



# St. Bede's Catholic Primary School

## Pupil Premium Strategy Statement: 2024 – 2025



Bishop Wilkinson  
Catholic Education Trust  
Through Christ, in Partnership

This statement details St. Bede's Catholic Primary School's use of Pupil Premium (and recovery premium for the 2023 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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	St. Bede's Catholic Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr David Miller
Pupil Premium lead	Miss Joanne Young
Governor / Trustee lead	Mrs S ZeZe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30, 688
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
<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	£30, 688

## Part A: Pupil Premium Strategy Plan

### Statement of intent

#### The St. Bede's approach

Professor Becky Francis, CEO of the Education Endowment Foundation, says, "*Giving every young person the best start in life, whatever their background and wherever they grow up, is a mission that unites everyone working in schools.*" Our intention at St. Bede's is to ensure that all pupils, particularly those who experience social and economic disadvantage, have equitable opportunities for success through an academic and enriching curriculum that meets the needs of all pupils.

It is this philosophy which allows our mission statement of, '**shine brightly for all with Christ as our guide,**' to become a lived reality for all. It is in the best interests of all St. Bede's pupils that the funding is available to all who are recognised for being at a disadvantage and/or vulnerable - not only those who are eligible for funding.

Our intent is to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Remove barriers to learning created by poverty, family circumstance and background.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Access a wide range of opportunities to develop their skills, knowledge and understanding.
- Enable pupils to look after their social and emotional well-being and to develop resilience.

We recognise that high-quality teaching and learning is fundamental to raising the attainment of disadvantaged pupils, therefore this is the focus of our school improvement plan and at the heart of our pupil premium strategy. Our approach is therefore underpinned with a knowledge rich curriculum, implemented through a teaching and learning approach that is informed by the latest evidence-based research. We know that in order to deliver on this, an effective professional development offer is integral to ensure that teachers are experts in what they teach.

The progress of all children is carefully monitored through our robust assessment procedures, allowing us to be sure that any strategies or targeted support used are done so to meet the needs of the pupils at any time throughout school.

Families with identified social, emotional or health needs will be well supported by school staff so that the needs are removed or alleviated.

Our approach will be responsive to common challenges and individual needs. To ensure they are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they're 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.

## What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non-disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2023-24 PPG funding is an additional **£1455** per eligible child with **£2530** awarded for children who are currently LAC. Further information can be obtained by following:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025>

Schools are able to spend PPG to suit the needs of their pupils. DfE guidance for 2024-2025 states the grant should be spent:

- For the purposes of the school, that is, for the educational benefit of pupils registered at that school
- For the benefit of pupils registered at other maintained schools or academies on community facilities, for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

When making decisions about using Pupil Premium funding it is important to consider the context of the school, and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Social and emotional:</b> Disadvantaged pupils are disproportionately affected and are demonstrating more social and emotional issues than their non-disadvantaged peers. This can translate into dysregulated behaviour and attitudes to learning.
2	<b>Outcomes and achievement:</b> Disadvantaged pupils show a disproportionate understanding and mathematical fluency. This can have a detrimental impact in applying mathematical skills to solve a range of reasoning problems across maths.
3	<b>Outcomes and achievement:</b> Disadvantaged pupils are disproportionately affected by the quantity of text in tests. This translates into texts being very difficult to process due to difficulty with word reading fluency impeding understanding, in addition to limited vocabulary knowledge.
4	<b>Attendance and punctuality:</b>

	Persistent absenteeism is more prevalent in our disadvantaged pupils than it is for non-disadvantaged pupils.
5	<b>SEND overlap:</b> KS2 outcomes show disadvantaged pupils with SEND achieve weaker outcomes than non-disadvantaged pupils with SEND.
6	<b>Social capital:</b> The rising cost of living crisis means that children may have limited or decreasing experiences outside of school. Disadvantaged children are more likely to have less cultural capital than their peers, defined by Steve Moffitt (CEO of A New Direction) as having the skills, knowledge, norms and values which can be used to get ahead in education and life more generally. Observations and discussions with staff show that disadvantaged children have more difficulty in articulating ideas, developing understanding and engaging with others through spoken language, and as a result can struggle to understand themselves, each other and the world around them.

## 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
Disadvantaged children will have the same level of attainment as non-disadvantaged children in KS2 reading, writing and maths.	<ul style="list-style-type: none"> <li>Overall, the attainment of disadvantaged children is in line with national figures.</li> </ul> <p>We will achieve this through:</p> <ul style="list-style-type: none"> <li>Quality first teaching in all classes which is focused on a 'keep up, not catch up' approach.</li> <li>All staff follow research-based teaching principles which include principles of Opening Worlds and Rosenshine's instructions, so that pupils learn more and remember more.</li> <li>Early intervention used in Early Years and Key Stage 1.</li> <li>Support for less fluent readers in KS2.</li> <li>Precise assessment systems in place.</li> <li>Early Year's curriculum is focused on developing language, vocabulary, and oracy.</li> <li>High-quality interventions are used to accelerate progress in basic skills, with a focus on reading.</li> </ul>
Children are able to read fluently, demonstrating accuracy, automaticity and prosody.	<ul style="list-style-type: none"> <li>Key Stage 1 and 2 reading fluency assessments show that the majority of children are assessed as fluent readers.</li> <li>2025 KS2 reading outcomes improve the standards achieved in 2024, particularly disadvantaged pupils achieving the greater depth standard.</li> </ul> <p>We will achieve this through:</p>

	<ul style="list-style-type: none"> <li>— A robust English curriculum with bespoke adaptations made for any child identified as being vulnerable with either phonics acquisition or reading fluency.</li> <li>— Targeted reading interventions</li> <li>— A reading curriculum offering a wide range of reading opportunities targeted specifically at pupils.</li> </ul>
<p>Children learn a full, broad and balanced curriculum which builds cultural capital while developing high standards of literacy and vocabulary.</p>	<ul style="list-style-type: none"> <li>• Assessments in humanities subjects will show that disadvantaged children know more and remember more about a range of cultural, historical and geographical subject areas.</li> </ul> <p>We will achieve this through:</p> <ul style="list-style-type: none"> <li>— Pre-teaching key vocabulary to provide a solid platform for lessons.</li> <li>— A pupil passport that includes appropriate visits to build cultural capital.</li> <li>— Close tracking from the subject leader and senior leadership team followed up appropriately with intervention/support/adaptations.</li> </ul>
<p>Improved outcomes among disadvantaged pupils identified with SEND.</p>	<ul style="list-style-type: none"> <li>• A greater number of disadvantaged pupils with SEND reach age related expectations.</li> <li>• Progress for all pupils with SEND is rapid and they can achieve, accessing the full curriculum with increasing success and independence.</li> </ul> <p>We will achieve this through:</p> <ul style="list-style-type: none"> <li>— All pupils with SEND have action plans in place which follow the Assess, Plan, Do &amp; Review model.</li> <li>— The curriculum is successfully adapted and ambitious to meet their needs and develop skills, knowledge and understanding of all pupils.</li> </ul>
<p>The attendance of disadvantaged pupils will be in line with the national average and will be in line with the BWCET target of 97%.</p>	<ul style="list-style-type: none"> <li>• Attendance data should be in line with national average.</li> <li>• Number of persistently absent disadvantaged pupils should decrease from 45.5% in 2023-24 to be in line with non-disadvantaged peers.</li> </ul> <p>We will achieve this through:</p> <ul style="list-style-type: none"> <li>— Monitoring identifies positive attendance and pupils where attendance is an issue.</li> <li>— Certificates for high attendance are provided termly to support pupils' self-esteem.</li> <li>— Communication with parents clearly indicates issues and expectations.</li> <li>— Support is provided for all families with low attendance.</li> </ul>
<p>Eradicate the effect of poverty on education and improve opportunities for pupils to enrich their life experiences and deepen their knowledge and understanding of the curriculum.</p>	<ul style="list-style-type: none"> <li>• Overall, the attainment of disadvantaged children is in line with national figures. Disadvantaged pupils access and thrive in school – this is reflected through academic achievement and pupil and stakeholder voice.</li> </ul>

	<p>We will achieve this through:</p> <ul style="list-style-type: none"> <li>— Developing a robust program of extra-curricular activities, including sports, arts, and cultural experiences, to provide disadvantaged pupils with experiences that they might not otherwise access.</li> <li>— Embed high-quality educational software that supports diagnostic assessment. This is critical for identifying learning gaps among disadvantaged pupils and tailoring teaching strategies to address these gaps effectively.</li> </ul>
--	--

### 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: £8, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Offer an extensive CPD package for staff to help tackle some of the specific learning challenges to ensure Quality First Teaching for <u>all children in all classes</u>.</p>	<p>Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014).</p> <p>A report from EEF highlights the fact that high-quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>EEF research states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The Sutton Trust states that, “<i>Quality First Teaching has a direct impact on student outcomes.</i>”</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>1, 2, 3, 4, 5 &amp; 6</p>
<p>Increase capacity of Leadership Team by seconding a Cluster Headteacher and utilising</p>	<p>Evidence gathered by the EEF shows that reduced class sizes allow children to gain three months.</p>	<p>2, 3 &amp; 5</p>

expertise within the cluster to provide coaching and mentoring for staff and small group intervention for targeted groups.	Through providing extended-release time of staff alongside the development of national qualifications, coaching and mentoring can further support staff in developing small group and intervention groups.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	
Work with the BWCET Maths Advisory Team & purchase necessary resources to further develop and embed Teaching for Mastery across all year groups.	EEF indicates that adopting a mastery approach in school yields a high impact for a very low cost and can allow for 5 months of progress to be made. The school understands that for this to work a high-quality CPD programme must be in place,  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2, 4 & 5
Subscription to Opening Worlds Humanities curriculum (which includes a lot of focus on oracy skills and has a clear SEND pedagogical teaching overlay).	Opening Worlds is a knowledge-rich humanities programme for teaching History and Geography. It provides curriculum resources together with training, support and ongoing programme-related professional development for teachers. Because of its rapidly discernible effects on literacy and highly inclusive approach, Opening Worlds quickly gained appeal in schools tackling under-achievement in areas of social disadvantage.	3, 4, 5 & 6

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

Budgeted cost: £18, 688

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide TAs with specialist training to support identified groups of pupils and deliver effective group and 1:1 intervention.	Through a process of identifying the need and appropriate provision for vulnerable children to ensure that Teaching Assistant supports academic and pastoral progress. Evidence gathered by the EEF shows that small group tuition and Teacher Assistant interventions allows children to gain four months. 1:1 tuition can allow a gain of 5 months.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3 & 5

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	
Increasing contact time of the Cluster SENDCo to support children and staff in school.	<p>Invest in specific resources and interventions for disadvantaged pupils with Special Educational Needs and Disabilities (SEND), focusing on inclusive education practices that facilitate access and engagement with the mainstream curriculum.</p> <p>Placing pupils in front of a highly trained and skilled practitioner, equipped with high quality resources and interventions will ensure pupils receive the best possible additional support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1, 2, 3 & 5
Daily Phonics interventions.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. EEF research highlights that this could allow for gains of up to 5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 3 & 5
Continue subscription to, and use of, Accelerated Reader across year groups 3 to 6, to support diagnostic tracking & improve reading for pleasure.	<p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.</p> <p>EEF Toolkit: The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/projectsandevaluation/projects/accelerated-readereffectiveness-trial">https://educationendowmentfoundation.org.uk/projectsandevaluation/projects/accelerated-readereffectiveness-trial</a></p>	3 & 5



<p>Class teachers to implement spotlighting of pupils to ensure high quality teaching addresses identified gaps in learning.</p>	<p>EEF research states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The Sutton Trust states that, <i>“Quality First Teaching has a direct impact on student outcomes.”</i></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>1, 2, 3, 4 &amp; 5</p>
--	--	---------------------------

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

Budgeted cost: £5, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School staff to remain focused on monitoring the emotional wellbeing and mental health of all children, with measures put in place to support children as required.</p>	<p>Public Health England: The link between pupil health and wellbeing and attainment document draws attention to 2 key findings:</p> <ol style="list-style-type: none"> <li>1. Pupils with better health and wellbeing are likely to achieve better academically.</li> <li>2. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</li> </ol> <p><a href="https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</a></p>	<p>1</p>
<p>Creating subsidised experiences to enhance academic learning, create aspirations and give children opportunities to excel in areas they might not otherwise have access to.</p>	<p>EEF research confirms young pupils’ achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high-income households (the disadvantage gap) remains wide.</p> <p>Sir Peter Lampl, Chairman of the EEF and of the Sutton Trust has stated, <i>“There should also be funding for the extra-curricular activities that young people have missed out on to boost their wellbeing and life skills, as well as funding for their mental health support.”</i></p> <p><a href="https://educationendowmentfoundation.org.uk/news/new-eef-publishes-newresearch-on-the-impact-of-the-pandemicon-key-stage-1-">https://educationendowmentfoundation.org.uk/news/new-eef-publishes-newresearch-on-the-impact-of-the-pandemicon-key-stage-1-</a></p>	<p>4 &amp; 6</p>

	<a href="https://educationendowmentfoundation.org.uk/pupilsattainment?mc_cid=075f30fc26&amp;mc_eid=4421cdab48">pupilsattainment?mc_cid=075f30fc26&amp;mc_eid=4421cdab48</a>	
<p>Training of staff as Youth Mental Health First Aiders to support emotional and mental well-being.</p> <p>To develop a bespoke area within each classroom to support children via a quiet, low stimulus environment, to prepare them for learning and regulate their emotions to enable the best learning outcomes.</p>	<p>EEF research indicates 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><a href="https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/social-and-emotionallearning</a></p>	1, 2, 3, 4 & 5
<p>Identify children and families who may have financial, emotional and other needs. Support these families and provide links to external agencies.</p>	<p>Evidence gathered by the EEF show that parental engagement allows children to gain three months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 3, 4 & 5
<p>Reward attendance, achievement and behaviour</p>	<p>In order for children to thrive at school, the positive interventions in terms of behaviour, attendance and achievement can have a significant impact on the attainment of all disadvantaged children. The school has worked to create an explicit taught behaviour curriculum. The importance of the school's work here is underpinned by EEF research which highlights that it can add up to 4 months onto the progress of children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2, 3, 4 & 5
<p>Implementation of BWCET Attendance Policy.</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p> <p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	2, 3, 4 & 6

**Total budgeted cost:** £32, 688

## 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 pupils in the 2023 to 2024 academic year.

Challenge	Impact					
<p><b>Attainment:</b> Outcomes and progress for core subjects remain lower for children who are eligible for pupil premium than other groups.</p>			All children		Pupil Premium	
		Statutory Assessment	Number	% at EXP	Number	% at EXP
	EYFS	GLD	15	53%	3	33%
	Year 1	PSC	16	75%	4	75%
	Year 4	MTC	15	22.7	3	20.7
	Year 6	Reading	13	54%	5	40%
		Writing	13	62%	5	60%
Maths		13	54%	5	40%	
RWM comb		13	54%	5	40%	
<p><b>Attainment:</b> Analysis highlights that a disproportionate number of disadvantaged pupils enter EYFS with below average Communication and Language attainment.</p>	<ul style="list-style-type: none"> <li>100% of pupils achieved the standard in PSE Managing Self. There was no attainment gap between disadvantaged pupils and non-disadvantaged.</li> <li>100% of pupils achieved the standard in PSE Building Relationships. There was no attainment gap between disadvantaged pupils and non-disadvantaged.</li> <li>87% of pupils achieved the standard in PSE Self-Regulation. Additional SEND needs need to be considered when analysing the data – Support Plan reviews highlight strong progress for identified pupils against their bespoke targets.</li> </ul>					
<p><b>Cognitive Overload:</b> Cognitive overload hinders some of our pupils acquiring new knowledge. Leaders need to ensure the school curriculum is effectively implemented by teachers, so that it meets the needs of all pupils. Leaders must ensure that teachers implement carefully planned and sequenced lessons.</p>	<ul style="list-style-type: none"> <li>A clear teaching pedagogy has been developed and embedded within school. This approach has a carefully constructed, inclusive approach to SEND (pre-teaching key information, dictation within lessons, answering in full sentences, focusing on correct pronunciation of all vocabulary, asking 5 and not 1).</li> <li>Expert CPD has been provided by nationally recognised subject experts, prior to implementation.</li> </ul>					
<p><b>Personal Development / SEMH:</b> We want all pupils to have high levels of self-esteem, confidence and resilience so that they are able</p>	<ul style="list-style-type: none"> <li>The school has a wide range of pupil leadership groups with disadvantaged pupils well represented.</li> </ul>					

<p>to develop good behaviour for learning.</p>	<ul style="list-style-type: none"> <li>• Pupils are given a rich diet of external guests and programmes, including: Bikeability, NSPCC, CAFOD, Fire Safety, PCSO visits, Road Safety, Online safety</li> <li>• A comprehensive personal development curriculum is in place.</li> <li>• The school's mission statement is actively lived out and the pupil's voice is the driving factor in supporting charities and raising awareness of key issues.</li> <li>• Pupils are given access to residential trips which are subsidised for pupils in receipt of the pupil premium grant.</li> <li>• The 'Three Houses' activity ensures that pupil voice is heard each term from individual children in relation to their worries and wishes.</li> </ul>												
<p><b>Attendance:</b> On average, pupils with PP have lower attendance than other pupils and pupils with PP are more likely to be in the category of persistent absence. This non-attendance does have a negative effect on academic achievement and well-being.</p>	<table border="1" data-bbox="619 640 1473 792"> <thead> <tr> <th colspan="2">Whole School</th> <th colspan="2">Pupil Premium</th> </tr> <tr> <th>Overall</th> <th>PA</th> <th>Overall</th> <th>PA</th> </tr> </thead> <tbody> <tr> <td>94.7%</td> <td>12.5%</td> <td>89.5%</td> <td>45.5%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Free breakfast club is offered to all Pupil Premium Grant eligible pupils.</li> <li>• A range of clubs are offered to the children after school. These are free for Pupil Premium Grant eligible pupils. The percentage of disadvantaged pupils accessing extra-curricular clubs in school is reported to the LGC on a termly basis.</li> </ul>	Whole School		Pupil Premium		Overall	PA	Overall	PA	94.7%	12.5%	89.5%	45.5%
Whole School		Pupil Premium											
Overall	PA	Overall	PA										
94.7%	12.5%	89.5%	45.5%										
<p><b>Cultural Capital:</b> Some pupils in receipt of PP have limited life experiences beyond their own home and immediate community, creating a 'cultural capital' disadvantage. They may have limited access to resources.</p>	<ul style="list-style-type: none"> <li>• A range of educationally focussed trips were offered and subsidised by the school, including: Broom House Farm (Geography), Centre for Life (STEM), Emmaus residential (RE and preparing for life in modern Britain).</li> <li>• A range of spiritually focussed trips were offered and subsidised by the school, including: Emmaus Village residential, YMT festival, church visits.</li> <li>• Pre-teaching is offered in to ensure all pupils are familiar with the content and to remove pupils with a greater 'social capital' entering lessons at an advantage.</li> <li>• Building Cultural Capital in school is carefully planned. All school trips have been carefully considered to link to what has been directly taught.</li> </ul>												

## 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
Times Table Rockstars	Maths Circle Ltd
White Rose Maths Premium	White Rose
Accelerated Reader	Renaissance

### **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

### **Further information (optional)**

N/A
-----