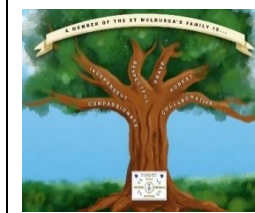




As St. Walburga's school family we walk in the footsteps of Jesus by ...

- welcoming all
- learning to be the best we can
- joining together in prayer
- serving God and one another



Pupil Premium Strategy 2023-24

Summary information							
Total number of children on roll: 414		Total number of children on roll entitled to: 37 (8.9%)		Total PP budget: £39,620.00 (01.04.23- 31.03.24)	Date of this strategy: Sept 2023		
Total number of pupils eligible for Free School Meals (FSM) funding	27 £39,285	Number of pupils eligible for Forces Funding	1 £335	Number of pupils eligible for Adopted From Care (AFC) Premium	0 £0	Date for next internal review of this strategy	Jan 2024 April 2024 July 2024
Total number of pupils eligible for the PPG also on the SEN register		7 (18.9%)		Total number of pupils eligible for the PPG with English as an Additional Language		9 (24.3%)	

Our aim and strategy

At St Walburga's Catholic Primary School, our aim is to target and strategically use the Pupil Premium Grant to support us in providing a learning environment that enables all individuals to realise their full potential, regardless of their social or economic background or academic starting point. We strive for a caring community, within an atmosphere of friendship and understanding, that gives time and thought to valuing each and every individual for their uniqueness. To ensure our Pupil Premium funding is spent in the most effective way, we have adopted the Education Endowment Fund's evidence-based tier approach:

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistant can provide targeted academic support, including to link structured one-to-one or small group intervention classroom reaching, is likely to be a key component of an effective pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support. While many barriers may be common between schools, it is also likely that specific features of the community each school serves will affect spending in this category.



For more information on the background of this approach, visit: [Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Pupil-Premium-Guidance-iPDF.pdf)

Effective approaches to improve outcomes for disadvantaged pupils

From research, we know that schools that are most effective in improving outcomes for disadvantaged pupils use evidence about what makes a real difference. To improve outcomes for our disadvantaged pupils, school leaders will work with colleagues to:

- Target the funding well from the outset, being responsive and flexible to individual needs.
- Use progress data and information effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.
- Use effective intervention strategies to improve achievement in English and maths.
- Ensure that well trained staff help raise standards for all pupils.
- Identify and minimise the barriers to learning achievement, regularly reviewing the circumstances effecting the learning of individuals.
- Actively involve the governing body in decision making processes and the monitoring and evaluation of effective Pupil Premium spend.
- Make the achievement of pupils eligible for Pupil Premium funding their number one priority.
- Use research evidence, including The Sutton Trust and Education Endowment Foundation (EEF) Toolkits to inform spending decisions.
- Take a whole school approach to quality first teaching, which sets high aspirations for all pupils.
- Recognise that disadvantaged pupils are not a homogenous group and whilst children may face similar challenges, it is vital to identify each individual's barriers to learning.
- Use different approaches for groups or individual's barriers to learning, depending on identified need.
- Ensure every member of staff knows who disadvantaged pupils are and takes an interest in their success.
- Have a designated Pupil Premium Champion (SENCo) who undertakes regular research on effective strategies, analyses the impact of spending, and supports staff while holding them to account for pupil outcomes.
- Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- Effectively monitor and evaluate the impact of spending in improving outcomes for pupils.

What do we consider when making decisions about the most effective strategies to improve outcomes for disadvantaged pupils?

School leaders and governors take an evidence-based approach to selecting the most effective strategies to improve outcomes. The following questions are used to guide professional dialogue and planning of the PPG spending:

How well are our disadvantaged pupils achieving? *Where are the current gaps in attainment and progress, both within school and compared to national averages? Does the child have additional learning needs that need to be assessed?*

What are the barriers to learning for our disadvantaged pupils? *Only when all the barriers are known and understood can we define outcomes, success criteria and the approaches which will help overcome them. We recognise that each pupil's circumstance is unique and we look at the individual barriers for the child.*

What are our desired outcomes for pupils? *Important outcomes which will lead to improved attainment for our disadvantaged pupils include: increasing rates of progress; improving attendance; improving family engagement; developing skills and personal qualities to build emotional resilience; and extending opportunities.*

How will success be measured? *For each desired outcome, we will decide how success will be measured and set ambitious targets as well as ensuring that school leaders and governors are committed to the challenge of achieving them.*

Which approaches will produce these outcomes? *Is it a teaching approach, targeted academic support, or is a wider strategy needed? What staff training is needed? How can we get the balance right between short-term and long-term approaches, as well as between whole school and targeted strategies?*

Which approaches are effective and which aren't? *We will regularly evaluate our strategies by focusing on the success criteria and asking: Are the chosen strategies impacting on improved outcomes? Can we make improvements? What else can be done? What needs to be done differently?*

Possible barriers to future achievement and desired outcomes

A – Pupils’ self-esteem and perceptions of themselves as learners

Teachers identify that the majority of pupil premium children who are not making expected progress also require, as a primary need, nurture support to raise their self-esteem before they can begin to see themselves as being successful learners. In 2021/22 there is a continued focus on learning behaviours, alongside the whole school priority of supporting pupils’ mental health and well-being and the introduction of a new PSHE scheme.

The desired outcome is that pupil perceptions of themselves improve as learners and as a result they are more engaged in the learning process, can identify, in an age appropriate way, their strengths and what they need to improve at. As a result, greater proportions make expected or better than expected progress.

B – Pupil aspirations and access to wider opportunities

Attitudes to learning and discussions with pupils eligible for Pupil Premium show that some do not have high aspirations for the future or more often they do not have an understanding of what they could do in the adult world. Using school events to raise awareness of career choices, jobs in the community will support this e.g. parent visitors to talk about the jobs they do. In 2020/21, the strategy of speaking to parents of identified children face to face or over the phone before the club bookings go live will be used to ensure that PP pupils have the opportunity to attend at least one club each term that they are interested in. Funding is allocated through this strategy to ensure that all pupils can benefit from school trips, visits, residential and other school events.

The desired outcome is that pupils engage in activities as part of the school community, as well as activities and clubs outside school hours. As a result, pupils will engage in conversations about future aspirations with a wide range of choices, recognising the options that they aren’t interested in, alongside the ones that inspire them to achieve.

C – Oral language skills of children coming into Reception and Year 1

Data suggests that disadvantaged pupils entering school have skills below that expected for their age, particularly in the strand of communication and language. This impacts on their development in other areas such as personal, social and emotional development. Identified speech and language needs have increased in EYFS in the last three years. The SENCO refers pupils early to the Speech and Language services. In 2019/20 -2020/21, the school invested in a number of speech and language based courses, including: sign-a-long; PECS, intensive interaction, PEIC-D, Speech Sound Production, and ELKLAN Language Builders. In addition to this, the school began taking part in the Language Link Study (this has been put on hold due to the coronavirus pandemic). In 2021/22, Reception TAs will undertake the Nuffield Early Language Intervention training to provided early, targeted and evidence-based support.

The desired outcome would be that assessment information shows that identified pupils make accelerated progress in the areas of communication and language which positively impacts on their wider achievement.

D – Have Special Education Needs or their families are receiving additional support

NASEN’s ‘The Pupil Premium’ states that ‘there is an established link between SEN and deprivation and it is estimated that 30% of pupils with SEN will benefit from pupil premium’. In order to recognise and support this overlap, the SENCO is also responsible for monitoring progress of all pupil premium children in addition to supporting and addressing needs relating to SEN for these children. Training events are arranged in order to ensure that adults working with children with specific needs and difficulties are able to support the child fully. Outreach is sought through a number of outside agencies, including BOOST and Educational Psychologists.

The desired outcome is to accelerate the progress of pupil premium pupils who also have Special Educational Needs so that they make similar, or accelerated, rates of progress to their peers.

E – Require additional nurture support in school to allow them to focus on learning

The school continues to employ two ELSA trained staff who work with identified children across the school on a range of nurture support tailored to individual children’s needs. In addition, the PSW is an invaluable support for the wider family of identified children. The school also runs a RAINBOWS group each term with an average ratio of 3:6; the school is looking to increase the number of groups we can offer at one time.

The desired outcome is that pupils and parents are positive about the timely support they receive and can identify the difference it makes. Teachers identify the positive impact of nurture support on pupils’ well-being, behaviour and learning. Assessment information, including work in books shows that pupils can focus on learning and are making good progress.

F – Does not read regularly at home and need additional in-school support to complete home learning tasks

Monitoring of home reading records show that a number of children that are inconsistent with or do not read at home are those eligible for pupil premium. This is also the case for home learning completion. School reading events will be targeted at specific parents and additional support in school given. In the summer, reading packs will be created for Pupil Premium pupils, including the use of a reading challenge. In addition to this, there is a whole school focus on enhancing the reading curriculum and promoting reading for pleasure.

The desired impact is that identified pupils show positive attitudes to reading and talk with excitement about the books they have read.

Planned expenditure					
1 Teaching					
Intent Desired outcome	Implementation Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review impact/ implementation?
<p>The school has a robust strategy which supports pupil's mental health and wellbeing.</p> <p><i>Specific Link to Barrier: A, D and E</i></p>	<p>Whole school priority of further developing provision for support children's mental health and wellbeing.</p> <p>Staff wellbeing advocates trained to support identified need across phases.</p> <p>Continued use of SCARF and PHRE.</p> <p>School will work to achieve United Against Bullying Silver School status.</p>	<p>Increasing evidence of mental health conditions recognised in young people.</p> <p>'When young people have good emotional and mental health their engagement in academic learning increases.'</p> <p><i>(Mental Health and Wellbeing: Towards a Whole School Approach, CofE Education Office)</i></p>	<p>PHRE subject leader leads the whole school priority with a link governor.</p> <p>Recognition of importance of PHRE with its own subject book.</p> <p>PHRE lead to work closely with RE subject leader to embed ethos.</p> <p>Evaluations of targeted support to identified pupils.</p>	<p>RSE subject leader</p> <p>Anti-bully teacher</p>	<p>March 2024</p>
<p>PP pupils are enthusiastic about their learning. They talk confidently about their strengths and have realistic and accurate views on the areas they need to work on.</p> <p><i>Specific Link to Barrier: A</i></p>	<p>Building on understanding of Growth Mindset, develop meta-cognition and self-regulation strategies across all classes.</p> <p>Further embedding the school's – focus on examples of how the Learning Values are used by the children, helping them recognise them in their everyday learning.</p>	<p>EEF and other research shows the potential high impact, low cost of Growth Mindset.</p> <p><i>EEF toolkit evidence: metacognition +7 months</i></p>	<p>Learning Values will be regularly referenced across the curriculum and awards given n recognition.</p> <p>Learning Values with displays in every class.</p> <p>Each half term to focus on a different Learning Value.</p> <p>KS1 leader oversees learning behaviours across school</p>	<p>HT, SENCo and KS1 leader</p>	<p>Each half term</p>
<p>The school has high standards of grammar, punctuation and spelling in all subjects and all books.</p> <p>PP pupils receive timely and purposeful feedback and are able to act on this to improve their work.</p> <p><i>Specific Link to Barrier: A</i></p>	<p>Marking and feedback systems across the school based on current research.</p> <p>Introduction of new English marking scheme.</p> <p>All books will have the marking code at the front.</p>	<p>Initial feedback from teachers and pupils has been that the greater focus on verbal feedback is having a positive impact on PP pupils.</p> <p><i>EEF toolkit evidence: Feedback +8 months</i></p>	<p>Monitoring of marking in books against pupil work to evaluate the impact on progress.</p> <p>Additional training and support for new members of staff.</p>	<p>HT</p> <p>DHT</p> <p>Marking and feedback lead</p> <p>Writing leader</p>	<p>Jan 2023</p>
<p>Teachers are planning for the needs and learning styles of individual pupils.</p> <p><i>Specific Link to Barrier: A and D</i></p>	<p>Staff training and staff meetings on inclusive strategies and team teach/lesson studies focusing on inclusive strategies.</p> <p>Refresh teacher and TA communication and planning time to</p>	<p>EEF evidence shows that where TAs are most effective, they are well-trained, effectively directed and support pupils independent learning skills (MITA).</p> <p><i>EEF review of MITA summer 21 (to be published in Autumn 2021)</i></p>	<p>Staff meeting to revisit MPTA and MITA training from 2019/2020.</p> <p>TA performance management</p> <p>Teacher performance management</p> <p>Monitoring of impact through lesson observations and assessment monitoring.</p>	<p>HT, DHT, SENCO</p>	<p>Termly</p>

	<p>maximise the impact of support on pupil outcomes. Ongoing use of MITA and MPTA</p>	<p><i>EEF 'Making the Best Use of Teaching Assistance Guidance'</i></p>	<p>Intervention/Booster timetables Whole school outreach training Outreach support will be sought for individuals and groups.</p>		
<p>Accelerated progress of identified PP pupils so more make expected progress in reading and writing.</p> <p><i>Specific Link to Barrier: F</i></p>	<p>Continue development of a text-based approach so that better connections are made in the teaching of reading and writing. Focus on use of real texts to increase reading attitudes of PP pupils, particularly in KS2. Whole school focus on explicit teaching and promotion of ambitious vocabulary to support comprehending of texts. Continued use of discreet vocabulary lessons and vocab wall. Use of engaging book corners in all classrooms. High quality texts for class story, topic, and guided reading – continued development of KS2 Reading scheme Class reading challenges Implementation of new writing scheme tailored to the school's own context. Introduction and consistent use of new English marking. Interventions where appropriate.</p>	<p>Monitoring of pupil engagement in reading shows that some PP pupils are not reading regularly at home. One barrier to comprehension for PP pupils when reading is the understanding of unfamiliar vocabulary. There are multiple benefits that reading can have on a child's development, including: assisted cognitive development; developing empathy; gaining deeper understanding; building stronger relationships. Reading for pleasure can also benefit the child's wellbeing and their mental health. <i>(Book Trust- A review of behavioural and brain development in early years: the "toolkit" for later book-related skills'</i> A 2012 study by the <i>National Literacy Trust</i> found that young people who read outside the classroom everyday were 13 times more likely to read above the expected level for their age.</p>	<p>Monitoring of pupil reading attitudes and engagement in reading at home. Break down of curriculum skills for both reading and writing by subject leaders. Monitoring of impact through lesson observations and assessment monitoring. Monitoring of PP children's reading and comprehension ages. Book looks reviewing new English marking Staff meeting to discuss and review writing to take place throughout the year.</p>	<p>Reading subject leader Writing leader</p>	<p>Termly</p>
<p>PP pupils have a good understanding of language and communicate effectively.</p> <p><i>Specific Link to Barrier: C</i></p>	<p>Ongoing CPD for EYFS and Year 1 adults so that we can move towards a Total Communication Approach, ensuring that the language gap is closed as early as possible. Third year of using the Nuffield Early Language Intervention Programme (NELI)</p>	<p>EEF research shows that oral language skills, the foundations of which developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged counterparts. Early intervention has great potential to narrow this gap. <i>EEF toolkit evidence: NELI +3 months</i></p>	<p>Targeted NELI sessions timetabled into the EYFS day and children identified early. All training to continue to be incorporated into a Total Communication Approach. SENCo to complete observations of environment</p>	<p>SENCo EYFS lead</p>	<p>Termly</p>

<p>PP pupils will engage in conversations about future aspirations with a wide range of choices, recognising the options that they aren't interested in, alongside the ones that inspire them to achieve.</p> <p><i>Specific Link to Barrier: B</i></p>	<p>A wide range of activities will be organised throughout the school year to raise awareness to future career choices, e.g. Dream Job Day, author visits, Sowing the Seed, No Pen Day, School will offer a wide choice of extra-curricular activities, both before, after, and during school. The breadth of extra-curricular clubs will span the musical, artistic, social, and sporting domains.</p> <p>A designated UPR teacher will develop strategies to support children's understanding of how their learning will help them to aspire to their chosen career.</p>	<p><i>An unequal playing field: Extra-curricular activities, soft skills and social mobility</i> report shows that extra-curricular activities give young people the confidence to interact socially with others, extend their friendship groups, and provide them with new skills and abilities. It has also found a strong link between this activities and educational outcomes as well as other positive outcomes, such as social skills.</p> <p>Research, such as that by <i>Nabil Khattab (2015)</i>, suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives.</p>	<p>Clubs will be on offer for before school and after school.</p> <p>Music tuition will be available during the school day.</p> <p>Teachers and TAs will be given opportunity to lead clubs of their own interest.</p> <p>Clubs from outside agencies will be hosted in school.</p> <p>SLT will monitor range of activities on offer throughout the school year to ensure breadth of extra-curricular activities.</p> <p>PP children will be offered first choice of clubs</p> <p>Parents will be invited to partake in Dream Job Day to share their experiences.</p> <p>Subject leaders will actively seek opportunities to engage outside agencies and school visitors.</p>	<p>HT, DHT & SENCO</p>	<p>At the beginning of each term</p>
<p>PP pupils will make more than expected progress in maths, reaching the expected standard and above.</p> <p><i>Specific Link to Barrier: A, D and E</i></p>	<p>Staff training and staff meetings on inclusive strategies and team teach/lesson studies focusing on inclusive strategies.</p> <p>Use of Mastering Number in Key Stage One</p> <p>Use of Fluent in Five in Key Stage 2</p> <p>Catch Up Numeracy for those that require booster sessions</p> <p>Teaching of specific maths vocabulary</p> <p>Ongoing use of MITA and MPTA</p> <p>All staff will be made aware of the PP profile in school and regularly updated</p>	<p>St Walburga's data from July 2023 indicated that 86% of PP children achieved the expected standard in maths, with only 14% reaching the greater depth standard. While 98% on non-PP met the expected standard, with 58% of non-PP achieving the greater depth standard.</p>	<p>Monitoring of standardised scores</p> <p>Book looks</p> <p>Progress review meetings</p> <p>Pupil conferencing</p> <p>Number ages</p> <p>Timetabled interventions</p>	<p>HT, DHT, SENCO & Maths leader</p> <p>Reading subject leader</p>	<p>Termly</p>

2 Targeted academic support					
Intent Desired outcome	Implementation Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review impact/implementation?

<p>The language, communication and interaction skills of pupils in EYFS and KS1 improves and this has an impact on pupil learning.</p> <p><i>Specific links to Barriers: C</i></p>	<p>Continued development of Total Communication Approach in EYFS. Third year of using the Nuffield Early Language Intervention Programme (NELI) Continued CPD to aid early identification of communication and interaction needs. Intervention put in early. Outreach support for individuals and groups.</p>	<p>Children who enter school with poorly developed language are at high risk of educational failure and it is imperative that they receive intervention before they fail to learn. The programme aims to ameliorate the language weakness seen in disadvantaged groups at school entry level. <i>EEF toolkit evidence: NELI +3 months</i> <i>EEF Toolkit evidence: Early Years Interventions and Oral Language Interventions +5 months</i></p>	<p>Monitoring of intervention assessments. Regular pupil progress meetings with EYFS and KS1 teachers. Observations and learning walks in EYFS and KS1.</p>	<p>SENCO EYFS Teachers and SALT TA</p> <p>£320.22 based on 2x TAs accessing training</p> <p>£2,578.50 based on TA 7.5 hours a week, for 2x 20-week programme</p>	<p>Each term</p> <p>As per programme, autumn term for early identification. Programme run in Spring and Summer. Review at the end of each programme</p>
<p>Pupils who are both SEN and PP make at least expected progress from entry.</p> <p><i>Specific links to Barriers: D</i></p>	<p>Interventions: Catch Up Literacy, Catch Up Numeracy, More Reading & Thinking, Precision Teaching of personalised spellings, Turnabout. SENCo lead tracking of assessments to identify pupils who are not making expected progress. Pupil progress meetings include lead for PP pupils to effectively plan provision. CDP opportunities for staff: Training for teachers and teaching assistants on inclusive strategies. Increase allocation for Educational Psychologist assessments of SEN pupils who are also PP to ensure early identification of needs and strategies. Year 3, 4, 5 & 6 to use the Birmingham Toolkit to track progress of children that left KS1 as pre-Key Stage.</p>	<p>Analysis of assessments indicates that the majority of PP pupils who have not made expected progress are also SEN.</p>	<p>Monitoring of SEN and PP assessments. Regular pupil progress meetings, Learning walks focused SEN provision and inclusive strategies. SENCo to work with teachers to implement recommendations from EP reports and monitor delivery and impact each term. Cover given to Year 3, 4, 5 and 6 to carry out assessment. SENCo – TA meetings to review impact of interventions</p>	<p>SENCo Teachers EP</p> <p>£25,140.38 based on 1.5 FTE TA delivering interventions</p> <p>£436.80 cover to update assessments</p>	<p>Each term</p>

<p>To develop positive attitudes to reading for PP pupils across the school so that more read regularly at home.</p> <p><i>Specific links to Barriers: F</i></p>	<p>Ongoing use of reading packs/story sacks for PP pupils. Take part in the Summer Reading Challenge Provide children with high quality reading books for children to take home. KS2 class reading challenge KS2 individual reading challenge KS1 and KS2 'Chat to Me' challenge to discuss books read with teachers across their Key Stage. Subscription to National Geographic.</p>	<p>A 2012 study by the <i>National Literacy Trust</i> found that young people who read outside the classroom everyday were 13 times more likely to read above the expected level for their age. There are multiple benefits that reading can have on a child's development, including: assisted cognitive development; developing empathy; gaining deeper understanding; building stronger relationships. Reading for pleasure can also benefit the child's wellbeing and their mental health. <i>(Book Trust- A review of behavioural and brain development in early years)</i></p>	<p>The KS1, KS2 library leads, Reading leaders and PP teacher (SENCo) will oversee the resource management and impact. Class teachers and TAs will monitor reading records closely. KS2 PP children will be bought at least one book of their choice from the class reading challenge. KS1 PP children will be supported by adult to select high quality book from the Book Fair that will be bought for them.</p>	<p>KS1 & KS2 library leaders KS1 & KS2 reading leaders SENCO</p> <p>£400</p>	<p>Review at the end of Spring and Summer Term.</p>
--	---	---	---	---	---

3 Wider Strategies					
Intent Desired outcome	Implementation Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review impact/ implementation?
<p>Increased parental engagement with school.</p> <p>School and home partnership supports pupils' well-being, aspirations and achievement in school.</p> <p><i>Specific Link to Barrier: B and E</i></p>	<p>Pastoral Support Worker (PSW) - 20 hours a week over 5 days following up pupil absences and attendance concerns, providing Early Help provision and tailored support for children and families – targeted support as required for Pupil Premium and Forces Personnel children and families. Identification of families needing support through TAF processes as well as Pupil Premium Champions and parent self-referral.</p>	<p>The PSW was successful in engaging with harder to reach families in 2019/20 and 2020/21. The PSW continues to work closely with families across the school.</p> <p><i>EEF Toolkit evidence (Parent involvement +3months)</i></p>	<p>PSW is part of safeguarding team who meet fortnightly.</p> <p>The PSW attends supervision networks with the Locality Team.</p>	<p>SLT PSW</p> <p>£5,363.28 based on 8 hours a week of PSW</p>	<p>Termly review of impact to inform future priorities and actions.</p>

<p>Social, emotional and mental health needs of pupils are addressed.</p> <p><i>Specific Link to Barrier: A, D, and E</i></p>	<p>Deploy Emotional Literacy Support Assistants (ELSA) to work with Pupil Premium pupils who have been identified as requiring additional emotional literacy and nurture support.</p>	<p>Analysis of need identified by teachers for Pupil Premium pupils shows that just under 50% of Pupil Premium pupils had a barrier identified as SEMH need.</p> <p>Research and national Pupil Premium conferences have identified nurture provision as having a significant impact on the academic progress of disadvantaged pupils.</p> <p><i>EEF Toolkit evidence (Social and emotional learning +4months)</i></p>	<p>Assessments (using ELSA statements) are used to monitor the impact of the support.</p> <p>Termly reviews of outcomes take place with the SENCo.</p> <p>The ELSAs attends supervision session by an Educational Psychologist each half term.</p> <p>ELSAs trained in counselling (May 2023) – this to enhance SEMH support in school.</p>	<p>ELSA</p> <p>£1,340.82 based on 2 hours a week</p>	<p>Ongoing</p>
<p>PP pupils are provided with wider opportunities and there is an increase in the attendance of PP pupils at after school clubs each term.</p> <p><i>Specific Link to Barrier: B</i></p>	<p>Monitor the attendance of PP pupils in clubs.</p> <p>Gather pupil voice on preference of opportunities and clubs.</p> <p>Send letters and communicate with parents to encourage further involvement of PP pupils in after school clubs.</p> <p>Ensure that all parents have accessibility to clubs – school to support payment where appropriate.</p> <p>Develop further sports and music opportunities for PP pupils.</p>	<p>Sutton Trust’s analyses of Office for National Statistics data found that although the majority of all parents report some participation in extra-curricular activities, there remains a gap between social groups, with rates of participation around 15 percentage points higher among parents in social groups A, B, or C1 than among parents in social groups C2, D, or E.</p> <p>Wide parts of life experience gained from extra-curricular activities are unavailable for the most marginalised groups in society. Household income is by far the most important factor driving the gap in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities.</p>	<p>Monitoring of attendance of PP pupils at clubs.</p> <p>SLT to meet termly to identify extra-curricular needs for PP pupils and communicate with parents.</p>	<p>HT/SENCO</p> <p>£3,240 based on 108 half-termly paid clubs across the year</p>	<p>Each term</p>
<p>All children benefit from a wide range of enrichment opportunities.</p> <p>Increased engagement in learning</p> <p><i>Link to Specific Barrier B</i></p>	<p>Subsidising of residential trips, school events and other areas of support needed.</p>	<p>Ethos of the school to be inclusive and for equality of opportunity.</p>	<p>Monitoring of attendance at school events.</p> <p>Discussions with pupils and parents by SENCo each term.</p>	<p>HT</p> <p>£800</p>	<p>July 2023</p>

All pupils feel part of the St Walburga's family.	Support for families purchasing uniform items with the school logo and other items. Necessitous Clothing Policy (primarysite-prod.s3.amazonaws.com)	Evidence of impact of consistent uniform on expectations across the school.	Monitoring of promotion and uptake by School Business Manager.	HT, SBM Office Staff	
				£39,620.00	