

# St. Werburgh's Primary School pupil premium Strategy Statement - 2025 - 2028

This statement details the School's use of pupil premium funding to help improve the attainment of our disadvantaged children.

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 funding had within the School.

## School overview

Detail	Data
School name	St. Werburgh's Primary
Number of children in school	386
Proportion (%) of pupil premium eligible children	29% as at November 2025 33% in previous year
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Faulkner, Headteacher
Pupil Premium lead	Tom Weller, Assistant Head
Governor / Trustee lead	<i>Emma Goode, pupil premium Link Governor</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,617.50
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£219,036.57

## Part A: pupil premium strategy plan

### Statement of intent

St Werburgh's Primary school is an inner-city school that is at the heart of a diverse local community. Our vision of working *Together Towards Excellence* and our school values of *Kindness, Curiosity and Commitment* underpin the intent of this strategy as we want everybody within our community to have high aspirations and expectations for all. As part of Cathedral Schools Trust, our strategy will also work in line with the wider Trust strategy.

Our intention is for our disadvantaged children to flourish in our school and to reach their full personal, social and academic potential. We aspire to their leaving our school having attained national expected outcomes in core subjects and with elevated life chances. We aim to achieve this through our ambitious, research informed curriculum, delivered by excellent teachers.

The key principles of our strategy are:

- A collective responsibility to support our children in receipt of the Pupil Premium Grant;
- To ensure access to effective, quality first teaching within a research led curriculum;
- Build effective relationships with our families to ensure we know the individual needs;
- Use assessments not assumptions to guide quality targeted, evidence based interventions with highly trained support staff;
- To support children to be in school every day, ready to learn
- Financial constraints should not be a barrier to enriching experiences

Our strategy works towards achieving our objectives by identifying needs early, targeting support in the correct areas at the point it is needed and focusing on the delivery of high quality teaching.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Belonging</b> - Internal data analysis of the attendance and punctuality of disadvantaged children shows that they are in school for less time than their peers with punctuality issues meaning they often miss key parts of learning at the start of the day.
2	<b>Language development</b> - assessment data highlights that children in receipt of the Pupil Premium Grant do not yet attain in line with their peers at the end of reception for communication and language. Further up the school there are gaps in the range of vocabulary used in written and spoken language.
3	<b>Social, emotional and mental health (SEMH)</b> - assessment data highlights an attainment gap for self regulation, managing self and building relationships within EYFS.  Wider internal behaviour data and observations show that when children struggle with emotion regulation, learning time is lost after transition times.
4	<b>Attainment</b> - Attainment for our pupils in receipt of the Pupil Premium Grant is below that of their peers across the curriculum from GLD to phonics and to KS2 SATS.

## 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. Raising the attainment of children eligible for the Pupil Premium Grant is a priority for the school and as such is a focus of our School Development Plan (SDP).

Intended outcome	Success criteria
<p><b>Belonging:</b> Disadvantaged children will attend school regularly, arriving on time to ensure no learning opportunities are missed. Children are happy at school and have a strong sense of belonging.</p>	<ul style="list-style-type: none"> <li>• The attendance rate will increase inline with the national average for all children.</li> <li>• The number of persistent absentees and percentage of absences will decrease.</li> <li>• The percentage of recorded lateness will reduce and children will be in class on time for the start of the day.</li> <li>• Through a wellbeing survey, children will be able to share positive experiences about being in school and talk about a sense of</li> </ul>

	<p>belonging. Children will share that they want to come into school.</p> <ul style="list-style-type: none"> <li>● Through learning walks, children will be engaged in lessons and supported.</li> <li>● Through pupil voice, children will speak about a feeling of being supported and being successful in their learning.</li> <li>● All children will attend an extra curricular club during their time in our school.</li> <li>● All children will have represented the school in an extra curricular activity during their time in school.</li> </ul>
<p><b><u>Language development:</u></b>  Within EYFS and KS1, children will make accelerated progress with their language development. Throughout the school, oracy skills will be taught, developed and visible across all subjects.</p>	<ul style="list-style-type: none"> <li>● The percentage of children achieving the ELG for communication and language and listening, speaking and attention will improve. <b>(38% GLD 2024-2025)</b></li> <li>● Percentage of EYFS children achieving the age appropriate section in WellComm Screeners over 95%</li> <li>● Percentage of Y1 children achieving the age related expectations as assessed by Talk Boost intervention is over 90%</li> <li>● Percentage of Y2 children achieving the age related expectations as assessed by Talk Boost intervention is over 90%</li> <li>● All children to participate in a whole class poetry performance twice a year</li> <li>● All children to have opportunities to speak/perform in front of an audience through sharing writing in assembly and a range of events such as productions and concerts</li> <li>● Oracy curriculum is actioned consistently across the school as seen in learning walks with focus on identifying the number of children involved in high quality talk in lessons.</li> <li>● All children demonstrate the expected range of oracy strategies during learning walk observations. This is consistent in all classes.</li> <li>● A wide range of vocabulary is used when speaking about their learning.</li> </ul>
<p><b><u>Social Emotional Mental Health (SEMH):</u></b>  Children will leave KS1 with a secure understanding of their emotions and</p>	<ul style="list-style-type: none"> <li>● In pupil voice, children are able to clearly explain strategies they use for self regulation and the reasons for them</li> </ul>

<p>strategies for managing them. Throughout the school, children use effective self-regulation strategies and lost learning time is reduced. Children will be able to confidently manage conflict and have successful interactions with their peers. All children will be able to fully engage with and participate in lessons.</p>	<ul style="list-style-type: none"> <li>● Parents share they feel confident with using the shared language for self regulation and sharing emotions</li> <li>● The number of negative break time incidents being recorded by SMSAs would reduce and the number of children involved in structured play will increase with more children in receipt of the pupil premium grant being interacted with</li> <li>● The number of children being supported by adults after break times will be reduced as they will be able to use the regulation station in the classroom effectively.</li> <li>● The number of behaviour incidents reported on CPOMS will be reduced each term and within each year group</li> <li>● The number of individual children having behaviour incidents logged will reduce</li> <li>● ELSA exit assessments demonstrate positive impact.</li> <li>● Pupil voice will demonstrate a positive attitude to being challenged in their learning.</li> <li>● Through pupil voice, children will be able to share their understanding of metacognition and how it helps them learn in the classroom.</li> <li>● Boxall profiles are effectively used and children make progress and are more able to access learning as a result.</li> </ul>
<p><b><u>Attainment:</u></b> Consistently high quality teaching throughout the school is evident in all classes. Disadvantaged children will make accelerated progress across the curriculum and the percentages of disadvantaged children attaining age related expectations will increase at all assessment points.</p>	<ul style="list-style-type: none"> <li>● All staff receive ongoing professional development through the year with specific coaching for all teachers for half the year minimum.</li> <li>● The % of children achieving GLD in EYFS will be in line with all children.</li> <li>● The % of children achieving the expected standard in phonics will be in line with all children.</li> <li>● The percentage of children achieving the expected standard in reading, writing and maths (RWM) combined at the end of KS1 will be in line with all children.</li> </ul>

	<ul style="list-style-type: none"><li>● The percentage of children achieving the expected standard in RWM combined at the end of KS2 will be in line with all children.</li><li>● Year 4 children will attain in line with all in the Multiplication tables check</li><li>● The use of the CEEAAC (Connect, Explain, Example, Attempt, Apply and Challenge) model is evident in the delivery of our aspirational, spiral curriculum.</li><li>● All children see effective modelling within lessons, have scaffolding to support where needed and opportunities to rehearse and revisit learning.</li><li>● Adaptive teaching will be visible in all lessons to support all learners.</li><li>● High quality interventions will be tracked and progress clearly shown through entry and exit assessments</li></ul>
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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: £142,462.30**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Deliver a well sequenced and research based curriculum.	CUSP is an ambitious curriculum that is knowledge and vocabulary rich. It has clear teaching sequences and its practices are evidence informed. The CUSP curriculum has been developed by a research school driven by closing the disadvantage gap.  ( <a href="#">EEF improving literacy at KS1</a> , <a href="#">EEF improving literacy at KS2</a> , <a href="https://www.aft.org/periodical/american-educator/spring-2012/principles-instruction">https://www.aft.org/periodical/american-educator/spring-2012/principles-instruction</a> )	1, 2, 4
Continue to deliver the effective systematic synthetic phonics programme (SSP) (Unlocking letters and sounds) and train all new staff so the whole team can take collective responsibility for this.	Systematic synthetic phonics approaches explicitly teach children a comprehensive set of letter-sound relationships through organised sequence. Phonics quickly develops word recognition and spelling. ( <a href="#">EEF improving literacy at KS1</a> )  Reading enjoyment has been reported as more important for children's educational success than family's socio-economic background' ( <a href="#">OECD, 2002</a> )	2,4
Phase leaders have release time to improve the quality of teaching and learning across their phase. (To include monitoring activity, direct support for teachers, modelling interventions providing feedback to children, monitoring and acting on information about behaviour, attendance and learning.)	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. ( <a href="#">EEF Effective professional development</a> )  See instructional coaching below.  Schools should invest in developing practitioners' own understanding of a subject, their understanding of how children typically learn and how this relates to effective pedagogy ( <a href="#">EEF improving mathematics</a> , <a href="#">EEF improving literacy at KS1</a> , <a href="#">EEF improving literacy at KS2</a> ).	1, 2, 4
Provide high quality continued professional development for all staff through attending Trust wide CPD and insets, attending CUSP subject leader workshops and through our	EEF research indicates that quality first teaching is the most important lever schools have to improve children attainment  ( <a href="#">EEF: High quality teaching</a> )	1,2,3,4

own CPD programme which is provided through staff meetings and LSA meetings.		
Implement instructional coaching through Steplab to support teachers in improving the quality of their teaching with a focus on writing.	Instructional coaching is an impactful form of professional development. High quality teaching improves children outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on children attainment across early years, primary, and secondary contexts. ( <a href="#">EEF effective professional development</a> ) ( <a href="#">EEF improving literacy at KS1</a> , <a href="#">EEF improving literacy at KS2</a> )	1,2,3,4
EYFS and KS1 staff have focused training on the delivery of the Number Sense maths scheme to ensure it is delivered effectively. Maths lead monitors this.	Schools should invest in developing practitioners' own understanding of a subject, their understanding of how children typically learn and how this relates to effective pedagogy ( <a href="#">EEF improving mathematics</a> )	1, 2, 4
Continue to partner with the local Phonics Hub to use their support to ensure our phonics is being delivered and assessed effectively and to support the ongoing development of staff.	It is important to ensure all staff have the necessary pedagogical skills and content knowledge ( <a href="#">EEF improving literacy at KS1</a> )	1, 2, 4
LSA staff trained and supported the skills to benefit all children in lessons.	EEF five a day principles are the best research evidence that teachers should consider for supporting all pupils, while particularly supporting many pupils with SEND. (EEF SEND in Mainstream schools)	1, 2, 3, 4
Implement the Trust wide oracy curriculum so that it is delivered by all staff confidently and consistently. This requires release time for oracy leads to monitor and develop the area.	Success in literacy relies on the secure development of language and these skills are amongst the best predictors of educational success. It is therefore crucial that approaches to supporting children's language development are offered as a central component of a school's literacy curriculum. ( <a href="#">EEF improving literacy at KS1</a> , <a href="#">EEF improving literacy at KS2</a> )	1,2,4
Continue to employ a music specialist to teach the music curriculum consistently to provide a range of opportunities for all learners.	In employing a music specialist the chn will be exposed to high-quality teaching and learning in this area of the arts. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. ( <a href="#">EEF Arts Participation Findings</a> )	1,2,3,4

Continue to embed the behaviour curriculum and maintain high expectations across the whole school by reinforcing expectations with staff and providing targeted support for new members of staff	Research suggests that improving learning behaviours can improve academic outcomes ( <a href="#">EEF Improving behaviour in schools</a> )	1,2,3,4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £32,877.62**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a speech and language therapist to assess and support children through targeted interventions.	On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers ( <a href="#">Investigating the role of language in children's early educational outcomes, DfE</a> )	2,3,4
Run the WellComm intervention programme to assess and develop the speech and language skills within EYFS.	Delayed language skills lead to under-performance later in life. WellComm helps you to identify pre-school and primary school children who are experiencing barriers to speech and language development so that you can support them early in their education journey. ( <a href="#">Wellcomm</a> )	2,3,4
Invest in Talk Boost and train staff to run it across KS1.	Talk Boost is an evidence based intervention that is proven to narrow the gap between 4-7 year olds with language delay and their peers. It has a built-in assessment system so that progress can be measured. It is delivered by trained teaching assistants whose class teacher must also attend the training to ensure that the teacher can build on the work that is being done in the small group sessions ( <a href="#">Talkboost and PP – Ican</a> ).	2,3,4
Further embed the use of PixL throughout the school to assess attainment of children and run PIXL therapy groups to target specific children's gaps.	Use high-quality information about children's current capabilities to select the best next steps for teaching. Teaching that adapts to children's needs is more efficient because effort is focused on the best next step and is not wasted by rehearsing skills or content that a child knows well. ( <a href="#">EEF improving literacy at KS1</a> , <a href="#">EEF improving literacy at KS2</a> )	2,3,4

Run a targeted Y6 breakfast tutoring club to provide targeted support to identified children to address the gaps in their learning.	Use high quality structured interventions to help children who are struggling with their literacy. Intensive small group and 1:1 support seems the most impactful. ( <u>EEF improving literacy at KS1</u> , <u>EEF improving literacy at KS2</u> )	1,4
LSA pre read interventions in place to ensure children have access to key texts in advance of whole class sessions so they can participate and engage further.	Pre-teaching and discussing new words can support reading comprehension. Success in literacy relies on the secure development of language and these skills are amongst the best predictors of educational success. It is therefore crucial that approaches to supporting children's language development are offered as a central component of a school's literacy curriculum. ( <u>EEF improving literacy at KS1</u> , <u>EEF improving literacy at KS2</u> )	1,2,4
LSA teams are deployed throughout the school to provide in class support or run high quality targeted interventions.	Learning support assistants are used to support children's learning but all interventions remain the responsibility of the class teacher and they will work in tandem to ensure children receive the support they require. ( <u>EEF Making best use of TA</u> )	2,3,4
All staff have reading lists with disadvantaged children prioritised for additional reading opportunities daily with reading volunteers scheduled regularly. They also receive specific training to be effective.	Reading underpins the curriculum and small group reading will have a positive impact on student learning ( <u>English hub Unlocking Excellence</u> )	1,2,4
Phonics interventions are delivered daily in EY and KS1 to support children who require further support with the intervention being focused on the small steps that the child needs to take to progress. 'Keep up not catch up'.	Studies in England have shown that children eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.  It is possible that some disadvantaged children may not develop phonological awareness at the same rate as other children, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for children who have experienced these barriers to learning. ( <u>EEF Phonics</u> )	1,2,4
Run a targeted Y6 Easter School for tutoring of key children to support their learning.	Use high quality structured interventions to help children who are struggling with their literacy. Intensive small group and 1:1 support seems the most impactful. ( <u>EEF improving literacy at KS1</u> , <u>EEF improving literacy at KS2</u> )	1,4

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

**Budgeted cost: £43,696.66**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support pupils' social and emotional needs through a full time Learning Mentor. They will lead ELSA interventions and support wider families too through events like Parent Gym or coffee mornings. They will also lead on zones of regulation support within classes.</p>	<p>It was found that low levels of emotional literacy lead to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such as aggression and delinquency. Problem behaviours such as these would take away from academic achievement and the ability for the child to succeed in future life. It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour (<u>Carnwell &amp; Baker, 2007</u>). SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment (<u>EEF</u>)</p>	<p>3,4</p>
<p>Attendance team to monitor and support attendance weekly by tracking data, working with families and highlighting children for all staff to keep in mind regularly.</p>	<p>Findings suggest that schools which have been more successful in raising the performance of disadvantaged children have put the basics in place (especially addressing attendance and behaviour (<u>Supporting the attainment of disadvantaged children: articulating success and good practice, DfE</u>))</p>	<p>1,3,4</p>
<p>Provide subsidised breakfast club places and snacks throughout the day to support learning.</p>	<p>Children need their physiological needs met first. (<u>Maslow's hierarchy of needs; Improving Behaviour in schools, EEF</u>)</p>	<p>1,3,4</p>
<p>Ensure that the St Werburgh's passport of experiences is completed by every child in each year so that all children have access to additional opportunities.</p>	<p>Children with a broad range of experiences have a more extensive knowledge of the wider world (<u>Ofsted successful PP Funding</u>)</p>	<p>1</p>
<p>Increase opportunities for educational experiences by subsidising music lessons,</p>	<p>Research showed that arts and educational experiences can significantly improve school</p>	<p>1,3,4</p>

trips, camps and transport for swimming lessons.	engagement, college aspirations and children's empathy with others. ( <u>Bowen and Kiseda, 2019</u> )	
Subsidised extra curricular clubs available with external providers to offer a range of engaging activities and remove financial barriers for our families.	Children's participation rates across a wide range of extra-curricular activities depending on their social background. ( <u>DfE Social mobility, Physical activity teaching and learning toolkit strand</u> )	1
A specialist PE teacher to lead engaging lessons in school and offer a programme of extra curricular activities for all pupils	Children's participation rates vary across a wide range of extra-curricular activities depending on their social background. There are physical benefits as well as social and increasing that desire to attend school and feel like they belong. ( <u>DfE Social mobility, Physical activity teaching and learning toolkit strand</u> )	1,3,4
Pupil progress meetings are conducted termly to track the progress of children within each class and provide opportunities to reflect on interventions or support that may be needed.	Use high-quality information about children's current capabilities to select the best next steps for teaching. Teaching that adapts to children's needs is more efficient because effort is focused on the best next step and is not wasted by rehearsing skills or content that a child knows well. ( <u>EEF improving literacy at KS1, EEF improving literacy at KS2</u> )	1,2,3,4
Numbots and other subscription services such as Flash academy are available for children to be able to access educational learning platforms for free outside of school.	It is important to provide practical strategies to support learning at home. ( <u>EEF Parent engagement</u> )	1,2,4

**Total budgeted cost: £219,036.57**

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

### Pupil premium strategy outcomes

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

We have reviewed the performance of our children in receipt of the Pupil Premium Grant during the previous academic year. We have looked at national assessment data and our own internal summative and formative assessments along with reports in other areas such as behaviour tracking systems.

**Language development:** Children's language, attention and comprehension skills will improve

	Listening and attention and understanding <b>(all) PP</b>	Speaking <b>(all) PP</b>	Comprehension <b>(all) PP</b>
2022-2023	(86%) 62% PP 8/13	(80%) 62% PP 8/13	(88%) 62% PP 8/13
2023-2024	(88%) 85% PP 11/13	(82%) 62% PP 8/13	(82%) 62% PP 8/13
2024-2025	(78%) 50% PP 7/13	(78%) 50% PP 7/13	(73%) 46% PP 6/13

In our Early Years Foundation Stage, the gaps in these prime areas of the Early Years profile widened which is in part due to the specific needs of the cohort - 38% of the cohort eligible for pupil premium also had SEND (communication and language needs). It also highlights the need for continued focus moving forwards. It was the first year using the WellComm Speech and Language scheme which allowed for more focused tracking of progress.

In the year ahead this will be combined with weekly input from a qualified Speech and Language therapist.

#### English as Additional Language

**Table to show percentage of children achieving expected standard who are PP and EAL compared to the year group average.**

	Reading 2023-2024	<b>2024-2025 PP + EAL</b>	2024-2025 All	Writing 2023-2024	<b>2024-2025 PP + EAL</b>	2024-2025 All
EYFS	50% (out of 4 pupils)	<b>20% (out of 5 pupils)</b>	63%	50%	<b>17% (5)</b>	62%
Y1	57% (7)	<b>50% (2)</b>	61%	43%	<b>0% (2)</b>	61%
Y2	100% (9)	<b>33% (6)</b>	79%	100%	<b>17% (6)</b>	67%
Y3	40% (10)	<b>85% (7)</b>	79%	60%	<b>71% (7)</b>	73%
Y4	82% (11)	<b>73% (11)</b>	78%	82%	<b>36% (11)</b>	57%
Y5	50% (12)	<b>45% (11)</b>	84%	25%	<b>36% (11)</b>	57%
Y6	44% (9)	<b>25% (12)</b>	72%	67%	<b>33% (12)</b>	53%

When considering language skills and the ability to read and speak it is important that we consider that additional disadvantage that comes with being EAL. These findings show that these children are finding

it even harder to achieve expected standards. Our Year three cohort have performed better than the year group average for reading and the gap is close in writing but all other year groups highlight a discrepancy with the group's performance.

**SEMH:** Throughout the school, children use effective self-regulation strategies and lost learning time is reduced.

**Behaviour report data:**

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total
2023-2024	73	59	80	43	97	69	90	57	72	64	66	<b>770</b>
2024-2025	59	88	84	60	45	56	99	28	51	69	52	<b>691</b>

\*Behaviour concerns logged on CPOMS in pupil premium category

When looking at the behaviour incidents logged, there was a reduction this year compared with last. It was a mixed picture, however, on a month by month basis. There were some months that showed good improvements such as January, which after a longer holiday is positive to see. The data might suggest that it takes some children quite some time to build positive relationships with new teachers.

[In the future, there is a need to explore different data sets to get a full understanding of the impact of our specific work on SEMH and emotional regulation such as ELSA.](#)

**Attainment:** Gaps will be reduced and disadvantaged outcomes will be in line or above National.

	2024-2025		2023-2024	
	PP Children	All Children	PP children	All children
EYFS GLD	38%	61%	33%	68%
Yr 1 PSC	47%	81%	56%	82%
Y4 MTC	44%	55%	39%	50%
KS2 Combined	33%	56%	35%	65%

Our attainment data did not reflect what we hoped to achieve this year and we recognise the need to further examine how we are supporting our learners in the classroom. The percentage of children in receipt of the Pupil Premium Grant achieving GLD did increase compared to the previous cohort whilst the percentage of all children decreased. Our Y1 Phonics data went from 56% to 47% but considering that 33% of that cohort achieved GLD, there has been value added to them.

Our Year 4 MTC results had a positive improvement and although there is a difference between the percentage of children achieving fullmarks, the average score for both all children and our children in receipt of the Pupil Premium Grant was 24. There were also really high numbers achieving over 20 marks out of the possible 25.

Our Year 6 data dropped from the previous year and it is felt that this is due to gaps being created lower down in the school so we recognise the need to be more analytical and ensure there is a greater focus on securing the fundamentals in each year group.

We made use of core team meetings as an effective strategy to discuss key children regularly across the school. These discussions focused on what the class teacher could do in their quality first teaching to support our learners. We have analysed assessment data to identify strands or themes that need to be focused on because they are a key gap in knowledge across a cohort. These started late in the year and for the academic year ahead began in week 4 as opposed to term 3.

We have been supported by the local English hub to ensure we are following our phonics programme with fidelity and these were really positive visits that supported teachers with their phonics teaching, guided reading and with how to ensure phonics is leading into writing. Through additional support for key children we were able to move some children on with their phonics with many individual success stories.

**Belonging:** Attendance will improve and children will arrive on time and ready to learn and engaged in their learning.

2023-2024	% attendance			
	PP children 23-24	PP children 24-25	All children 23-24	All children 24-25
TERM 1	95.2%	94.67%	95.5%	96.21%
TERM 2	93.2%	92.3%	94.2%	94.8%
TERM 3	93.4%	88.97%	93.4%	92.17%
TERM 4	93.4%	91.47%	93.9%	93.99%
TERM 5	93.5%	91.21%	94%	93.99%
TERM 6	93.4%	91.86%	94.01%	94.49%

Attendance continues to be a barrier for our children in receipt of the Pupil Premium Grant. Barriers for these children continue to be complex and often specific to individual families. There has been a focus on building stronger relationships with key families and maintaining regular contact to continue reinforcing the need to be in school. A success has been the use of feedback forms at the end of school holidays for families to share news of their time off that have helped staff with making connections upon their return.

Overall attendance figures for the year 2024-2025 were similar to the previous academic year but this has not been the case with our children in receipt of the Pupil Premium Grant. We had a strong start to the year but Term 3 has shown to be the most challenging term for attendance for this group of children and something that we need to reflect on next year.

	% persistent absentees All children	% persistent absentees PP children

<b>2022-2023</b>	<b>18.1%</b>	<b>32.6%</b>
<b>2023-2024</b>	<b>16.4%</b>	<b>26.2%</b>
<b>2024-2025</b>	<b>15.1%</b>	<b>30% (45 out of 150)</b>

As a school our percentage of persistent absentees has reduced gradually year on year which is a positive trend. However, this last year saw an increase in the percentage of persistent absentees amongst our children who are in receipt of the Pupil Premium Grant. We have used our pastoral team and ELSA to support children with feeling a sense of belonging and improving the desire to be in school but have also noticed an increase in Emotionally based school avoidance (EBSA) so have continued to work with school to support this. Breakfast club has also been used to support attendance with the offer of discounted spaces for our children in receipt of the Pupil Premium Grant.

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

<b>Programme</b>	<b>Provider</b>

### Service pupil premium funding (optional)

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

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

### Further information (optional)

*In addition to the strategies outlined above, we will also have additional activities/ strategies in place that are not funded by the pupil premium.*

*These include:*

- *Commissioning an external pupil premium review by our trust.*
- *Raise profile of our PP Strategy by referencing in staff meetings and briefings, discussing PP data first and celebrating successes often.*
- *Continually investing in a safe, calm and high quality emotional and physical environment for the children to learn in.*
- *Zones of Regulation: a systematic, cognitive-behavioural approach used to teach self regulation and support children to be successful socially. Training for teachers and support staff and approach being rolled out across the School and for individual children.*
- *Parent Gym: run by one of our trained ELSAs. Targeted six-week programme that explores practical tips and strategies. Builds supportive links between the school and the parent/carer community.*
- *Reception teachers using the 'In the Moment Planning' approach meet with parents of pupil premium children termly.*
- *Focused children weeks in EYFS with more opportunities for our children in receipt of Pupil Premium to share with the class.*
- *Bikeability. A trained Bikeability coach will support those children who cannot yet ride a bike, prioritising PP children.*
- *Bristol Plays Music offers a 50% subsidy for PP children to have small group and individual music lessons.*
- *Swimming lessons in Year 4 to ensure all achieve 25m with catch up in Year 6 for those children not yet able to achieve distance*
- *Spare school uniform and sports/swimming kit is available for families of PP children to borrow.*
- *PP children are known by all adults in the class and are prioritised for support in class*
- *We run an annual Careers Fair and invite PP children from across Cathedral Schools Trust to attend.*
- *Work with external providers and financial support available to offer place at holiday clubs such as unique voice and Lord Mayor's appeal*
- *Through the work of the Trust, families have access to termly food parcels from a local business*
- *Food bank vouchers provided termly.*
- *Families are given early access to clubs and events*
- *Work with the school PTA to provide vouchers that can be used at events to participate in games and get food/books*

- *Book swap events run in school 3 times a year where families can donate books and children can get free books in return*
- *Collaborative working group of Pupil Premium leads within the Trust*
- *Our Rights Respecting Champions to include children in receipt of Pupil Premium Grant*
- *Governors involved in learning walks 3 x a year with a focus on monitoring the impact of our provisions*
- *Leadership opportunities via play leader scheme*
- *Homework club to support learners*
- *Provide every pupil with a free book at Christmas throughout their time at school so they all leave with seven books by the end of their time here.*