

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Basil's Catholic Primary School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Angela Sheppard / Jim Duffy
Pupil premium lead	Jill O'Donnell
Governor lead	Jim Duffy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	189,150
Recovery premium funding allocation this academic year	32,744
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	221,894

Part A: Pupil premium strategy plan

Statement of intent

At St Basil's Catholic Primary School, we have high aspirations and ambitions for all our children and we believe that all learners should be able to reach their full potential.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our Context

St Basil's is a Voluntary Aided, Catholic School. Our vision 'Everyone striving for excellence together', and mission, 'We love, learn and succeed following Jesus' reflects our Christian values and permeates the life and work of our school. The school has historically been a larger than average two form entry primary however has a decreasing number of pupils on roll, 242 (September 2023) due to higher than national falls in birth rates across borough.

The school serves a mainly white, British, deprived community (school location & pupil base quintile 5 'most deprived' ISDR June '23). Children come from a wide variety of socio-economic backgrounds many with limited experiences.

The school is the top 20% of all school for the proportion of FSM (ISDR June '23). The proportion of pupils eligible for FSM has risen steadily over recent years (37% Oct '18, 55% Sept '23). 73% of pupils entitled to FSM have been eligible for 100% of their education and 82% for ≥90% and therefore have experienced significant long term deprivation. The school population has a high proportion of vulnerable pupils with safeguarding need, adverse childhood experiences and a number of hard to reach families. The Family Support Team (DSL, 5 DDSL's and EWO) work with families to minimise the negative and disruptive factors, including safeguarding and attendance, on pupil well-being and achievement.

Due to early identification and monitoring of pupil progress, the number of pupils identified with Special Needs is well above national at 24% and is a reflection of the community that the school serves. A high proportion of pupils with SEND are also disadvantaged (62% SEND &

disadvantaged 37/60; SEND & Non disadvantaged 23/60. 20% pupils with SEND have a diagnosis of ADHD, ASD or Global Delay (5% whole school).

On entry some pupils have starting points that are typically well below expectations for their age as the preschool experiences of pupils vary significantly. At the end of EYFS the proportion achieving GLD is in line with or close to the national (3 year trend). School prioritises Personal Development and Language and Communication. On entry pupils have poor speech and language development and this persists into KS2 which is demonstrated by low average verbal reasoning score. This declined following partial school closures: Verbal reasoning (94% PPG/Non PPG 102%) & non verbal reasoning scores (94% PPG /99% Non PPG) Nov '22.

Principles

- We recognise that a disproportionate number of children with SEND, in particular children with SEMH, are disadvantaged or are persistently disadvantaged and this is a barrier to learning.
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure the sustainability of curriculum experiences by providing equality of opportunity for all (i.e. arts, trips / visits and cultural capital)
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Key Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6

Key Principals:

We will ensure that effective teaching, learning and assessment meet the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teacher to Year Groups - providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from into EYFS ,internal transitions and transition from primary school to secondary school.
- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning teachers.
- To allow the children to learn a participate in a variety of arts projects
- Behaviour and nurture support during lunchtimes.
- Behaviour support consultant.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
A	To reduce the learning gaps created from school closures for disadvantaged children.
B	Pupils have poor communication, spoken language and verbal reasoning skills
C	Some pupil premium children have fallen behind or at risk of falling behind in English and Maths, from their starting points.
D	Pupil premium children are making slower rates of progress and failing to achieve expected rates of progress than other pupils
E	There is a higher proportion of PP with SEND than non PP SEND
F	Effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are not fully embedded within Quality First Teaching
G	Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school
H	School needs to further support and engage parents and carers with their child's learning
I	Pupils may have social, emotional and mental health needs which prevent them from fully accessing the curriculum.
J	Pupils across school have poor communication, language and literacy skills from an early start
K	High percentage of pupil premium pupils with persistent absence or safeguarding needs
L	Pupils have limited life experiences

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
To develop communication, spoken language and verbal reasoning skills	To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing) as evidenced in NFER data
To improve outcomes for PPG pupils so that attainment is in line with Age Related	Pupils eligible for PP make accelerated progress so that there is diminishing gap in

Expectations (ARE) nationally through target teaching 'Catch Up Groups'	the attainment of FSM and non FSM pupils in all years from Sept 2023 – July 2024 in English (Reading, Writing, SPAG/Phonics) and Maths levels Target – to close the gap to National All Pupils
To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching	Improvement in attainment in English & maths. Y1-6 the proportion of disadvantaged pupils achieving ARE will be: Maths >70% Reading >70%, Writing >62% and achieving Greater Depth will be: Maths >20% Reading >16% and Writing >13%
To ensure that SEND pupils make at least expected progress	SEN children make a least expected progress with a majority making more than expected progress.
Ensure effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are embedded consistently in all teaching	Improved questioning skills evident in all teaching and pupil questioning skills.
Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement)	Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well being
Parents and carers are fully engaged with their child's learning	Parents understand what their child is learning and how they can support them with this.
Develop pupils' social, emotional and mental health so they fully access all aspects of school life.	Improved pupil well-being through whole school culture, mentoring, PHSE, social & emotional interventions/support and parent partnership etc. Pupils demonstrate improved attitudes to, and behaviour for learning.
Pupils across school who have poor communication, language and literacy skills from an early start	To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing)
To reduce persistent absence for PPG children so that they make good progress both educationally and socially	Attendance >= 96% & reduced PA for PPG; Family Liaison & Welfare Officer support for pupils and families and parent partnership
Through the curriculum provide life experiences for pupils	Ensure that pupils are provided with breadth and balance within the curriculum

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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly pre teaching of vocabulary.</p> <p>Daily pre teaching of maths</p>	<p>All pupils Year 3 – Year 6 have undertaken NFER verbal and non-verbal reasoning tests (May 2022). These show a significant decline in scores from previous testing but most importantly that the majority of pupils have below average verbal reasoning scores – a clear indicator for thinking and learning.</p> <p>Sutton Trust Oral language interventions 5+ months</p> <p>Sutton Trust Small group tuition 4+ months;</p>	<p>A, B, D, J</p>
<p>Further develop metacognition.</p> <p>To provide appropriate training for P4C</p>	<p>Sutton Trust Feedback 8+ months progress</p> <p>Staff continue to receive P4C Support and the school is working towards achieving the P4C Gold award.</p> <p>Philosophy for Children has given the opportunity to reflect on, discuss and deepen their understanding of a range of topics.</p> <p>Children show real enjoyment in the P4C lessons and pupil voice indicates that the children feel that P4C shows them how they can have a different opinion to others and that all ideas and opinions are accepted.</p>	<p>F</p>

	Sutton Trust Meta cognition & self-regulation 8+ months progress	
Weekly Music lessons Y1-Y6	Every child should have the opportunity to learn to play an instrument/perform in front of an audience. The music service ensures that all children receive group tuition and learn to play an instrument / perform each year.	G Music Projects - £10,700
Arts and Drama Projects throughout the year for all year groups	The curriculum has been enhanced through drama and arts experiences. The children took part in HAPH Arts Project.	Drama Projects - £500 Artist in residence - £1,800
Read to Succeed Project	Sutton Trust Arts participation 2+ months progress Increased involvement and commitment in school life. Increased engagement in curriculum	Read to Succeed - £3,000

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

Budgeted cost: £123,393.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention including small group intervention & mastery teaching (gap, corrective or greater depth)	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p> <p>Reading The gap between Disadvantaged & non-Disadvantaged is 13%</p> <p>Writing The gap between Disadvantaged & non-Disadvantaged has increased to 19%</p>	A, C Target Teaching and Small Group Intervention - £55,105.90

	<p>Maths</p> <p>The gap between Disadvantaged & non-Disadvantaged has increased to 19%</p> <p>There is a focused use of data and assessment to identify children for targeted intervention and small group support.</p> <p>Sutton Trust Small group tuition 4+ months; Mastery teaching 5+ months;</p>	
Intervention programmes (Talk Boost, Better Readers Programme, Elklan, NELI)	<p>The school ensures that the needs of the pupils are well matched to the interventions they access.</p> <p>Talk Boost: Better readers: Reading age 12+ months, Comprehension age 5+ months</p>	<p>A, D</p> <p>TA Interventions- £41,351</p>
1:1 Teaching targeted Targeted support by SENCO for SEND/PP Pupils	<p>Additional support targeted at specific pupils who are making slower progress in learning.</p> <p>Sutton Trust Small group tuition 4+ months; One to one tuition 5+ months</p>	<p>A, E</p> <p>SENCO Support - £17,764.40</p> <p>SEN Interventions - £9,172</p>
To provide Speech and Language intervention	<p>Pre learning of vocab is part of weekly guided reading sessions and lessons including vocabulary relating to science / history and geography.</p> <p>Teaching assistants have delivered Talk Boost, speech and language interventions and NELI and this focuses on use of basic language and word usage.</p> <p>Sutton Toolkit Oral Language Intervention 5+ months progress</p>	<p>J</p> <p>(Cost included in TA Interventions)</p>

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

Budgeted cost: £91,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all pupils can have access to class visits and visitors to enhance their life experiences</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum.</p> <p>Sutton Toolkit Outdoor Education 3+ months progress</p>	<p>L</p> <p>Trips / Visits - £8,315</p>
<p>Ensure pupils attendance is good and safeguarding needs are met</p>	<p>Persistent absence in the academic year 2021 - 2022 was 24.4%.</p> <p>Persistent absence in the academic year 2022 - 2023 was 10.1%.</p> <p>There are a disproportionate number of disadvantaged pupils (79%) or pupils with SEND (44%) with PA.</p> <p>A family and Learner support team, involving the EWO, has been established to address the needs of pupils who have PA.</p>	<p>K</p> <p>EWO SLA – £1,206</p> <p>Attendance Lead - £6,162</p>
<p>All children to receive a bagel at the start of the day.</p> <p>Family Breakfast / Family Stay and Play</p>	<p>Research shows hungry children do not perform as well. Providing pupils with breakfast will enable pupils to make a positive start to the day.</p>	<p>I</p> <p>Cost included in Family Support</p>
<p>Ensure children have access to residential trips</p>	<p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum.</p>	<p>G</p> <p>Cost included in Trips / Visits</p>

	Sutton Toolkit Outdoor Education 3+ months progress	
To provide counselling for pupils affected by bereavement, friendship issues, domestic violence and marital breakdown. To provide Nurture Lunch and / or Nurture Group for identified children	The learner support team will continue to provide support and engagement for the most vulnerable pupils. As there are a significant numbers of pupils with acute needs, the nurture programmes will be adapted to meet the needs of these children. Sutton Toolkit Behaviour Interventions 4+ months	I Social and Emotional Support including Play Therapy , Counselling, ELSA, Learning Mentor - £46,278.50
To provide extensive support for parents through Family Liaison Officer	The Family and Learner support system continues to identify barriers to learning which are discussed and actions taken at weekly meetings. Sutton Trust Parental Involvement 3+ months	H Family Support - £24,870
PASS - Pupil Attitudes to Self & School	Accurate and clear understanding of pupil's attitudes and dispositions	I PASS Surveys - £752.50
Behaviour Support	Accurate understanding of pupil behaviour.	I Behaviour Support - £3,750

Total budgeted cost: £230,727.30

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 2022 to 2023 academic year.

<p>To develop communication, spoken language and verbal reasoning skills</p>	<table border="1" data-bbox="778 616 1332 739"> <thead> <tr> <th colspan="3">VERBAL REASONING AVERAGE SCORES</th> </tr> <tr> <th></th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>94</td> <td>102</td> </tr> <tr> <td>Year 3</td> <td>104</td> <td>104</td> </tr> <tr> <td>Year 4</td> <td>96</td> <td>98</td> </tr> <tr> <td>Year 5</td> <td>89</td> <td>102</td> </tr> <tr> <td>Year 6</td> <td>93</td> <td>98</td> </tr> </tbody> </table> <table border="1" data-bbox="778 795 1332 918"> <thead> <tr> <th colspan="3">NON-VERBAL REASONING AVERAGE SCORES</th> </tr> <tr> <th></th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>94</td> <td>99</td> </tr> <tr> <td>Year 3</td> <td>105</td> <td>109</td> </tr> <tr> <td>Year 4</td> <td>99</td> <td>99</td> </tr> <tr> <td>Year 5</td> <td>97</td> <td>104</td> </tr> <tr> <td>Year 6</td> <td>91</td> <td>101</td> </tr> </tbody> </table> <p>The most recent Verbal and Non-Verbal reasoning scores indicate that the majority of pupils still have below average verbal reasoning scores and have lower Verbal reasoning scores in comparison to non-verbal reasoning scores.</p>	VERBAL REASONING AVERAGE SCORES				Pupil Premium	Non Pupil Premium	Whole School	94	102	Year 3	104	104	Year 4	96	98	Year 5	89	102	Year 6	93	98	NON-VERBAL REASONING AVERAGE SCORES				Pupil Premium	Non Pupil Premium	Whole School	94	99	Year 3	105	109	Year 4	99	99	Year 5	97	104	Year 6	91	101
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<p>To improve outcomes for PPG pupils so that attainment is in line with Age Related Expectations (ARE) nationally through target teaching 'Catch Up Groups'</p>	<p>There still remains an attainment gap between PPG and Non-PPG pupils achieving ARE however data analysis shows that this gap has decreased for some year groups throughout the academic year 2022-23.</p>																																										
<p>To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching</p>	<p>Pupil Premium Funding and School led Tutoring funding has been used to provide the additional following support:</p> <ul style="list-style-type: none"> • Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6 have had an additional teacher for guided reading sessions. • Year 1 - Year 6 also have additional target teaching and catch-up sessions support. • Year 6 also have additional time to work with small groups of pupils for reading, writing and maths (4 mornings a week). 																																										

	<ul style="list-style-type: none"> Children identified as not on track for their termly targets have been identified for appropriate interventions both led by Teachers and Teaching Assistants 												
<p>To ensure that SEND pupils make at least expected progress</p>	<p>Data analysis identifies that: Year 1 pupils have made good progress in all areas against end of year targets. Progress for Year 2 pupils from previous year is good in all subjects for children achieving ARE. Progress for Year 3 pupils has been maintained in all subjects at ARE. Progress for Year 4 pupils has increased in all subjects. Progress for Year 5 pupils has increased in all subjects at both ARE and GD. Progress in Year 6 shows increase in progress from previous year in reading and writing but remained the same in Maths.</p>												
<p>Ensure effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are embedded consistently in all teaching</p>	<p>Effective feedback is observed as part of Performance Management Lesson Observations for both teachers and TA's. Additional subject specific training has also been given to all staff and this continues to be monitored.</p>												
<p>Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement)</p>	<p>Throughout the year all pupils in Y1-Y6 have the opportunity to participate in music projects and to work with the school's artist in residence.</p> <p>The following extra-curricular activities have taken place during the academic year 2022 – 2023.</p> <table border="1" data-bbox="719 1400 1402 1525"> <thead> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Mindfulness Y1 & Y2 Book Club Y1 & Y2 Multi-sport Y5 & Y6 CAFOD Y3 Creative Writing Y4 Fitness Y1-Y6 Dodgeball Y1-Y6 </td> <td> <ul style="list-style-type: none"> Computing Y1&Y2 Lego Y3 Craft Club Y4 Science Y5 SATs Booster Y6 Gymnastics (Y1-6) Basketball (Y1-6) </td> <td> <ul style="list-style-type: none"> Phonics Y1 Multi Sports Y4/Y5/Y6 Mindfulness Y3/Y4 CAFOD Y2 Football Y1-Y6 </td> </tr> </tbody> </table> <p>The following visits/events also took place:</p> <table border="1" data-bbox="708 1671 1444 1917"> <thead> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Democracy Week Multi – faith Week Parliament Week Christmas Party Day Christmas Activity Day Charlotte's Web Christmas Panto </td> <td> <ul style="list-style-type: none"> Childrens Mental Health Awareness Week Science Week Y1 visit to Catalyst Museum Y2 visit to Nantwich Museum Y4 visit to Grosvenor Museum Y5 Crucial Crew Y6 Visit to Lowe House </td> <td> <ul style="list-style-type: none"> Y4 Residential to Tattenhall Y2 Trip to Walton Gardens Y3 Residential to Catalyst Museum Y3 Trip Warrington Art Gallery Y6 Residential to Robin Wood EYFS/Y6 Trip to Victoria Park Y1 Trip Anderton Boat Lift Y6 Trip Bowling Coronation Garden Party Mental Health Awareness Week Business and Enterprise Week French Breakfast </td> </tr> </tbody> </table>	Autumn	Spring	Summer	<ul style="list-style-type: none"> Mindfulness Y1 & Y2 Book Club Y1 & Y2 Multi-sport Y5 & Y6 CAFOD Y3 Creative Writing Y4 Fitness Y1-Y6 Dodgeball Y1-Y6 	<ul style="list-style-type: none"> Computing Y1&Y2 Lego Y3 Craft Club Y4 Science Y5 SATs Booster Y6 Gymnastics (Y1-6) Basketball (Y1-6) 	<ul style="list-style-type: none"> Phonics Y1 Multi Sports Y4/Y5/Y6 Mindfulness Y3/Y4 CAFOD Y2 Football Y1-Y6 	Autumn	Spring	Summer	<ul style="list-style-type: none"> Democracy Week Multi – faith Week Parliament Week Christmas Party Day Christmas Activity Day Charlotte's Web Christmas Panto 	<ul style="list-style-type: none"> Childrens Mental Health Awareness Week Science Week Y1 visit to Catalyst Museum Y2 visit to Nantwich Museum Y4 visit to Grosvenor Museum Y5 Crucial Crew Y6 Visit to Lowe House 	<ul style="list-style-type: none"> Y4 Residential to Tattenhall Y2 Trip to Walton Gardens Y3 Residential to Catalyst Museum Y3 Trip Warrington Art Gallery Y6 Residential to Robin Wood EYFS/Y6 Trip to Victoria Park Y1 Trip Anderton Boat Lift Y6 Trip Bowling Coronation Garden Party Mental Health Awareness Week Business and Enterprise Week French Breakfast
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<p>Parents and carers are fully engaged with their child’s learning</p>	<p>Parental involvement – Throughout the year parents have been involved in the life of the school in the following ways:</p> <table border="1" data-bbox="719 347 1441 544"> <thead> <tr> <th data-bbox="719 347 970 369">Autumn</th> <th data-bbox="970 347 1203 369">Spring</th> <th data-bbox="1203 347 1441 369">Summer</th> </tr> </thead> <tbody> <tr> <td data-bbox="719 369 970 544"> <ul style="list-style-type: none"> • Termly Parent Consultations Meetings FS-Y6 • EWO Parental Meetings • Family Breakfast • Family Stay and Play • Basil Tots • Open afternoon and evenings • Christmas Nativities FS – Y5 • Pensioners Bingo </td> <td data-bbox="970 369 1203 544"> <ul style="list-style-type: none"> • Termly Parent Consultations Meetings FS-Y6 • EWO Parental Meetings • Family Breakfast • Family Stay and Play • Basil Tots • Open afternoon and evenings • <u>Mothers Day</u> assembly </td> <td data-bbox="1203 369 1441 544"> <ul style="list-style-type: none"> • Termly Parent Consultations Meetings FS-Y6 • EWO Parental Meetings • Family Breakfast • Family Stay and Play • Basil Tots • Parent and Public <u>Meeting</u> re: resource base • Enterprise Week <u>Market Place</u> </td> </tr> </tbody> </table>	Autumn	Spring	Summer	<ul style="list-style-type: none"> • Termly Parent Consultations Meetings FS-Y6 • EWO Parental Meetings • Family Breakfast • Family Stay and Play • Basil Tots • Open afternoon and evenings • Christmas Nativities FS – Y5 • Pensioners Bingo 	<ul style="list-style-type: none"> • Termly Parent Consultations Meetings FS-Y6 • EWO Parental Meetings • Family Breakfast • Family Stay and Play • Basil Tots • Open afternoon and evenings • <u>Mothers Day</u> assembly 	<ul style="list-style-type: none"> • Termly Parent Consultations Meetings FS-Y6 • EWO Parental Meetings • Family Breakfast • Family Stay and Play • Basil Tots • Parent and Public <u>Meeting</u> re: resource base • Enterprise Week <u>Market Place</u>
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<ul style="list-style-type: none"> • Termly Parent Consultations Meetings FS-Y6 • EWO Parental Meetings • Family Breakfast • Family Stay and Play • Basil Tots • Open afternoon and evenings • Christmas Nativities FS – Y5 • Pensioners Bingo 	<ul style="list-style-type: none"> • Termly Parent Consultations Meetings FS-Y6 • EWO Parental Meetings • Family Breakfast • Family Stay and Play • Basil Tots • Open afternoon and evenings • <u>Mothers Day</u> assembly 	<ul style="list-style-type: none"> • Termly Parent Consultations Meetings FS-Y6 • EWO Parental Meetings • Family Breakfast • Family Stay and Play • Basil Tots • Parent and Public <u>Meeting</u> re: resource base • Enterprise Week <u>Market Place</u> 					
<p>Develop pupils’ social, emotional and mental health so they fully access all aspects of school life.</p>	<p>BLP principles have continued to be promoted throughout all lessons and children are demonstrating more resilient attitudes. A new value is given each term and discussed in Learning Forum.</p>						
<p>Pupils across school who have poor communication, language and literacy skills from an early start</p>	<p>Pre learning of vocab is part of weekly guided reading sessions and both Humanities and Science lessons including vocabulary relating to science / history and geography.</p> <p>Teaching assistants have delivered Talk Boost, speech and language interventions and NELI and this focuses on use of basic language and word usage</p>						
<p>To reduce persistent absence for PPG children so that they make good progress both educationally and socially</p>	<p>The Family Support Team meet weekly with the EWO to discuss and action any attendance issues within the school. Children identified as potential or actual PA are identified and targeted for interventions with the aim to reduce absenteeism.</p> <p>The school has worked effectively with parents/carers to significantly improve attendance (95.1% July ‘23) and reduce PA (10.1% inc under 5’s July ‘23)</p> <p>School purchase additional involvement from the EWO service. This has included:</p> <p>Weekly Monitoring visits - 36 Meetings with school staff to discuss PA pupils and overall attendance, The Team Around the Child approach was implemented which EWO attends to discuss pupils with attendance issues.</p>						

	<p>7 Families had been through the APM process .</p> <p>8 Target Letters issued to families.</p> <p>25 School attendance meetings</p> <p>7 PNWL issued resulting in 1 family to be prosecuted.</p> <p>1 Prosecution</p> <p>7 Holiday Fines issued</p>
Through the curriculum provide life experiences for pupils	The curriculum has been enhanced through visitors, trip and events including ALTRU drama, children working with an artist, sports week including the fun run, mini police, Halton Health Team, Accent Halton music festival, sports tournaments, Holy Communion, residential trips, musical extravaganza, and visits to the Victoria Park.

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
Oxford Reading Buddy	Oxford University Press
Purple Mash	2Simple
Spelling Shed	Education Shed
GL Assessment	GL Assessment
NFER Hub	NFER
Come and See	Mathew James Publishing
Phonics Play	Phonics Play
Charanga	Charanga
Whiterose Maths	Whiterose Education
Power Maths	Pearson

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 pupils?	

Further information (optional)