

Pupil Premium Strategy Statement – St. Philip Neri with St. Bede Catholic Voluntary Academy, Mansfield

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|-------------------------------------------------------------------------|-------------------------------|
| School Name | St Philip Neri with St Bede |
| Number of pupils in school | 462 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-25 2025-26 2026-27 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Daniel Steele |
| Pupil premium lead | Daniel Steele |
| Governor / Trustee lead | Maureen Tunney |

Funding overview

| Detail | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £128,267 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £128,267 |

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to the best of their ability across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal, which includes ensuring high attaining pupils make strong gains in their learning.

This Strategy recognises the challenges faced by our vulnerable pupils, such as those who have a social worker, who are young carers, those who receive little support at home and those with social, emotional, mental health needs. Deliberately targeted actions have been planned for with the intention of addressing these needs and challenges.

High-quality teaching is at the heart of our approach, with a focus on the areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap whilst at the same time benefitting non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will also improve and then be sustained, at rates that are similar to their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, routed in a robust diagnostic range of assessments. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they are set;
- Act early to intervene at the point need is identified;
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- Encourage our disadvantaged pupils to access after school clubs and music tuition.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Oral Language:</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly prevalent in the Foundation Stage but also evident through Key Stage 1 and Key Stage 2. The implementation of the NELI programme in Foundation Stage and Voice 21 across the school address this are of challenge.</p> |
| 2 | <p>Phonics and Reading:</p> <p>Assessments, observations and discussions with teachers and children suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This has a negative impact on their development as readers. Further to this, discussions indicate that many disadvantaged pupils do not read for pleasure. A sharp focus on the teaching of phonics and the development of Guided Reading and read for pleasure will develop pupils' reading skills.</p> |
| 3 | <p>High Quality Teaching:</p> <p>Further enhancement of teaching so that all lessons are effective, inclusive and adapted to ensure the learning needs of all pupils are met, particularly those who are disadvantaged. This will ensure that all pupils receive work that is understood, relevant and accessible.</p> |
| 4 | <p>Social, Emotional and Mental Health:</p> <p>Developing the social, emotional and mental health needs of children eligible for Pupil Premium Funding continues to be an area of focus. Key initiatives to support pupils in this area include the provision of ELSA, Forest Schools and OPAL as well as employing a Child & Family Support Worker. Through these initiatives, we provide pupils with a range of opportunities to develop coping strategies, emotional resilience and their social skills, which are all critical components for academic success and personal wellbeing. This provision also supports a growing number of children who are exhibiting emotional difficulties that are linked to bereavement, anxieties, self-esteem and resilience.</p> <p>Further to this, the wellbeing of our pupils, particularly our disadvantaged pupils, continues to be a high priority area. This is achieved through subsidising trips and after school clubs, establishing sporting teams and through the provision of singing lessons and music tuition to enable pupils to feel a sense of purpose, enjoyment and achievement.</p> |
| 5 | <p>Identification and Intervention of pupils with SEND.</p> <p>A growing number of pupils, including disadvantaged pupils, present with additional needs. Investment in this area, through training and resources is a priority to ensure the needs of the children are understood and met.</p> |
| 6 | <p>Attendance:</p> <p>Whilst rates of attendance are generally strong, the attendance of disadvantaged pupils remains lower than non-disadvantaged. To ensure the rates of attendance further improve, the school's effective communication, monitoring and rewards systems need to continue.</p> |

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 |
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| <p>By the end of Foundation Stage, most pupils will be have meet expectations in Communication and Language</p> <p><i>(Challenge 1)</i></p> | <p>Most children will:</p> <ul style="list-style-type: none"> • Learn new vocabulary from the texts they read and the work they undertake and begin to use this throughout the day. • Articulate their ideas and thoughts in well-formed, grammatically correct sentences; • Connect one idea or action to another using a growing range of conjunctions (and, but, because, when); • Describe events in some detail. <p>The gap between disadvantaged pupils and non-disadvantaged will have closed (when compared to Baseline 2024 assessments).</p> |
| <p>To develop pupils' ability to articulate ideas, develop understanding and engage with others through spoken language.</p> <p><i>(Challenge 1)</i></p> | <p>Oracy will continue to be taught explicitly to all children using the Voice 21 oracy programme. Consequently, most children will develop:</p> <ul style="list-style-type: none"> • physical oracy skills through use of voice by pacing their speech, tonal variation, clarity of pronunciation and voice projection, and through use of body language by gesture and posture, and facial expression and eye contact. • linguistic skills by selecting the appropriate vocabulary, using the correct grammar and register, and understanding rhetorical techniques such as humour and irony. • cognitive skills through choosing how to convey meaning and intention and building on the ideas of others. Also through seeking clarification by asking questions, being able to maintain focus during talk and giving reasons to support views. • social and emotional skills by working with others cooperatively, listening and responding appropriately, speaking with confidence and being aware of the audience when speaking. |
| <p>To ensure all children acquire, retain and apply early phonics and reading skills by the end of Year 1.</p> <p><i>(Challenge 2)</i></p> | <p>All children will:</p> <ul style="list-style-type: none"> • be provided with daily and consistent phonics teaching from Nursery; • benefit from 3 x 15 minute reading practise sessions per week during Early Years and Year 1, and during Year 2 where required; • be actively engaged in phonics and reading practise sessions; • access same-day 'keep up sessions' when appropriate; |

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| | <ul style="list-style-type: none"> • be regularly tracked and assessed so gaps can be identified and addressed; • formative and summative assessments. <p>Data analysis will confirm that the gap between disadvantaged pupils and non-disadvantaged pupils will continue to diminish (when compared to Baseline 2024 assessments where the gap was 0.6% PPG vs Non-PPG).</p> <p>Termly monitoring activities will quality assure the teaching of phonics and early reading.</p> |
| <p>To further raise levels of attainment in Reading and continue to diminish the difference between the attainment of pupils eligible for pupil premium and those who are not</p> <p><i>(Challenge 2)</i></p> | <p>All children will:</p> <ul style="list-style-type: none"> • receive weekly Guided Reading lessons using high-quality whole-class texts as recommended in Pie Corbett’s Reading Spine; • receive weekly opportunities to develop knowledge of words in context, prosody and reading comprehension. • be assessed and tracked at the end of each term so attainment can be closely monitored; • enjoy 15 minutes of designated reading for pleasure time each day when a high-quality whole-class text can be enjoyed; • benefit from restocking the school library so that it contains new and engaging fiction and non-fiction texts; • continue to be encouraged to read each evening at home and use journaling to respond to what they have read; • have access to First News Digital, an online newspaper, designed to inform and engage young readers. <p>Data analysis, lesson visits, book scrutiny and pupil interviews will confirm that the gap between disadvantaged pupils and non-disadvantaged pupils will continue to diminish in all year groups.</p> |
| <p>To further enhance the quality of teaching so that all lessons are effective, inclusive and adapted.</p> <p><i>(Challenge 3)</i></p> | <ul style="list-style-type: none"> • Subject leaders will review the Medium Term Planning for their subject to ensure substantive and disciplinary knowledge has been planned for and is introduced sequentially and progressively; • Subject leaders to develop and implement a clear, consistent teaching sequence to be used across the school; • Staff will benefit from coaching opportunities to enhance and develop teaching practise; • CPD will be provided to support teachers and TAs with adapting lessons to ensure all pupils, including the disadvantaged and those with SEND, can access learning; |

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| | <ul style="list-style-type: none"> Resources, including IT resources & apps as well as intervention environments, that enhance teaching and learning will be audited. <p>Data analysis, lesson visits, book scrutiny and pupil interviews will confirm that the gap between disadvantaged pupils and non-disadvantaged pupils will continue to diminish across the curriculum in all year groups.</p> |
| <p>To support and develop pupils' social, emotional and mental health, and wellbeing to reduce barriers to learning</p> <p><i>(Challenge 4)</i></p> | <ul style="list-style-type: none"> Widgit symbols introduced throughout the school to support pupils' understanding of routines and procedures and to support their ability to communicate feelings and needs; OPAL lunchtimes for all Year 1 to Year 6 pupils to improve pupils' interactions and relationships; All pupils provided with the opportunity to access Forest Schools provision; Sports Leaders to work with identified children to lunchtimes to enable them to access play and manage social anxieties; After school club and trip subsidy to enable disadvantaged pupils to attend enrichment activities; Diocesan Singing programme to target Year 3 and Year 4 pupils and develop wellbeing; Fully subsidise small group music tuition; Child and Family Support Worker to work with child and their families with SEMH needs; Further develop pupil voice groups so they have a more tangible impact on school life. |
| <p>To ensure identification and intervention for children with SEND barriers who are classed as PP.</p> <p><i>(Challenge 5)</i></p> | <ul style="list-style-type: none"> Subscription to the Educational Psychology service; All pupils receive the support required to make progress; Investment to enhance sensory resources and spaces; Staff voice will indicate training is having a positive impact on identification and support of all children. |
| <p>For the attendance and punctuality of disadvantaged pupils to be in line with that of non-disadvantaged peers.</p> | <ul style="list-style-type: none"> Full and effective implementation of the Attendance Policy will ensure attendance rates of all pupils will be at least in line with the national target of 96%; Employment of Attendance Officer to monitor, track and analyse attendance data and share this with SLT and the DSL; Persistent absence figures to be at least in line with national figures. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,225

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Embedding of whole school oracy programme</p> <p><i>Voice 21 resources and training: £1000</i></p> <p><i>Total: £1000</i></p> | <p>EEF research confirms that oral language interventions can have a positive impact at all phases of education, but the impact is highest in the early years (+7 months), and in primary schools (+6 months).</p> | <p>1</p> |
| <p>Implementation of Little Wandle synthetic phonics programme to secure strong phonics teaching, including Keep Up sessions.</p> <p><i>Little Wandle: £945.25</i> <i>Phonics Tracker: £396</i> <i>Phonics Leader Release: £7000</i> <i>Reading Journals: £1300</i> <i>First News: £519</i> <i>New library books: £13,000</i> <i>Renaissance: £2900</i> <i>Micro Librarian: £622</i></p> <p><i>Total: £26,682.25</i></p> | <p>EEF research matches our own baseline assessment and tells us: 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning'.</p> | <p>2</p> |

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| <p>Implementation of WalkThrus coaching programme</p> <p><i>WalkThrus training: £7995</i></p> <p><i>WalkThrus supply costs: £4000</i></p> <p><i>Total: £11,995</i></p> | <p>EEF research confirms that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>EEF research states leaders should ensure that: 'Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> | <p>3</p> |
| <p>Using resources, including human and digital resources, to enhance teaching and learning.</p> <p><i>SENCo contribution: £15750</i></p> <p><i>Maths Resources: £1000</i></p> <p><i>SumDog: £1653.75</i></p> <p><i>Timestables</i></p> <p><i>Rockstars: £143</i></p> <p><i>Intervention resources: £4777</i></p> <p><i>Rainbow Grammar resources: £1000</i></p> <p><i>Total: £24,323.75</i></p> | <p>EEF research confirms that digital technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Further to this, resources also enable teachers to adapt practice effectively and can be used to support retrieval practice.</p> <p>EEF research 'Improving Mathematics in the Early Years and Key Stage 1' recommends that manipulatives and representations be used to develop understanding. 'Improving Mathematics in Key Stage 2 and 3' goes on to state that 'manipulatives and representations are just tools: how they are used is essential. They need to be used purposefully and appropriately to have an impact'.</p> | |
| <p>Embed OPAL to improve pupil interactions and relationships through extended play opportunities.</p> <p><i>OPAL: £2866</i></p> <p><i>Sandpit: £851</i></p> <p><i>Sports Coach</i></p> <p><i>Lunchtime: £2507</i></p> <p><i>Total: £6224</i></p> | <p>OPAL's own research confirms that implementation of the programme can lead to positive enhancements of playtimes having a demonstrable impact on learning and social development.</p> | <p>4</p> |

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

Budgeted cost: £18,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Implementation of NELI intervention for FS2</p> <p><i>NELI costs, inc. Supply: £14300</i></p> <p><i>Total: £14,300</i></p> | <p>EEF research confirms that: ‘The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment’.</p> | <p>1</p> |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p> | <p>EEF Evidence confirms that phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> | <p>2</p> |
| <p>Small group instrumental music tuition</p> <p><i>£2000</i></p> | <p>EEF Evidence confirms that the average impact of arts participation on other areas of academic learning appears to be positive but moderate. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> | <p>4</p> |
| <p>Participation in the Diocesan Singing Programme for Year 3 & Year 4 pupils</p> <p><i>£2000</i></p> | <p>EEF Evidence confirms that the average impact of arts participation on other areas of academic learning appears to be positive but moderate. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> | <p>4</p> |

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

Budgeted cost: £39,742

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p><i>Child & Family Support Worker: £10,500</i></p> <p><i>ELSA: £10,015.30</i></p> <p><i>Pupil Voice groups: £9626.70</i></p> <p><i>Forest Schools resources: £2000</i></p> <p><i>SEND resources (particularly sensory) inc Widgit: £2500</i></p> <p><i>Rewards: £1000</i></p> <p><i>Total: £35,642</i></p> | <p>EEF research confirms that: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year'.</p> | <p>4</p> |
| <p>Trip and After School Club subsidy</p> <p><i>£4100</i></p> | <p>EEF Evidence confirms that enrichment activities may be beneficial for a child's own sake outside of any attainment impacts. Some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.</p> | <p>1, 4</p> |

Total budgeted cost: £128,267

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching

The increased focus on vocabulary, speaking and listening, including the introduction of an oracy programme, Voice 21 has resulted in 75% of pupils at the end of EYFS achieved a Good Level of Development with Listening, Attention & Understanding. This is above national figures (67%).

The increased focus on the exposure, acquisition and use of vocabulary, as well as introducing an oracy programme, Voice 21 has resulted in most children working at age related expectations for Speaking & Listening in Year 1. This is confirmed by internal data.

The implementation of Little Wandle continues to be impactful. All pupils from Nursery to Year 1 are in receipt of daily and consistent phonics teaching; all children in EYFS and Key Stage 1 receive 3 x 15 minute reading practise sessions per week. Keep up sessions are being provided in all EYs and KS1 classes. 93% of pupils passed the Year 1 Phonics Screening Check, compared to 80% nationally. 88% of our Year 2 pupils who did not pass the Phonics Screening Check in Year 1 passed the retake in Year 2.

Pre-Learning tasks are used at the beginning of new units of work in Mathematics and Writing, among other subjects. Pupil voice and monitoring confirms that teachers use these skilfully to identify starting points for pupils, which means work set builds on what they already know.

EYs and KS1 pupils continue to receive additional, daily fluency sessions using the NECTM Mastering Number materials. In addition to this, the use of manipulatives are used across EYs and KS1 to help secure understanding of place value and calculation. The impact is that 100% of PPG pupils (78% non-PPG) met the Early Learning Goal in 'Number'; 89% of PPG are working at ARE in Year 1 (78% non-PPG).

Friday challenge is having a positive impact on attainment as this ensures that students are engaged in weekly review of what they have already been taught. As such, pupils themselves report that they are able to recall key facts more quickly and do not forget how to perform routine calculations and operations. This supports pupils to be able to recall past learning automatically.

The school's SEL offer continues to be impactful. Assessment and observations indicate that pupil behaviour, wellbeing and mental health have been significantly impacted in recent years and, as a result, an increasing number of pupils require SEL approaches. Due to leaders prioritising the funding of SEL, a tiered system of support continues to be in place to ensure consistency of support for children who have emotional or mental health needs. ELSA successfully supported 42 pupils across school. In addition to this, the ELSA practitioners conduct regular 'check ins' with pupils who previously received ELSA support. They also provide colleagues with advice and resources to support other pupils with social and emotional issues. This provision has also included work with parents to provide strategies and solutions for supporting children at home, which has led to improvement in self-regulation and emotional

behaviour in school. Observations show that support provided has reduced the number of behavioural incidents, reduced the risk of exclusion and improved the wellbeing of those children receiving support. Our Child & Family Support Worker supports a range of pupils in various ways. This could be through Forest Schools sessions, Drawing & Talking, Lego Therapy or liaising with parents and/or external agencies.

Targeted Academic Support

27 children were enrolled onto the NELI oral language intervention. Of these pupils, 21 had ‘clear concerns’ when enrolled. Upon exiting the programme, 52% of these pupils were assessed as having ‘no concerns’. 33% exited with ‘slight concerns’, The remaining 3 pupils exited with ‘clear concerns’ but did make progress within this band. 6 of the 27 children entered the programme having ‘slight concerns’. They all exited with ‘no concerns’.

Voice 21 was implemented across the school. As part of this, all classes have learnt and presented performance poems. Teacher assessments and observations also confirm that pupils have develop articulation strategies and now form clearer debates and arguments.

Additional phonics sessions were able targeted at disadvantaged pupils who required further phonics support. 93% of pupils passed the Year 1 Phonics Screening Check, compared to 80% nationally. 88% of Year 2 pupils who did not pass the Phonics Screening Check in Year 1 passed the retake in Year 2.

Impact sessions occur across school to help pupils keep up rather than catch up. Internal data confirms this is having a positive impact on attainment data.

Wider Strategies

Data confirms that the school is successfully reducing levels of absence, persistent absence and lates. From 01.09.23 to 26.07.24, whole school attendance: **95%**. This is slightly below the national target of 96% but significantly higher than national figures for 2023-24 (FFT National 92.8%). As a result of the school’s effective work to improve attendance, the difference between rates of attendance of disadvantaged vs non-disadvantaged pupils has diminished. The difference between the two groups for unauthorised absence has also diminished.

For academic year 2023-24:

| | Attendance | Unauthorised Absence |
|-------------------|------------|----------------------|
| PPG (61 chn) | 93.4% | 2.1% |
| Non PPG (339 chn) | 95.6% | 1% |

11.9% of non-disadvantaged pupils were considered Persistent Absentees (PAs) for 2023-24.

13.8% of disadvantaged pupils were PAs with attendance less than 90%. This is a 1.5% reduction on the previous year.

A new Trust-wide Attendance Policy was adopted by the school from May 2023. The impact of implementing this new Policy will be measured in the next academic year.

Dojo shop rewards are used throughout school. Pupil voice confirms this is motivating to work hard, behave well and try to follow the school's virtues.

Enrichment:

Participation in before and after school clubs has been high with most clubs operating at fully capacity.

Within the curriculum, enrichment opportunities are mapped out. Each visit, trip or visitor has been carefully chosen so they are totally relevant and accessible. Trips include class visits aimed at bringing learning alive and providing first-hand experience and bringing learning alive; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions. A primary focus of our Residential visits is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

Children in Years 3, 4, 5 and 6 take part in residential visits. These are planned to provide new and exciting experiences and allow pupils the opportunity to develop strength of character, resilience and opportunities to work as a team. Children in Year 3 make an annual overnight visit to Kings Mills Reservoir taking part in activities including low ropes, high ropes, zip wiring, shelter building, a night by the campfire and staying overnight in the Camping Pods at the Adventure Base. Pupils in Years 4 deepen knowledge of the Vikings in a two-night stay at Mount Cook Adventure Centre, engaging in activities including fire-making, archaeological digs, archery and long boat building; our Year 5 children visit the St. Michael's Centre in Hathersage where they visit Eyam, the Plague Village, to further knowledge of their Peasants, Princes and Pestilence topic as well as taking part in a night walk and orienteering activities; and our Year 6 young people visit The Briars in Crich for a personal and spiritual retreat.

As a result of PPG funding, the cost of trips and visits is offered to eligible families at a significantly reduced rate; attendance for trips and visits is therefore very high.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|---------------------------------------------|-----------------------------------------------------------------------|
| Purple Mash | Purple Mash |
| NELI (Nuffield Early Language Intervention) | Nuffield Foundation - DfE Funded |
| NCETM Mastering Number | NCETM (National Centre for Excellence in the Teaching of Mathematics) |