

# Pupil Premium Strategy Statement 2023/2024

## St John's and St Peter's Church of England Academy

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

**By placing God's love in action at the heart of everything we do, we hope to see our children flourish, our culture transformed, and our community thrive.**

Through high-quality education and an enriching curriculum, we will equip every child with the knowledge and skills they need to overcome challenges and therefore achieve their full potential.

**Our hope is that every child at St John's and St Peter's CE Academy can uniquely contribute to the community and make it a place they are proud to call home.**

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 John's and St Peter's CE Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Board of Trustees
Pupil Premium Lead	Nilam Hullait
Governor / Trustee Lead	Sarah Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,154.00
Recovery premium funding allocation this academic year	£20,590.00
Recovery premium funding carry forward from last academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
School Led tutoring Grant	£0.00
<b>Total budget for this academic year</b>	<b>£225,744.00</b>

## Part A: Pupil Premium strategy plan

### Statement of intent

At St John's & St Peter's CE Academy, we are committed to ensuring every student, regardless of their background, has equal opportunities to succeed and reach their full potential. Our school population consists of approximately 70% of pupils who are eligible for Pupil Premium funding.

This report aims to outline the challenges and obstacles our pupils face and strategies and the impact of these initiatives in supporting our disadvantaged pupils throughout the year.

We place great emphasis on providing and delivering high-quality teaching and learning experiences for all our pupils. We invest in continuous professional development for our teachers to enhance their skills and knowledge in meeting the diverse needs of our pupils, including those from disadvantaged backgrounds.

We recognise the importance of providing a nurturing and inclusive school environment for all our disadvantaged pupils. We have a dedicated support from our Pastoral Care Manager who offers personalised support, mentoring and guidance to help pupils overcome barriers to learning. We promote positive well-being through mentoring programmes, counselling services and collaboration with external agencies to provide additional support when needed.

To ensure that the most vulnerable pupils have the opportunities to realise their full potential following the pandemic we have aligned our strategy with the recovery premium funding. Adopting a whole school approach in supporting disadvantaged pupils is essential as this will instil a sense of collective responsibility among all staff members for their academic outcomes, while raising expectations regarding their capabilities. We want to ensure that our staff challenge, motivate and inspire every pupil, empowering them to achieve their personal best.

We remain committed to utilising the Pupil Premium funding effectively to improve outcomes for our disadvantaged pupils. The strategies outlined in this report demonstrate our dedication to providing

equal opportunities and support for all our pupils, enabling them to thrive academically, socially, and emotionally. We will continue to review and refine our approaches to ensure that every disadvantaged pupil achieves their full potential.

## Challenges

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

Challenge number	Detail of Challenge
1	Narrow range of opportunities outside school; some low-income families find it difficult to afford extra enrichment activities or provide electronic devices (to access home learning). The cost-of-living crisis has further impacted these families financially limiting chances of life experiences outside of school.
2	The cost-of-living crisis has a noticeably more significant impact on the disadvantaged pupils with regards to their well-being and mental health.
3	The pupils who join the school in September enter with low starting points – particularly phonics and reading.
4	% of disadvantaged pupils are further disadvantaged in that they are also on the SEND register therefore at a further risk of underachievement.
5	Parental engagement with the school to support the most vulnerable learners. This includes supporting parents with their well-being, mental health, social interaction, and language acquisition.
6	Maintaining academic successes by continued CPD and strengthening the consistency and the breadth of the curriculum.

## Intended Outcomes

Intended Outcome		Success Criteria
<b>Priority 1</b>	Disadvantaged pupils enjoy a broad curriculum enriched by life and learning experiences otherwise not available to them.	<ul style="list-style-type: none"> <li>• Through participation in a wide range of enrichment opportunities, pupils develop life skills, interests and confidence beyond the classroom enabling them to foster personal growth, social skills and cultural awareness.</li> <li>• Pupils can draw upon their experiences to aid their understanding and knowledge.</li> <li>• Quality of outcomes within the curriculum will improve due to pupils' given opportunities and experience otherwise not available.</li> </ul>
<b>Priority 2</b>	Disadvantaged pupils are better prepared mentally and physically to engage in a rich and diverse curriculum.	<ul style="list-style-type: none"> <li>• Improved attendance of the persistent absentees.</li> <li>• Pastoral support available for pupils with SEMH needs.</li> <li>• Staff CPD allows teachers to easily identify children with SEMH needs.</li> <li>• Promoting physical and mental well being through breakfast clubs/activities which encourage regular exercise, social interaction and healthy eating.</li> <li>• Higher levels of self-confidence and motivation which will support pupils to achieve in all areas of the curriculum.</li> </ul>
<b>Priority 3</b>	Raise phonics and reading attainment	<ul style="list-style-type: none"> <li>• Phonics and reading assessment data for Pupil premium pupils to be in line with national and pupils have the skills required to be confident and successful readers.</li> </ul>
<b>Priority 4</b>	SEND pupils are not disadvantaged when accessing the curriculum	<ul style="list-style-type: none"> <li>• Evidence through staff feedback and pupil voice shows that SEND pupils are engaged in the curriculum for at least 80% of the timetable.</li> <li>• SEND pupils are achieving ambitious targets suitable for specific needs which will enable them to be independent adults.</li> <li>• Interventions and resources are used effectively to maximise pupils' engagement.</li> </ul>
<b>Priority 5</b>	Parents are better equipped to support their children academically and emotionally.	<ul style="list-style-type: none"> <li>• All parents have access to Class Dojo to ensure they have regular communication from the school and class teachers.</li> <li>• Attendance at parent's evenings continues to exceed 80%</li> <li>• Attendance to Inspire workshops to exceed 70%</li> </ul>

<b>Priority 6</b>	To improve outcomes for disadvantage pupils particularly boys.	<ul style="list-style-type: none"> <li>Outcomes for disadvantaged groups especially disadvantaged boys are in line with national average.</li> </ul>
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## Activity in this academic year

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

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

**Budgeted cost: £181,155.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training including refresher training for new and existing staff to deliver high quality lessons and interventions	<ul style="list-style-type: none"> <li>Validation from DFE of 'Little Wandle' as an effective scheme.</li> <li>Thorough training with continuous assessment half-termly to embed and secure staff knowledge and understanding</li> </ul>	3 & 6
To continue to develop quality first teaching through ongoing CPD. Instructional coaching, will impact positively on staff morale as well as the quality of teaching and learning.	<p>Tom Sherrington – Walkthru's <i>Instructional coaching - EEF – Education Week.</i> <i>Teaching WalkThrus: Five-step guides to instructional coaching by Tom Sherrington and Oliver Caviglioli</i></p> <ul style="list-style-type: none"> <li>A research based professional development to establish consistency across the school. Shared understanding and language around teaching and learning which is linked to a tiered approach to managing behaviour and therefore improving pupil outcomes.</li> </ul>	6
Provision and accessibility of educational visits and other well-being trips	<ul style="list-style-type: none"> <li>Broad and balanced curriculum as emphasised by OFSTED</li> <li>Positive impact on mental health</li> <li>Greater preparedness for learning and engagement</li> </ul>	1 & 5

	<ul style="list-style-type: none"> <li>Increased cultural capital with transferable knowledge and skills</li> </ul>	
Internal and external specialist training/CPD for middle and others	<ul style="list-style-type: none"> <li>School uses the most up to date research and adapts to changes in education.</li> <li>Children receiving high quality teaching which has a direct impact on attainment and knowledge</li> </ul>	6
Pastoral Care Manager	<ul style="list-style-type: none"> <li>Pastoral support around behaviour and SEMH can improve children's overall wellbeing and ability to access learning once barriers have been removed.</li> <li>Research shows that good quality support and intervention can enable children to make progress.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviourinterventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviourinterventions/</a></p>	1,2 & 5
Support for Early Years Foundation Stage from an experienced Early Years Practitioner as well CPD to enhance the environment, improve teaching and learning to ensure that children get the best start.	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a></p> <ul style="list-style-type: none"> <li>There is good evidence of the importance of early years education on a range of outcomes, and particularly for children from low-income families.</li> <li>High-quality provision is likely to be characterised by positive, purposeful interactions between staff and children; activities that support children's language development; the development of early number concepts, and self-regulation.</li> </ul>	3, 5 & 6
Further links between curriculum subjects and reading books, including the development the school library	<ul style="list-style-type: none"> <li>Reading areas have a positive impact on pupil performance; they develop good reading habits; develop the concepts of reading for pleasure or research. (The Reading Framework, July 2021)</li> </ul>	3, 5 & 6
Pupil progress meetings will be held termly and there will be a key focus on identifying attainment and progress of the disadvantaged pupils.	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <ul style="list-style-type: none"> <li>Pupil Progress meetings will include monitoring and provision of strategies and outcomes for disadvantaged pupils.</li> <li>Pupil's learning gaps will be identified and those in risk of falling behind will be quickly identified so they are supported with targeted interventions.</li> <li>Small group tuition will be planned strategically across school through a rigorous monitoring of pupil's attainment and progress data in pupil progress meetings.</li> </ul>	3 & 5

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

**Budgeted cost: £25,863.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Phonics – focus on early reading and rigorous phonics.</p> <p>Direct phonics interventions for pupils in Key Stage 1 not on track to achieve expected standard will be provided targeted interventions.</p>	<ul style="list-style-type: none"> <li>• EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read.</li> <li>• ‘Little Wandle’ will continue to provide consistency in the teaching of phonics across the school. All new staff will be trained on the new scheme.</li> <li>• The scheme is matched with the school’s reading scheme (Big Cat Phonics) -recommended by Little Wandle Phonics scheme.</li> <li>• KS2 children who had not previously passed the phonics screening check or those who are EAL closing the gap through the delivery of this programme</li> </ul>	3
<p>Rigorous assessment and appropriate provision for SEND and bottom 20% of pupils</p>	<ul style="list-style-type: none"> <li>• The bottom 20% of pupils in each year group need 1:1 or small group interventions to allow them to catch up with their peers.</li> <li>• EAL pupils target for rapid intervention to access curriculum through regular interventions.</li> <li>• Staff trained to deliver high quality interventions to support children’s learning.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	4 & 6
<p>High quality, broad and ambitious curriculum planned for and delivered across the school</p>	<ul style="list-style-type: none"> <li>• Subject Leads will plan high quality lessons alongside class teachers. Evidence in book looks, pupil voice, data and coaching sessions.</li> <li>• Senior Leaders to support and guide teachers.</li> <li>• Subject Leads have detailed action plans to support class teachers with resources and that these enhance the teaching and learning experiences of pupils.</li> </ul>	6
<p>To continue with Nuffield Language Early Language Intervention (NELI).</p>	<ul style="list-style-type: none"> <li>• The Nuffield Early Language Intervention is designed to improve the language skills of Reception pupils with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early year’s practitioner.</li> </ul>	3 & 6

Speech and language interventions.	<ul style="list-style-type: none"> <li>External support through speech and language interventions to target specific pupils and on-going speech and language interventions in class.</li> </ul>	3 & 6
Tutor will deliver one-to-one/group targeted interventions with targeted pupils falling behind age related expectations identified through pupil progress meetings.	<ul style="list-style-type: none"> <li>Some pupils may require additional support alongside high-quality teaching to make good progress. The evidence indicates that small group and one to one intervention's can be a powerful tool for supporting these pupils when they are used carefully.</li> <li>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.</li> <li>Evidence can help to support schools' decisions around which interventions to adopt in their setting. Where schools deliver one to one or small group tuition, they should consider factors that are typically associated with positive learning outcomes</li> </ul>	3, 4 & 6

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

**Budgeted cost: £19,098.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional well being and behavioural support delivered through outdoor learning	<ul style="list-style-type: none"> <li>Low self esteem in some disadvantaged pupils and the need to encourage and instil confidence and resilience outside of the classroom environment.</li> <li>Research suggests that outdoor learning improves academic performance and supports life skills such as self-motivation and teamwork.</li> </ul>	1, 2 & 5
Social activities to engage with parents and build strong relationships between home and school	<ul style="list-style-type: none"> <li>Research suggests that supporting parents and getting them to engage with the school through supporting their own well-being and knowledge and understanding of their child's learning has an impact on the child and can close the attainment gap by 4 months compared to those who do not engage.</li> </ul>	1,2 & 5



<p>Vulnerable children to be highlighted and supported through contact with the Educational Psychologist, School Nurse and other external agencies.</p>	<ul style="list-style-type: none"> <li>• EEF; Behaviour &amp; Intervention, Social &amp; Emotional Learning</li> <li>• EEF Tiered approach – Wider Strategies</li> <li>• This approach has a positive impact, on average, of 4 months additional progress in academic activities over the course of the academic year. Toolkit focus primarily on academic outcomes, but it is important to consider other benefits of social and emotional interventions. Being able to manage emotions will be beneficial to children and young people.</li> </ul>	<p>1, 2 &amp; 5</p>
<p>Pastoral support including well-being, mental health for and attendance for pupils.</p>	<ul style="list-style-type: none"> <li>• Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Additionally, they have an average overall impact of four months additional progress on attainment.</li> <li>• Evidence suggests that children from disadvantaged backgrounds have on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional skills are linked with poorer mental health and lower academic attainment.</li> <li>• Social and emotional interventions in education are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</li> <li>• Impact of Pastoral Care Manager has shown consistence maintenance of attendance levels in line with national.</li> </ul>	<p>1, 2 &amp; 5</p>
<p>Mentors deliver emotional and behavioural support to identified disadvantaged children</p>	<ul style="list-style-type: none"> <li>• Need for additional support following 3 houses assessments at the start of each term.</li> <li>• Use of immediate behaviour reporting software – CPOMS, allows key staff to provide timely intervention to maintain high standards of behaviour.</li> </ul>	<p>1, 2 &amp; 5</p>
<p>To ensure that the disadvantaged pupils are given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences</p>	<p>Education Endowment Trust Toolkit EEF Arts Participation (April 2018)</p> <ul style="list-style-type: none"> <li>• The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics, and science. Benefits have been found in primary schools, some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of</li> </ul>	<p>1,2,5 &amp; 6</p>

	<p>a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Provision of a range of initiatives to extend children’s experiences.</p> <p><a href="http://www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</a></p>	
<p>Pastoral Care Manager to ensure that parents are made aware of expected levels of attendance when they fall below 90%. Any child below 95% attendance to be monitored.</p>	<ul style="list-style-type: none"> <li>• National research illustrates that children with lower attendance do not perform as well as students with a higher overall attendance percentage. Students who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively.</li> <li>• Children who are of an ongoing or increasing concern will be monitored and actions put in place to support their attendance, including support from relevant external agencies.</li> </ul>	
<p>Re-establishing the use of the library and introducing high quality texts.</p>	<ul style="list-style-type: none"> <li>• The Reading Framework (July 2021) suggests children could be involved in returning books to a central library.</li> <li>• Children will have access to good quality texts to read in class and books to take home to read.</li> </ul>	3
<p>All children are given the opportunity to participate in after school clubs which enhance and broaden the curriculum and their learning experiences.</p>	<p><a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a> - Nuffield Foundation Research – the value of after school clubs for disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Taking part in after school clubs is thought to have a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.</li> </ul>	1 & 2
<p>Therapy Dog</p>	<p><a href="https://www.bbc.co.uk/news/education-47655600">https://www.bbc.co.uk/news/education-47655600</a></p> <p>Numerous research studies have shown the benefits of therapy dogs in schools. Therapy dogs have been working in schools for the past 5 years across the UK, however, they have been commonplace in schools in the USA and Australia for many years. Evidence indicates that benefits include:</p> <ul style="list-style-type: none"> <li>• <b>Cognitive</b> – companionship with a dog stimulates memory, problem-solving and game-playing. Encouraging expression, participation, and shared attention.</li> <li>• <b>Social</b> – a dog provides a positive mutual topic for discussion, encourages responsibility, wellbeing, and focused interaction with others. Encouraging respect and thereby improving students’ relationships with each other, parents, and teachers.</li> <li>• <b>Emotional</b> – a school dog improves self-esteem, acceptance from others and lifts mood, often provoking laughter, and fun. Dogs can also teach compassion and</li> </ul>	1, 2 & 5

	<p>respect for other living things as well as relieving anxiety. Improved behaviour, attendance and concentration, reduced stress, and improved self-esteem.</p> <ul style="list-style-type: none"> <li>• <b>Physical</b> – interaction with animals reduces blood pressure, provides tactile stimulation, gives motivation to move and stimulates the senses.</li> <li>• <b>Environmental</b> – a dog in a school increases the sense of a family environment, with all of the above benefits continuing long after the school day is over.</li> </ul>	
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**Total budgeted cost: £226,116.00**

## 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.

Pupil Premium Target	Impact of Pupil Premium Funding	Next Steps
<b>To improve oral language skills and gaps among the disadvantaged pupils which will improve attainment in reading.</b>	<ul style="list-style-type: none"> <li>• NELI, the language and vocabulary intervention has been targeted at some of our Reception pupils. GLD for communication &amp; language was close to national average.</li> <li>• Phonics catch up interventions</li> <li>• With an EAL lead in place this year, she has been able to target those pupils who have limited English and have been assessed at Band 5. EAL outcomes at the end of KS2 are above National Average or in line with National Average across RW&amp;M.</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of these interventions has been positive and that the school will continue to focus on developing and improving the language skills and vocabulary for our disadvantaged pupils.</li> </ul>
<b>To improve reading for Key Stage 1 and Key Stage 2 for the disadvantage pupils.</b>	<ul style="list-style-type: none"> <li>• Reading outcomes at the end of KS2 for disadvantaged pupils was in-line with national Average with average progress of +2.50 compared to local of -0.24. #</li> <li>• Reading outcomes at the end of KS1 was 40% well below the National average. This cohort had children with high complex needs as well as new joiners with EAL. Where pupils with SEND needs are taken out of the data the outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining quality teaching and interventions – through regular monitoring, coaching and sharing updates.</li> <li>• Develop the use of the library – a place where children visit regularly to replenish classroom reading books, read for</li> </ul>

	<p>for disadvantaged pupils in reading is well above National Average.</p> <ul style="list-style-type: none"> <li>• Phonics check for disadvantaged pupils in line with National average.</li> <li>• New Books for library and quality home reading texts</li> <li>• Reading for pleasure at the end of the day</li> <li>• Quality training for staff to ensure consistency when delivering reading sessions each morning.</li> <li>• Class sets of reading texts to develop reading fluency, word comprehension and reading stamina</li> <li>• New, engaging, up-to-date books have replaced the old stock for guided reading sessions</li> </ul>	<p>pleasure, explore and discuss stories/authors.</p>
<p><b>To narrow the gap between the disadvantaged SEND who are working in the bottom 20% compared to their peers in all areas.</b></p>	<ul style="list-style-type: none"> <li>• Accurate assessments using phonics tracker.</li> <li>• Robust rapid catch-up reading intervention programme</li> <li>• Training for all staff (to deliver quality reading interventions)</li> <li>• Reading resources and digital resources to ensure good pace and consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all staff are trained to deliver reading interventions consistently</li> <li>• Monitoring and timetabling to ensure that we maintain quality teaching and interventions</li> <li>• More rigour with pupils progress meetings to identify those pupils who are disadvantaged with SEND to track progress and identify barriers to learning</li> <li>• Supporting class teachers on strategies they can plan for and assess SEND pupils.</li> </ul>
<p><b>To achieve and sustain improved behaviour and well-being for all pupils, particularly our disadvantaged pupils,</b></p>	<ul style="list-style-type: none"> <li>• The external agencies have been working with The Pastoral Care Manager and SENDCo have been working closely with the external agencies to identify those pupils who need support with their social and emotional well-being. Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• The school will continue to work closely with the external agencies and sign-post pupils who need support swiftly and ensure that all safeguarding policies and</li> </ul>

<p><b>through a clear and consistent behaviour policy across the school and working with external agencies</b></p>	<p>with SEND have been identified and SSP's &amp; EHCP plans have been put in place. The impact of this has allowed pupils with these needs to manage their behaviour and emotions to allow them better to access their learning.</p> <ul style="list-style-type: none"> <li>• The new behaviour policy launched this academic year has been effective in managing behaviour across the school and allowed for consistent strategies across the school and this has been a positive step towards effective teaching and learning to take place.</li> <li>• The Pastoral Care Manager has now completed the NPQ Behaviour &amp; culture course and the Mental Health Lead course which has allowed her to develop interventions to support pupils to manage their emotions and how they can use these different strategies to work effectively with their peers, teachers, family and the community.</li> <li>• The Pastoral Care Manager has been working closely with those families where punctuality and attendance has been highlighted as a concern. Through various strategies including Early Help support and Fast Track there has been an improvement in their attendance. Attendance for non-disadvantaged pupils 93.5% compared to the schools non-disadvantaged at 92.4%.</li> </ul>	<p>procedures are followed and to ensure all staff where necessary are consulted on pupil concerns and well-being.</p> <ul style="list-style-type: none"> <li>• The Pastoral Care Manager will continue to ensure attendance is close or above to National Average and will continue to work with families where attendance is of a concern.</li> </ul>
<p><b>To ensure all disadvantaged pupils are given the skills to access the main and wider curriculum alongside enrichment activities to build on the same experiences</b></p>	<ul style="list-style-type: none"> <li>• The school has provided opportunities that are planned into the daily school curriculum to include music, sports and dance. Pupils are also given opportunities to take part in the extra-curricular activities after school which include martial arts, football, vigour boarding, art. Opportunities are also built into the curriculum to</li> </ul>	<ul style="list-style-type: none"> <li>• The school will continue to provide extra-curricular activities to all our disadvantaged pupils next year.</li> <li>• The school has been subsidising towards the costs of these activities and going forward with</li> </ul>

<p><b>as their non-disadvantaged peers</b></p>	<p>allow them to compete with other schools in the area including basketball and football. Some of our girls have also taken part in football competitions and this is something we want to encourage in the future.</p> <ul style="list-style-type: none"> <li>• These extra-curricular activities have enabled our pupils to develop their characters and have become more resilient and independent. We hope that our pupils continue to build and develop on these skills so that they can boost their self-esteem and confidence.</li> </ul>	<p>will have to set budgets for costings to the school and how much we charge for these clubs.</p>
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## Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Ltd
Little Wandle	Harper Collins
Walkthrus	John Catt Educational Ltd
No Nonsense Spelling	Babcock LDP Primary English Team
Jigsaw	Jigsaw
Forward Thinking Counselling Services	