

Pupil Premium Strategy Statement – The Priory

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	9.3
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 2024/2025 2025/2026
Date this statement was published	15/12/2023
Date on which it will be reviewed	December 2024
Statement authorised by	Anthony Harrison
Pupil premium lead	Helen Smith
Governor / Trustee lead	Jonny Tomlinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,555
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£25,555

Part A: Pupil premium strategy plan

Statement of intent

At The Priory Catholic Voluntary Academy, it is our intention that all pupils, regardless of their background or their starting points, make excellent progress and achieve strong attainment across all curriculum subjects. The purpose of our pupil premium strategy is to focus on supporting disadvantaged pupils to achieve that aim.

Within our strategy we consider the needs of all vulnerable and/or disadvantaged pupils.

First and foremost, high-quality teaching is at the centre of our strategy, with a focus on areas in which disadvantaged pupils require the most support. Our curriculum design is based on cognitive load theory and the known importance of revisiting learning. We also have specialist teachers in many foundation subjects ensuring the delivery of the curriculum is well considered. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that nondisadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education, including an excellent level of pastoral care, close management of attendance, the offer of a range of after school provision and helping students develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- invest heavily in pupils' pastoral care and personal development offer.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor Communication and Language skills on entry into Foundation Stage</p> <p>Reception baseline assessments highlight that many of our new starters into EYFS2 lack the ability to use verbally constructed simple sentences across a range of contexts. This is rooted in poor educational experiences for parents/carers and their lack of understanding of the importance of basic skills. We also have an increasing number of pupils with English as an additional language.</p> <p>Poor language skills hinder pupils' communication with other children and adults, which is vital for both language and cognitive development, as well as helping to build and form relationships. The nature of this challenge can therefore also lead to self-esteem and friendship issues, including preventing chances of excelling in subjects across the curriculum.</p>
2	<p>Low exposure to 'rich and ambitious' vocabulary</p> <p>It is widely acknowledged the impact that poor communication and language skills have on attainment, and this can impinge academic performance throughout a child's education. There is currently a word gap between disadvantaged children and their peers when they start school. Some of our disadvantaged pupils, in comparison to their peers, do not receive regular exposure to ambitious vocabulary, both in their everyday interactions within families and their community or through their choice of reading.</p>
3	<p>Challenges in Social Skills and Personal Character Development</p> <p>Since the pandemic, we have a large (and increasing) proportion of pupils whose emotional wellbeing has suffered due to bereavement (through deceased relatives and family break-ups) and financial difficulties – which have led to low self-esteem and the ability to manage emotions in challenging situations. These pupils experience a lack of access to life experiences and activities that support and promote aspiration and personal character development.</p>
4	<p>Emotional/Mental Health Challenges</p> <p>We have a large number of children who suffer with anxiety. Many of these children (although not all) are our pupil premium children. Anxieties for these children are caused by a range of factors including issues at home. We recognise that the pandemic resulted in a rise in cases of poor mental health and emotional wellbeing among our children and the impact continues. Some loss of learning is likely to have an impact on families and on pupils' wellbeing, which we have noted in some year groups more than others. Identifying these emerging needs and responding to them appropriately has been paramount in preventing them from becoming barriers to learning, and this will continue to be so.</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
For pupils to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	For progression in pupils' communication and language skills to be accelerated in EYFS2 and KS1, and that high standards be maintained throughout KS2, with 90% of disadvantaged pupils (who are not diagnosed with a special educational need) to be assessed as working at the expected standard in all curriculum areas.
For pupils to experience a broad and ambitious curriculum from which stems vocabulary which results in pupils being able to communicate orally and in writing, across a range of social contexts and academic subjects accurately and at a high level of maturity in comparison to their age.	Positive progress scores in reading and writing for 90% of disadvantaged pupils will be exacted due to improved vocabulary and cognitive functioning.
For pupils to have growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support pupils' abilities to manage their cognitive load, process new information and make links within their mental schema.	Success to be measured against progress in the PSHE Curriculum as well as impact across the wider curriculum.
For existing emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For prevention strategies to be embedded in school practice and for relationships between home and school to be mutually supportive.	Pupils with identified existing emotional health concerns to show progress in intervention and nurture groups, measurable through pupil voice and the PASS survey. Parents' support is sought through additional pastoral meetings. Personal Development is made explicit in lessons and on medium-term plans to ensure a full coverage of the areas of personal development that are identified as being crucial to ensure positive outcomes for pupils.

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: £1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching focusing support for pupil premium children through scaffolding and explicit teaching.</p> <p>CPD on effective feedback.</p> <p>CPD on effective scaffolding.</p> <p>Team teaching and effective deployment of Teaching Assistants.</p>	<p>EEF evidence shows whole class explicit teaching has a positive impact on learning for all pupils - including those who are disadvantaged or less able.</p> <p>EEF – High quality delivery and feedback enhances learning by at least 6 months.</p> <p>Focus on the explicit instruction and scaffolding from the EEF's five a day approach to supporting pupils.</p> <p>Providing TAs in classes will allow teachers to specifically target pupil premium children in their feedback. Ensuring clear and effective pedagogy is essential so that TAs understand interventions and curriculum (EEF – TA Interventions enhances learning by at least 4 months).</p>	1 & 2
<p>Subject leads have the opportunity to review the intent of their curriculum, to ensure coverage, sequencing and progression; establishing high level vocabulary and retrieval opportunities within their subjects as they have regular CPD and time to ensure that teachers are clear about the end points of knowledge that pupils need to know and remember in all curriculum subjects.</p>	<p>EEF – High quality delivery and feedback enhances learning by at least 6 months.</p> <p>Oliver Cavaglioli's work on using dual coding to ensure that pupils are able to use multiple strategies to decode learning and embed in longer term memory.</p> <p>Lee Northern's research shows how Cumulative Dysfluency can be reduced and avoided through effective use of planned retrieval.</p>	1, 2 & 3

	<p>Evidence shows that using more open questions with occasional prompts encourages engagement and more opportunity for assessment.</p> <p>Rosenshine's principles identify that developing clear smaller steps for success in learning and planning to identify component knowledge enables leaders to ensure that teachers can reduce the stress and cognitive load on the working short term memory of pupils.</p>	
<p>Teach high-quality systematic synthetic phonics programme (Little Wandle) in Early Years and KS1 to ensure pupils <i>keep up</i> and not have to <i>catch up</i>.</p> <p>Coaching/CPD throughout the year for teachers/TAs to ensure consistency of approach – phonics lead to be out of class in order to facilitate this and to identify areas for CPD to individual members of staff and to deliver the training.</p>	<p>Closing the Vocabulary Gap – Quigley, A: 2018</p> <p>Use of a highly effective, systematic, synthetic phonics scheme (to run through school) which helps to support vulnerable learners well into KS2 is vital for making an overall positive impact (EEF = +5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1 & 2
<p>Build tier 1 and tier 2 vocabulary clearly into the curriculum (knowledge organisers, vocabulary banks) and into feedback sessions to ensure that all learners make significant progress throughout their schooling.</p>	<p>Drawing children's attention to tier 2 and 3 language as outlined by Alex Quigley in 'Closing the gap' is key in exposing pupils to high level vocabulary in their writing.</p> <p>"Teacher Feedback to Improve Pupil Learning" Collin & Quigley, A</p> <p>Book scrutiny will align with the clear and robust assessment systems used (Trust Assessment Framework) to ascertain pupils' progress against point in time assessments.</p>	1 & 2

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

Budgeted cost: £5,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants (including 3 ELSA trained TAs) to deliver small group nurture interventions and therapeutic play sessions to children in need and who are experiencing Social, Emotional, Mental Health issues.	<p>The EEF outlines teaching self-regulation explicitly – nurture and ELSA support makes use of the EEFs 6 summary recommendations for teaching effective self-regulation: Self-awareness; Self-regulation; Social awareness; Relationship skills; Responsible decision-making; and Use of simple ground-rules in groupwork and classroom discussions</p> <p>Evidence for the impact of these actions is gained through leader observation of personal development of participants and verified by the overall pass survey results over the course of the academic year.</p>	3 & 4
Use question level analysis of summative assessments and analysis of formative assessments to identify areas where intervention is necessary to fill gaps in some pupils' learning by delivering small group interventions.	<p>Closing the Vocabulary Gap – Quigley, A: 2018</p> <p>EEF research suggests that small group tuition can provide +4 months</p>	1 & 2
<p>EEFs 5 a day strategy rolled out across school to ensure that all learners enjoy a positive learning experience with the most effective adaptations being made for pupils with SEND and other disadvantaged pupils across the curriculum to allow them to access the knowledge being taught, using:</p> <ol style="list-style-type: none"> 1. Explicit instruction 2. Inclusion of cognitive and metacognitive strategies 3. Scaffolding 4. Flexible grouping 5. Using technology 	EEF strategy employed to include improved metacognition.	1, 2 & 3

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

Budgeted cost £17,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and embed Academy Trust Behaviour Policy in line with established school rules, routines and sanctions that are consistent in having a positive impact on improving pupils' behaviour.	The EEF outlines the proactive approaches to establishing good behaviours including effective classroom management, reward systems, behaviour related praise, clear and concise policy that is consistently applied, and encouragement to be self-reflective.	4
<p>Catholic social teaching embedded across all subjects within the curriculum and added to knowledge organisers to make links explicit. Celebration of our school values (WE CARE) built in to our weekly celebrations.</p> <p>Catholic social teaching principles in action celebrated as part of this as pupils benefit from opportunities working with the school chaplain to support understanding of faith in action and the Gospel values.</p> <p>A result of these actions is whole school charity work which ensures children are aware, proactive and supportive of the wider needs of others around the world and in our local community and global family.</p>	The EEF outlines the application of 'teaching behaviours to reduce the need to manage misbehaviours' and to 'provide conditions for these behaviours to be developed.'	3 and 4
Increase range and scope of extra-curricular opportunities to target areas that increase cultural capital such as dance, football, multi-sports, cooking, LEGO, Pokémon (and other pupils' specific interests) sewing/knitting, craft, music, board games, computing, gymnastics, choir, cricket, chess and ecology (ECO club). Paid clubs' costs funded (or, partially funded for pupils eligible for PP – decided on a case-by-case basis).	EEF finds that pupils from disadvantaged backgrounds may be less likely to be able to benefit from extra-curricular activities, sports clubs and other physical activities outside of school due to the associated financial costs (e.g. purchasing of equipment).	3 & 4

Leaders and teachers continue to tweak key knowledge and design the curriculum so that children learn about the “greatest” scientists and artists, as well as the most significant people and key events in history; and they have a deep understanding of human and physical geography of the planet as well as furnishing them with the skills and knowledge to succeed in computing, PE and French. This continuous work will provide pupils with the best opportunities to be successful citizens in the world.	DfE research: ‘Developing Character Skills in Schools’ 2017 NCB Research and Policy Team. EEF: Arts Participation adds 3 months to outcomes.	3
Develop responsibility and leadership skills by providing pupils with wider opportunities to play, guide and learn in the outdoor environment; to take on responsibilities around the school, working and caring for children of different ages and aptitudes; engaging in tasks which require teamwork and consideration of others, leading to greater communication with social skills being developed.	The New Economics Foundation (NEF) found that the effects of outdoor learning as well as taking on greater responsibility increased pupils’: confidence; social skills; communication; motivation; physical skills; and knowledge and understanding.	3
The continued restructure of our RSHE/PSHE planning, to encapsulate all issues that children may confront in their lives. Extra resources to be purchased, especially books from the Equaliteach scheme and Ten Ten are added in order to better prepare children for all eventualities in life. Staff CPD will support this activity.	DfE research: ‘Developing Character Skills in Schools’ 2017 NCB Research and Policy Team.	3 & 4
To provide a level of pastoral care to help all pupils feel safe, learn and achieve through our continued employment of a family liaison officer who is the school’s senior designated safeguarding lead and the school’s mental health first-aider – managing child protection, safeguarding and inclusion; and also heading up our Priority Pupils’ Meeting which takes place for 90 minutes every week – where we analyse the termly PASS survey results to identify pupils in need of emotional help and support.	EEF – Social and emotional skills are essential for pupils’ development. Monitoring children’s happiness and confidence allows us to pre-empt where there may become behaviour issues in the future. Having an open approach to mental health in school is vital to breaking stigma and children feeling that they can talk about their feelings gives more opportunity for children to succeed.	3 & 4

<p>To further develop relationships with parents by re-introducing a PTA and having them part of the planning process for all seasonal, religious and charitable events in the school calendar.</p> <p>Also, by ensuring parents are fully aware of school events – especially assemblies and collective acts of worship through newsletters, class do-jo, Parentmail, the school website, Facebook and X.</p> <p>Finally, that they are partners in their children's learning and achievement and are well informed about homework, and their child's progress (academic and holistic).</p>	<p>EEF – positive parental engagement can have an impact of 4 months.</p>	<p>4</p>
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Total budgeted cost: £25,555

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of the school's previous three-year strategy for disadvantaged pupils.

The aims for the school's strategy were as follows:

TEACHING PRIORITIES:

A - Quality First Teaching and targeted interventions.

B - Investment and training in digital technology in areas of curriculum that show to have high impact when supported by digital technology.

C - Talk for Writing approach to be fully implemented across school.

D - New systematic synthetic phonics (SSP) programme to be fully embedded across the school.

E - Training from family S&L therapist for 3 ELSA trained TAs and class TAs will provide strategies so that pupils are able to use and successfully remember more words at their personal level of learning – specially to focus in on vulnerable pupils and those with S&L difficulties. All FS pupils screened in autumn 22 to provide a baseline from which to work.

TARGETED ACADEMIC SUPPORT:

F - Nurture and therapeutic play specialist to support specific children through liaison with SLT and class teachers and review of provision maps in accordance with IEPs and Behaviour Plans.

WIDER STRATEGIES:

G - Pupils to access regular, tailored learning classes with a specialist provider. Enrichment weeks enabling learning to be revisited and enhanced through experience days, visitors to school and school trips. Extra-curricular opportunities to target areas that increase cultural capital – e.g. school choir.

Impact for A: Learning walks, environment checks, pupil voice, pupil progress meetings, lesson observations and book looks show that equipping class teachers with the right CPD, (human) resources and challenge through appraisal has had a positive impact throughout school in relation to pupil outcomes – and as referenced in data from

intervention assessments, pupil progress meetings and termly summative assessment points.

We will continue with this provision in the next three-year plan because QFT is the most important lever schools use to improve outcomes for disadvantaged pupils. Using the PP to improve the quality of teaching and support, benefits all pupils and has a particularly positive effect on pupils eligible for PP.

EEF - Evidence consistently shows the positive impact that targeted interventions have, particularly on pupils who are not making good/expected progress across the broad curriculum. Targeted interventions to be few in order to concentrate on quality of provision rather than quantity and to be structured as one-to-one or small group intervention, a key component of an effective Pupil Premium strategy.

Impact for B: Pupil and parent voice; staff members' responses to CPD in their take up and delivery of new teaching methods; data from intervention assessments, pupil progress meetings, assessment points show that computing (as a stand alone subject) and throughout the curriculum is a major strength.

We will not continue with this provision in the next three-year plan because the school has utilised money and resources well and now digital technology is firmly embedded into the curriculum.

Impact for C: All pupils have well-structured writing irrespective of prior attainment because effective models are now being used consistently throughout school – this is down to the impact of Talk for Writing. Writing assessment statements across school have been thoroughly reviewed. These have been checked over with a writing moderator and the School's Improvement Partner. Assessment data across school shows a greater proportion of pupils being identified as being at the expected standard over the three years of this plan.

We will not continue with this provision in the next three-year plan because the Talk for Writing approach is now fully implemented throughout school and is now yielding good assessment outcomes since its adoption three years ago.

Impact for D: Little Wandle (the school's adopted systematic synthetic phonics (SSP) programme) is fully embedded in KS1 – resources and training are now in place across the school and are effectively used in KS2 – with the bottom 20% of readers being appropriately provided for.

We will not continue with this provision in the next three-year plan.

Impact for E: The work of the SALT continues and is now embedded into school practice. The process and provision support, and is part of the whole school reading strategy, so that bottom 20% of readers can access the curriculum – especially in KS2. SALT now works with pupils in KS2 to provide assessments and strategies for teachers

and TAs to follow. This provision is now fully operational throughout school – and the SENCO has worked closely with the SALT in helping to train TAs who deliver one to one programmes to targeted pupils.

Impact for F: Assessment records help to monitor and measure the impact along with curriculum engagement and outcomes in books (evidence of subject specific language development in place). Pupils are more engaged when learning is appropriately adapted (where and when appropriate to do so) and when it took place in the nurture base. Pupil and parent voice on IEPs and Behaviour Plans are positive.

We will continue with this provision in the next three-year plan because nurture provision includes social & emotional learning; behaviour interventions; and collaborative learning (all based on extensive evidence: EEF) provision which includes art participation and outdoor adventure learning.

Impact for G: Pupil Premium children and vulnerable pupils did gain access to high quality enrichment opportunities; however, this was 50 /50. Activities provided by Sports Leader and Teacher Leader were very high in terms of impact and including vulnerable pupils. Monitoring results showed that the general after school club did not offer enough enrichment (especially non-sporting clubs) and so this is the area that the school will develop over the next three years, as EEF evidence shows pupils from disadvantaged backgrounds are less likely to participate in these activities. Mobility Commission report found evidence that extracurricular activities boost confidence and develop social networks. Sutton Trust research shows that bright disadvantaged pupils more likely to attain A Levels and do well educationally if have early access to enrichment activities.

We will continue with this and extend this provision in the next three-year plan.

Further information

Pupil Premium Strategy Review Meeting – Thursday 24th October 2024

Present: Jonny Tomlinson (Governor Lead) Helen Smith (Pupil Premium Lead)
Anthony Harrison (Headteacher)

The review included discussions about the four key challenges to achievement cited in the report, and the actions/activities taking place this academic year to work towards the desired outcomes that the school is aiming to achieve.

Key Challenge 1: Poor Communication and Language skills on entry into Foundation Stage and Key Challenge 2: Low exposure to 'rich and ambitious' vocabulary were discussed.

The context of the school was initially discussed – the school being in a town that is predominantly White British in ethnicity – and that there is a word gap between disadvantaged pupils and their peers. In addition, although the area remains predominantly White British, there has been a substantial increase in the proportion of pupils attending the school who have English as an additional language – since the pandemic. Rising from 12% four years ago (mainly Polish/Eastern European) to 25% (families from a broader range of countries in the world). This results in a greater word gap barrier to overcome.

JT – Are we utilising all the funding available to meet the needs of these pupils?

JT – Are we using the funding to broaden knowledge in literacy throughout the school – into KS2?

Discussion took place about the successful phonics and early reading strategies starting in FS2 and KS1- with greater proportions of pupils meeting the expected standards in relation to phonics, reading and writing as reported at the recent local governing body meeting. That these language skills were embedded at the end of KS1 preparing pupils for the curriculum in KS2 and to lay the foundations for similar progress in reading and writing. This is because the skills now run seamlessly into KS2 as the same phonics reading scheme (Little Wandle) and the same approach to developing writing (Talk for Writing) gave pupils the consistency that they need to flourish and display their increasing command and skills in literacy. The way in which the school ensures that practitioners are kept effective in their teaching was discussed – the school holding annual CPD delivered to staff throughout the school to recap on the Little Wandle scheme, phonics delivery and Talk for Writing.

The phonics programme has distinct differences that our previous scheme did not have. Tricky words are taught differently through Little Wandle than they used to be. Once the child has been taught, the word is no longer a tricky word. This is an

important concept for children to be exposed to – it enables them to be able to overcome challenges in their work.

Reading and comprehending ninety words per minute at the end of KS1 is an area for us to develop. We require pupils to read and comprehend at a faster rate, as only 60% of pupils are leaving KS1 with this skill. Comprehension out of Foundation Stage has been at 96% for the last two years. Word reading (the decoding of words) has been above local and national statistics (90%) last year. We are using the recommendations from the Little Wandle scheme to build on these results, to improve pupils' reading skills and stamina. In turn, this is also an area to develop in KS2 – where Collins assessments are used to measure children's reading comprehension and stamina, as the school strives to match local and national statistics for the proportion of pupils who leave the school reading at the greater depth standard.

As pupils continue throughout KS2 they embed this and consolidate their reading and their learning. The school has invested heavily in the reading spine throughout school which enables children to have a colour band book throughout school up to Year 6. We have also invested heavily in books that children are encouraged to read for pleasure – an aspect of our curriculum that is a significant strength.

JT – Pupil Premium in place to help measure the impact of the investment we are making; will that help us map that improvement in relation to investment.

The tools to use to measure if the pupil premium strategy is having an effect, and is value for money, is to have assessments in place. We use our internal assessments to monitor and target pupils who require additional support.

A detailed discussion took place about groups of pupils receiving bespoke support.

Key Challenge 3: Challenges in Social Skills and Personal Character Development and Key Challenge 4: Emotional/Mental Health Challenges were then discussed.

JT – How do we deliver a broader curriculum and provide further enrichment?

A discussion took place about the work of teachers as subject leaders who have received measured and accurate training to enable them to carry out their roles effectively. Each subject area is well led and well mapped out with each subject leader knowing their next steps of development as per their subject action plans. The knowledge, skills and vocabulary have been skillfully mapped for each curriculum subject. If the vocabulary is correctly mapped throughout school, then that will help build pupils' skills and knowledge in an incremental way. The school has completed a lot of work on Subject Leadership – each subject offers enrichment for pupils within lessons, across schemes of work, and as substantial events that promote the importance of each subject area (e.g. trips and theme days).

Enrichment also comes from class teachers offering quality first teaching. Every teacher delivers a wide range of subjects. Within this, the school has looked specifically and in-depth at the quality of questioning skills, to maximise teacher effectiveness. Within this, staff have analysed research around the benefits of different ability groupings, how to utilise assessment information and data, the importance of providing in the moment feedback, and the importance of using recap tasks at the beginning of lessons to identify which pupils have or have not retained the knowledge planned from the outset. It was acknowledged that it is important to ensure the curriculum is broad and balanced, but a lot of work has been done to ensure the knowledge sticks.

A further way we can enrich our curriculum is through working on metacognition skills and developing life skills. We have our own school Growth Mindset approach that we call: WE CARE. This approach, combined with our skilfully mapped out RSHE and PSHE curriculum, along with the way we teach the Protected Characteristics and British Values helps to ensure pupils conduct themselves well and become better learners.

A lot of time and energy has been put into ensuring pupils take a real and purposeful stake in the school. We have not only developed our Chaplaincy Team and School Council but encouraged pupils to help run the day-to-day workings of the school by becoming door monitors, litter pickers, playground pals and various other jobs that hold responsibility. This approach clearly gives pupils a sense of self-worth and belonging. All children who volunteer to do jobs within school are timetabled to undertake their tasks, which are often shared throughout each week. Not only does this approach enhance the school's Personal Development offer, but it also makes the school a better place to work and learn.

JT – 25% of pupils are EAL (English as an additional language) are we seeing different progress levels amongst this group?

EAL pupils will generally make good progress in school – as the best way to learn English is amongst the other pupils. This process of establishing themselves within the routines and being able to communicate takes on average 2 – 3 weeks. After a couple of months (or a half-term) EAL pupils start to make progress. Over time, evidence shows that this group make better learning gains (and accelerated progress) against their White British peers.

JT is aware of the MHST survey that has been completed by KS2 pupils and believes it is a positive step we are taking.

It was explained that the Nottinghamshire Mental Health Support Team were present in school to support staff members, pupils and families. They have presented workshops to members of staff and parents and continue to work individually with pupils who require bespoke support.

HS has been working on the KS2 MHST survey which they provided us with. Workshops were then arranged for those pupils who are struggling with specific issues.

HS looks at information on CPOMs as well as the results of the Mental Health Survey to pick up any issues, and she discusses these with parents at Parents' Consultation events or arranges meetings to see them. From this, they work together on improving children's mental health by drawing up actions and putting in provision.

JT – Does the outcome of the MHST questionnaire get put onto CPOMS?

Yes, the responses that require follow up actions are recorded onto CPOMS for each pupil. HS undertakes this role – and she reports the children's responses and actions to individual teachers and to the Senior Leadership Team (SLT) at our Priority Pupil Meetings.

It was explained that all CPOMS categories link together which helps to put together a case study on specific children, to help them in certain areas to help them and their families.

A discussion took place about Priority Pupil Meetings that take place every Wednesday. It was explained that the objectives within the meeting encompass: Safeguarding and Attendance, Behaviour and SEND provision and that the rationale was to be proactive (not reactive). Within the all-important impact – the meetings show our culture of knowing our families, so that we can reduce barriers. The minutes of the meetings highlight our actions and accountability.

It was explained that the attendees are our four DSLs who also include our Headteacher, SENCO, Deputy Head and Family Liaison Leader – other members of staff are invited if required for further information. The meetings last on average 90 minutes as our most vulnerable pupils are discussed in an in-depth holistic fashion.

The upcoming White Ribbon events which cover domestic abuse and focus on kindness was discussed – where outside speakers from Broxtowe Borough Council were coming to deliver an assembly and linked activities starting in Anti-Bullying week.

JT – Do a great job at advertising the fact that there are services available to help parents via Newsletter and by chatting face to face with parents.

HS also talks to certain parents and explains how to apply for Pupil Premium.

Our budget is low because we don't have a high level of Pupil Premium. Wrap around care and school trips are discounted by 50% for Pupil Premium children. Our after-school club is now offering a more diverse range of activities, beyond sports clubs. This offer is attracting more pupils who are really enjoying taking part in activities geared more to their interests and hobbies.