



### Pupil Premium Strategy Statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

The pupil premium grant is additional funding given by the Government to publicly fund schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

This funding enables us to ensure that all disadvantaged pupils are provided with a wide range of opportunities and rich experiences to enable them to achieve, thrive and flourish.

### School overview

Detail	Data
Number of pupils in school	St Patrick's Catholic Primary and Nursery VA
Proportion (%) of pupil premium eligible pupils	Main School Only – R – Year 6 185 (08.02.26)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022 - 2026
Date this statement was published	February 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Hannah Stevenson
Pupil premium lead	Hannah Stevenson / Luisa Ferrara
Governor / Trustee lead	Therese Whitehall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,836.99
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£80,836.99

# Part A: Pupil premium strategy plan

## Statement of intent

Every child has the right to learn, thrive, and achieve their full potential in a safe and happy environment.

We will consider any challenges and barriers to learning our vulnerable children face. This includes children with poor attendance, children who have a social worker or are known to social care and those whose lives have been impacted by parental mental health. All activities identified in this strategy will have a positive impact on all pupils, whether they are disadvantaged or not.

When making decisions about the use of Pupil Premium funding, it is essential to consider the specific context of the school and the challenges faced by its community, alongside evidence-based research such as that produced by the Education Endowment Foundation (EEF).

### **St Patrick's School aims for disadvantaged pupils are to:**

- Ensure disadvantaged children have access to high-quality teaching and learning opportunities that meet their individual needs.
- Ensure appropriate provision is made for all vulnerable pupils, including those not eligible for Pupil Premium funding, to support their development.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, both nationally and within the school's own data.
- Enable all disadvantaged pupils to reach or exceed Age-Related Expectations by the end of Year 6, supporting their future success, including achievement in GCSE English and Maths.

Pupil Premium funding at St Patrick's is allocated to provide rich learning experiences that build on pupils' existing knowledge and foster a passion for lifelong learning. The funding also strengthens home-school links, ensures individual needs are met, and supports the development and wellbeing of the whole child.

Funding is allocated using a tiered approach which includes:

- High-quality teaching
- Targeted academic support
- Wider strategies that support readiness to learn

Through targeted additional support, we aim to ensure that every pupil can:

- Improve attainment levels, particularly Pupil Premium boys in maths, reading and writing within focus year groups, so that outcomes are at least in line with girls.
- Continue to diminish differences between the school's attainment outcomes and national averages for Pupil Premium and non-Pupil Premium pupils.
- Access support that promotes regular attendance, welfare, personal development and emotional wellbeing.
- Benefit from equal access to a knowledge-rich and vocabulary-rich curriculum, including enrichment opportunities that enhance cultural capital.

**The current pupil premium strategy plan works towards achieving those objectives by**

- Providing a teaching assistant for periods of time in year groups to specifically target the needs of pupil premium/disadvantaged pupils within class.
- Providing access to a trained Mental Health First Aider/Emotional Literacy Support Assistant (ELSA) to support pupils experiencing both short- and long-term emotional and mental health difficulties. This provision addresses individual needs, builds resilience, and equips pupils with strategies to understand and manage their feelings.
- Providing staffing to facilitate access to additional welfare and personal development opportunities, including chaplaincy provision, Forest School, pupil voice initiatives, play leader training, Eco Warriors, and similar programmes.
- Funding high-quality resources to support teaching and learning across a range of subjects, including maths, music, literacy, art and design, and design technology.
- Funding resources that enhance home–school learning, enabling learning to continue beyond the classroom and strengthening home–school partnerships.
- Providing funding to ensure access to extracurricular educational visits and events, developing pupils’ cultural capital and offering enriching experiences.
- Investing in staff training to support effective, high-quality first teaching, thereby strengthening the quality of teaching and learning, raising attainment, and improving outcomes for pupils.
- In exceptional circumstances, provide short-term financial support for families experiencing hardship, including funded access to breakfast club, after-school provision, and other enrichment opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	Summative data shows that the percentage of pupil premium children who reach the expected standard has been close to average in writing, reading, RWM and above average in maths and SPaG. Data also shows that the gap between school disadvantaged compared to national non-disadvantaged is narrowing. However, assessment data shows that those children reaching the higher standard is lower for our pupil premium when compared to our non-pupil premium children.
2	A proportion of our pupil premium children do not have access to rich and varied life experiences as our non-pupil premium children. This impacts their knowledge of the world. Our work with parents, children and families show that a proportion of our disadvantaged children face challenges around their mental health and wellbeing. This can have a negative impact on their attendance and achievement in school.
3	In the academic Year 2025/2026, 15% of children on roll have a special educational need; 28% are eligible for pupil premium with 22.5% being actual pupil premium recipients; 6% of children are both pupil premium and have special educational needs. Many of these children have complex needs which require adaptations, personalised curriculums or enhanced provision.

4	<p>For some of our Pupil Premium families sustained parental engagement with school is a challenge. We recognise that many parents and carers are working long or irregular hours, often in multiple roles, to manage increasing financial pressures associated with the current cost-of-living climate. These circumstances can understandably limit the time and capacity families have to attend school events, engage in workshops, or support learning at home in the ways they would wish. For some families, financial constraints may also create additional pressures that impact wellbeing and availability, making traditional models of parental engagement less accessible. We are mindful that reduced engagement is not a reflection of aspiration or commitment; many of our Pupil Premium parents have high expectations for their children but face structural barriers linked to employment demands and economic hardship.</p>
5	<p>A further challenge for some of our Pupil Premium pupils is consistent access to high-quality texts at home. Financial pressures linked to the ongoing cost-of-living situation can limit families' ability to purchase books or regularly refresh reading materials. While many households have access to digital devices, the rise in technology has led to increased screen time, which does not always equate to sustained, high-quality reading experiences. In some cases, pupils may spend significant time engaging with short-form digital content rather than developing the stamina and depth of understanding that comes from reading rich, age-appropriate texts.</p> <p>We recognise that this is not a reflection of parental aspiration; many families value reading highly but face practical and financial barriers to building extensive home libraries. As a result, disparities in exposure to vocabulary, background knowledge and literary experiences can emerge over time.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To maintain expected standard outcomes for pupil premium children so they are at least in line with national and improve rates of pupil premium children reaching the higher standard.</p>	<ul style="list-style-type: none"> <li>- KS2 outcomes show that % of pupil premium children reaching the expected standard is in line with national.</li> <li>- A greater percentage of pupil premium children reach the higher standard at the end of KS2. 2024/2025 data showed this was 9% of pupils.</li> <li>- Children receive timely and effective intervention to ensure gaps in knowledge and understanding are closed. A range of strategies are used: targeted in class support, keep-up and catch-up interventions, regular readers and booster groups.</li> </ul>

<p>To ensure all pupil premium children can experience a range of enrichment and extracurricular opportunities during their time at St Patrick's.</p>	<ul style="list-style-type: none"> <li>- A wide range of educational visits, experiences and events are planning within the school calendar.</li> <li>- A wide range of extracurricular activities are available and are well attended by pupil premium children.</li> <li>- All children have access to music tuition</li> <li>- Pupil premium lead tracks attendance of all pupil enrichment opportunities and data shows a growing attendance of pupil premium children.</li> </ul>
<p>To ensure all pupil premium children have access to support to reduce any social, emotional and mental health barriers to learning.</p>	<ul style="list-style-type: none"> <li>- Children who experience social, emotional and mental health difficulties are identified quickly.</li> <li>- Where in class or targeted support does not meet need ELSA support is provided.</li> <li>- Mental Health lead is trained as DSL</li> <li>- All staff are well-trained to support children who are experiencing SEMH difficulties.</li> <li>- Sensory circuits are used across school to support pupils who require support with transition.</li> <li>- Parents are supported by school and external agencies where appropriate.</li> <li>- The school supports wellbeing through a carefully planned PSHE curriculum.</li> <li>- Pupil voice evidence that pupil premium children feel happy and safe in school.</li> </ul>
<p>To further improve and sustain the attendance of pupil premium and those who have been identified as being persistently absent.</p>	<ul style="list-style-type: none"> <li>- Attendance of pupil premium children is high and in line with their non-pupil premium peers.</li> <li>- The rate of persistent absenteeism among disadvantaged children is reduced and is at least in line with non-disadvantaged peers. Currently 10 pupils.</li> <li>- Regular monitoring from SLT, class teachers and EWO to ensure any attendance issues are addressed promptly.</li> <li>- Clear and transparent communication with parents when attendance concerns arise in line with Trust attendance policy.</li> </ul>
<p>To further build on opportunities to engage parents in their child's learning.</p>	<ul style="list-style-type: none"> <li>- Introduction of book look session allow parents to come into school without needing to book a formal appointment.</li> <li>- Use of new social media, Instagram shows growing engagement from parents.</li> <li>- Use of fortnightly newsletter to communicate with parents.</li> </ul>

	<ul style="list-style-type: none"> <li>- Parental voice evidence that parents feel informed by school.</li> </ul>
To continually review school curriculum in line with up-to-date research and ensure the use of high-quality texts and resources.	<ul style="list-style-type: none"> <li>- Review of school's curriculum evidence clear progression and high expectations of all pupils.</li> <li>- Curriculum adaptations document evidence clear thought in ensure all pupils reach their potential.</li> <li>- School library is regularly replenished to continue to develop a love of reading for all pupils.</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62 075.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching Assistant teaching interventions</b> for children to provide academic, social, mental health and emotional support</p> <p><b>£34 572</b></p>	<ul style="list-style-type: none"> <li>• High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research.</li> <li>• Implementation of a CPD programme which focuses on the engagement of pupils and collaborative learning approaches as evidenced as having a positive impact on attainment as evidenced by EEF.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <ul style="list-style-type: none"> <li>• Research indicates that teacher led intervention has greatest impact on progress.</li> <li>• Children who receive regular, small chunks of child focused interventions make more rapid progress.</li> <li>• Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk</li> </ul>	1,2,3

	of under-performing. Therefore, these pupils should receive just as much focus in the use of pupil premium as less academically able pupils.	
<p>Specialist Music Teaching</p> <p>£2497</p> <p>Diocesan Music costs</p> <p>£2000 - pending</p>	<p>Teaching expertise and CPD ensures that teachers have secure subject knowledge to lead to effective, high quality teaching and learning.</p> <p>Singing and music also to support standards and exposure to high quality oracy.</p>	1,2,3,5
<p>Specialist MfL Teaching</p> <p>£2756</p>	<p>Teaching expertise and CPD ensures that teachers have secure subject knowledge to lead to effective, high quality teaching and learning.</p> <p>Children have high quality teaching and learning experiences by specialist teachers.</p> <p>Singing and music also to support standards and exposure to high quality oracy.</p>	1, 5
<p>Support packages for staff including: (also includes elements of CPD)</p> <p>Silver Ed Psych support package £3050</p> <p>Ed Psych Silver £250</p> <p>BST Bronze package 1665</p> <p>Special Educational Network £330</p> <p>Learning Support Silver £1125</p> <p>Silver autism Package £1125</p> <p>Total: £7545</p>	<p>High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research.</p> <ul style="list-style-type: none"> <li>• Implementation of a CPD programme which focuses on the engagement of pupils and collaborative learning approaches as evidenced as having a positive impact on attainment as evidenced by EEF.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <ul style="list-style-type: none"> <li>• Research indicates that teacher led intervention has greatest impact on progress.</li> <li>• Children who receive regular, small chunks of child focused interventions make more rapid progress</li> <li>• Research shows that the most common reason for exclusion is persistent disruptive behaviour.</li> <li>• Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches.</li> </ul>	1, 2, 3, 4, 5

	<ul style="list-style-type: none"> <li>Some pupils require more specialist support to help manage their self-regulation or social and emotional skills.</li> </ul> <p><a href="#">Behaviour interventions   EEF</a></p>	
<p>CPD and Resources to support Teaching and Learning</p> <p>RWI Spelling programme £1400</p> <p>Phonics, reading and Talk4Writing CPD to deliver quality phonics teaching and learning using current scheme in place</p> <p>£6000 CPD</p> <p>Additional CPD and high quality resources to support high quality teaching and learning include:</p> <p>Kapow Art and D&amp;T £897</p> <p>Test base £265</p> <p>Twinkle £215.76</p> <p>White Rose Maths and Science £280</p>	<p>Studies have shown that Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>Targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced these barriers to learning.</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> <p>High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research.</p> <p>Implementation of a CPD programme which focuses on the engagement of pupils and collaborative learning approaches as evidenced as having a positive impact on attainment as evidenced by EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	<p>1,2,3,5</p>

<p>RVI Spelling subscriptions £143</p> <p>Resource budget for classroom and general teaching and learning supplies – Educational Resources: £3504.38</p>		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Staff Support for additional interventions - £34 572 (as noted and accounted for in above section)</b></p> <p>Teacher and Teaching Assistant directed time for provision of Reading, Writing and Maths interventions to increase knowledge and skills and improve attainment of all disadvantaged children.</p> <p>TA directed time on the morning and afternoon in all year groups to support 1:1/small group intervention for reading, writing, maths following AFL during morning sessions.</p>	<p>Research indicates that teacher led intervention has greatest impact on progress. Children who receive regular, short child focused interventions make more rapid progress.</p> <p>Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Therefore, these pupils should receive just as much focus in the use of pupil premium as less academically able pupils.</p> <p>Data from SATs results show that for pupils at the end of KS1 &amp; KS2 there is a gap between those pupils achieving at the expected and higher and others @ RWM particularly boys and disadvantaged.</p>	1, 3, 4
<p><b>Maths resources £145</b></p>	<p>High quality resources provided to support high quality teaching and learning</p>	1

TTRS and Numbots	Maths CPD accessed within to support teaching and learning re. manipulatives Support engagement of parents in enhancing children's learning  Home-school links strengthened in maths	
<b>Wigit Software</b>  £117	High quality resources provided to support high quality teaching and learning for DA pupils requiring adaptative strategies and tailored support linked to communication	3, 5

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

Budgeted cost: £15 048

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>New books and Literacy Resources £500</b>  New books and literacy resources purchased for classrooms to enhance classroom libraries, English reading spine, promote positive reading behaviours and attitudes; support increase in reading attainment overall environments; provide rich, high quality texts and raise profile of reading in school	Data from SATs results show that for pupils at the end of KS2 there is a gap between those pupils achieving at the expected and higher and others @ reading, writing & maths.  Reading is an area of priority for the school and in particular motivating boys to reading.	1,3,4,5
<b>Ed Psych ELSA Support £250</b> Provision of an Emotional Literacy Support Assistant (ELSA) as part of the school's wider tiered mental health system	<ul style="list-style-type: none"> <li>• Research shows that the most common reason for exclusion is persistent disruptive behaviour.</li> <li>• Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches.</li> </ul>	1, 2, 3

<p>to ensure early support.</p> <p>Embedding of in class ELSA strategies so that staff can support children with emotional and behavioural issues..</p>	<ul style="list-style-type: none"> <li>Some pupils require more specialist support to help manage their self-regulation or social and emotional skills.</li> </ul> <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>	
<p><b>Enrichment – Education Visit Subsidy £8000</b></p> <p>Provision of educational visits and transport funded</p> <p><b>Swimming Access £1938</b></p> <p><b>Swimming transport £2200</b></p>	<p>The provision of educational visits funded at a in order for pupils access to benefits and opportunities that might not otherwise be available to them and enhance cultural capital for all children</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Off Site and residential visits are essential for children’s wellbeing and experience and provide memorable and inspirational learning opportunities and enhance teaching and learning</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>1,2, 5</p>
<p><b>Student Rewards £250</b></p>	<p>Children thrive in leadership roles, rewarded with badges and leadership responsibilities</p> <p>Rewards are also purchased as motivators for achievement and reading (reading prizes; class diamonds, housepoints etc)</p>	<p>1, 2</p>
<p><b>Seesaw Online £1910</b></p> <p>Enhancement to technology resources to enable learning to be shared at home, homework set and to strengthen home-school links and parental engagement</p>	<p>Seesaw tool enables learning to be shared at home, homework set and to strengthen home-school links</p> <p>The review undertaken in 2012 (Higgins et al.) by the EEF concluded that positive benefits of technology use for supporting learning have been consistently identified. As well as supporting innovative pedagogies, technologies can make teaching and learning more efficient and/or offer supplementary practice</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</a></p>	<p>1,2,3,4</p>

**Total budgeted cost: £80 836.99**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Quality of Teaching**

Staff voice evidenced an increase in teacher confidence, knowledge and expertise in range of talk-less teaching strategies and TLAC pedagogical strategies.

Book Looks show good levels of age appropriate productivity, pride and well-matched content to curriculum intent documents.

Pupil voice shows that children are aware of the learning objective and how to achieve this lessons, enjoy lessons and know more and remember more, evidencing effective learning.

CSI RE Inspection June 2024: The school was judged to be Outstanding.

#### **IMPACT**

2024-2025 Assessments:

## St Patrick's National Assessment Data 2024-2025

	School Results	Nottingham City Results	National Results
EYFS Good level of Development (GLD)	86.4% of the 22 pupils reached the Good Level of Development	65.3% of all pupils reached <u>the Good</u> Level of Development	68.3% of all pupils reached the GoodLevel of Development
EYFS 17 Early Learning Goals (ELG)	86.4% of all pupils achieved all the 17 Early Learning Goals	64% of all pupils achieved all the 17 Early Learning Goals	66.9% of all pupils achieved all the17 Early Learning Goals
<b>A greater percentage of St Patrick's EYFS Pupils attained the expected outcome in all areas than those in Nottingham City Schools and are in line with Schools Nationally</b>			
Year 1 Phonics Screening	68.2% of the 22 pupils attained the expected standard	76.2% of pupils attained <u>the expected</u> standard	81% of pupils attained the expected standard
Key Stage 2 Year 6 SATs Combined Reading, Writing & Maths	62.5% of the 32 pupils attained the <b>Expected</b> standard 9.4% of the 31 pupils of 32 pupil attained <b>Greater Depth</b>	59.7% of all pupils attained the <b>Expected</b> standard 6.3% of all pupils attained the <b>Greater Depth</b> standard	62% of all pupils attained the <b>Expected</b> standard 8% of all pupils attained the <b>Greater Depth</b>
Key Stage 2 Year 6 SATs Reading	78.1% of the 32 pupils attained the <b>Expected</b> standard	71.2% of all pupils attained the <b>Expected</b> standard	75% of all pupils attained the <b>Expected</b> standard
	21.9% of all pupils attained the <b>Greater Depth</b> standard	26.9% of all pupils attained the <b>Greater Depth</b> standard	33% of all pupils attained the <b>Greater Depth</b> standard
Key Stage 2 Year 6 SATs Writing	78.1% of the 32 pupils attained the <b>Expected</b> standard	70.3% of all pupils attained the <b>Expected</b> standard	72% of all pupils attained the <b>Expected</b> standard
	15.6% of all pupils attained the <b>Greater Depth</b> standard	10.7% of all pupils attained the <b>Greater Depth</b> standard	13% of all pupils attained the <b>Greater Depth</b> standard
Key Stage 2 Year 6 SATs Spelling, Punctuation & Grammar	81.3% of the 32 pupils attained the <u><b>Expected standard</b></u> 25% of all pupils attained the <b>Greater Depth</b> standard	71% of all pupils attained the expectedstandard 23.7% of all pupils attained the <b>Greater Depth</b> standard	73% of all pupils attained the expected standard 30% of all pupils attained the <b>Greater Depth</b> standard
Key Stage 2 Year 6 SATs Maths	84.4% of the 32 pupils attained the <b>Expected</b> standard	69.2% of all pupils attained the <b>Expected</b> standard	74% of all pupils attained the <b>Expected</b> standard
	25% of all pupils attained the <b>Greater Depth</b> standard	28.2% of all pupils attained the <b>Greater Depth</b> standard	26% of all pupils attained the <b>Greater Depth</b> standard
Key Stage 2 Year 6 SATs Science	81.3% of the 3 pupils attained the <b>Expected</b> standard	80.6% of all pupils attained the <b>Expected</b> standard	82% of all pupils attained the <b>Expected</b> standard
<b>A greater percentage of St Patrick's KS 2 Pupils attained the expected outcome in all areas than those in Nottingham City Schools and Schools Nationally</b>			

### **CPD for support staff to ensure high quality teaching and learning**

- Teaching Assistant Lesson CPD and coaching has been provided in previous years and embedded (talk less teaching CPD).
- Intensive interaction training, colourful semantics and Alternative Provision training and early communication training was provided for staff to support with children who have SEND and communication difficulties.
- **Impact:**
  - Staff voice has indicated that practice and confidence has improved following CPD.
  - Learning walks indicate that teaching assistants are able to fully support and challenge the groups they work with and understand how to scaffold and adapt appropriately according to needs.
  - Evidence from learning walks and book looks indicates that colourful semantics and intensive interaction strategies are now part of policy, procedure and provision across the school where necessary.

### **Emotional Literacy Support Assistant**

- Assessment and observations **indicate** that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19 and other related issues.
- As a result of funding spend, a tiered system is now in place to ensure consistency of support for children who have emotional or mental health needs.
- Observations **show** that support provided has reduced the number of behavioural incidents, reduced the risk of exclusion and improved the wellbeing of those children receiving support who are now equipped with strategies to support their health and well-being
- Provision has also included work with parents to provide strategies and solutions for supporting children at home which has **led to** improvement in self-regulation and emotional behaviour in school.

### **Enrichment - residential and visits.**

- All children have accessed local and distanced educational visits to enhance and support learning in the classroom

Pupil voice and Book looks show educational visits have enhanced the knowledge of various curriculum areas

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Phonics	Read Write Inc
English	Talk4Writing

