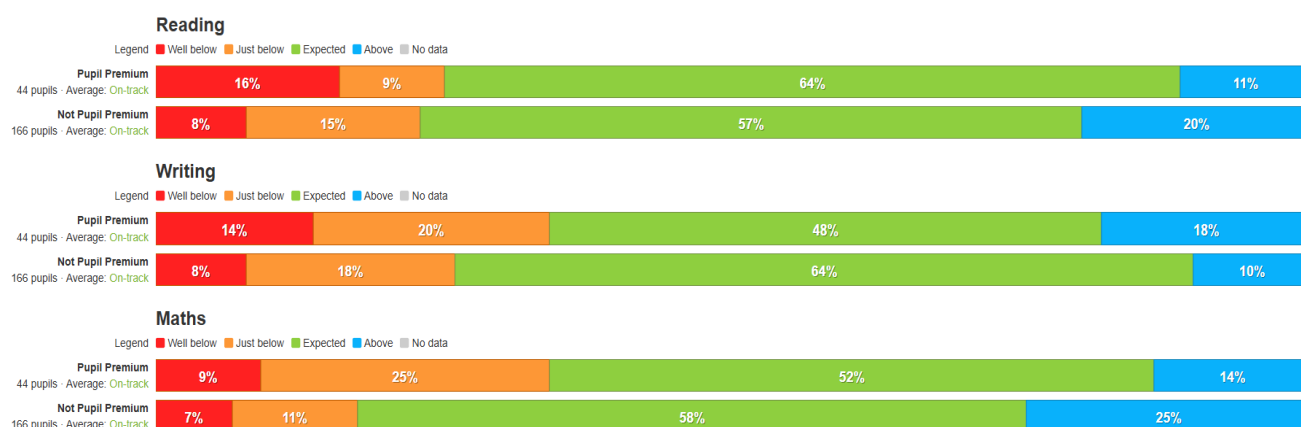
Writing



Maths



Summer update



Reading

- PP students have a higher percentage at expected level (64% vs 57%) but fewer exceeding (11% vs 20%).
- A larger proportion of PP students are well below expectations (16% vs 8%).

Writing

- PP students have lower attainment at expected level (48% vs 64%) but more exceeding (18% vs 10%).
- More PP students are well below (14% vs 8%).

Maths

- PP students have lower performance at expected and above (66% combined vs 83% for Non-PP).
- Significantly more PP students are just below (25% vs 11%).

Summary

- Reading: PP students are broadly on track, with a slightly higher percentage at expected level, but fewer exceeding expectations and more well below.
- Writing: PP students show greater spread, with more at both ends (well below and above), but fewer at expected.
- Maths: PP students are underperforming compared to Non-PP, especially in the "just below" category.

Curriculum Development (2024–2025)

Throughout the academic year, the Senior Leadership Team (SLT) has continued to strengthen the leadership of foundation subjects (Art & Design, Design Technology, Geography, History, and Music) and support the development of middle leaders with release time and by being able to attend MAC working parties to support the ongoing development of the Emmaus Curriculum. This work has ensured that the curriculum remains progressive, sequential, and enriching for all pupils.

The implementation of a revised curriculum, alongside pre- and post-assessment strategies, has enabled more robust tracking of pupil progress. Middle leaders have worked

closely with SLT to refine their schemes of learning (SoL), enhance pedagogical approaches, and ensure precision and clarity in classroom delivery.

Attendance and Punctuality Monitoring

Pupil Premium (PP) pupils achieved an attendance rate of **96.3%** during the 2024–2025 academic year, compared to **96.7%** for non-PP pupils - both figures exceeding the national average. This shows good progress and an improvement from previous years attendance data.

Social, Emotional, and Mental Health (SEMH) Support

- Forest School provision continues to support pupils experiencing anxiety, behavioural challenges, or low self-esteem, helping to build confidence and resilience.
- The MyHappyMind programme is now fully embedded across the school and shared with parents. Pupils are regularly recognised in celebration assemblies for applying the skills they've learned.
- A Higher Level Teaching Assistant (HLTA) has been allocated release time to run targeted interventions such as Rainbows and social skills groups.
- The Malachi Family Support Service has supported more families this year, positively impacting over 5 families with different complexities of need this year.

Provision Map, SEMH interventions have shown an average impact of **+1.19**, while Speech, Language and Communication interventions have achieved **+1.62** - indicating good progress (with +2 considered significant).

Speech, Language and Communication (SLC) Support

The school now uses NELI to screen and support pupils in Reception and the rest of the school with

- **93%** of pupils passed the NELI screening following intervention and review.
- Pupils who did not meet the threshold continue to receive targeted support, including referrals to external services where appropriate.
- Classroom-based support is also provided for pupils struggling with specific language concepts, ensuring early identification and intervention.

Targeted Support for SEND Pupil Premium Pupils

A significant proportion of PP pupils have complex needs. To meet these needs, the school has invested in staff training and specialist resources.

- A dedicated classroom has been developed, equipped with sensory equipment and more age-appropriate resources to support regulation.
- These resources have been essential in supporting both pupil engagement and progress.

Enrichment, Rewards, and Educational Visits

Pupil Premium funding has been used to provide access to a wide range of enrichment opportunities, including educational visits to:

- Alton Castle
- Black Country Museum
- Wroxeter Roman City
- Stone Age trip

In addition, the school has supported families with access to extracurricular clubs, enabling parents to pursue employment opportunities while ensuring children benefit from social and enriching experiences with their peers.

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
n/a	n/a