

Quality teaching for all:

To ensure all pupils have access to highest quality teaching

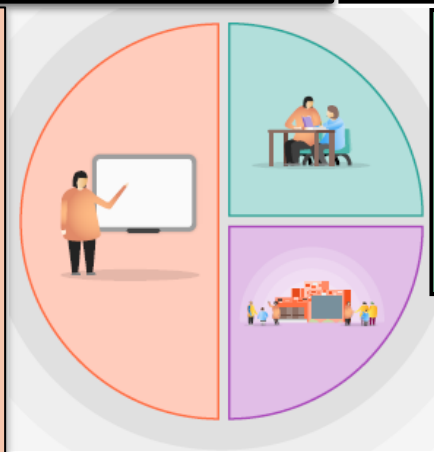
1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching' <https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

<https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/>



We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise through Rosenshine's Principles of Instruction's key elements of effective practice
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower, coach and nurture children, that they can achieve to the best of their ability.

'Students levels of self-esteem are a significant determiner in academic achievement (Cooperfield 1967)

Wider Approaches:

Whole school or non-academic

5. To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

3. To have a relentless and persistent focus on oracy, reading and phonics so every child leaves SCSJ with a solid level and love of reading.

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 **CIC Talking About a Generation Study**

We do this by developing
Early academic intervention and pre teaching

6. To develop support networks around families, including attendance support.

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour **EEF A Tiered approach**

We do this by:

- Pastoral interventions to support those who need it
- Attendance support including coaching offer for identified families
- Financial support where required to support inclusion & curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy, reading, phonics and coaching

7. To build supportive relationships with the families of each disadvantaged child

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school **Hattie 2011** extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

ST CLEMENT'S & ST JOHN'S CE INFANT SCHOOL

Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, particularly those who may be 'disadvantaged' due to their socio-economic background. Our core principles guide the Pupil Premium Grant use and our whole school approach.

Pupil premium strategy statement

This statement outlines our pupil premium strategy, how we intend to spend the funding of pupil premium for this academic year, from 2025 to 2026 (Academic year) to help improve the attainment of our disadvantaged pupils. It is part of a three-year strategy from 2024-27.

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

School overview

Detail	Data
ST CLEMENT'S & ST JOHN'S CE INFANT SCHOOL	
Number of pupils in school	179 (January 2026)
Proportion (%) of pupil premium eligible pupils	40% 71/179 (January 2026)
Academic year/years that our current pupil premium strategy plan covers (3-year plan)	2024-End year 2027
Date this statement was published	January 2026
Date on which it will be reviewed	October 2026
Statement authorised by	Lawrence Woodward Governors
Pupil premium lead	Heather Torrens
Governor / Trustee lead	Johannes Radvan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,815

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for our disadvantaged pupils?

As an Excellent church school, our updated values of Hope, Compassion and Courage are becoming embedded across school life and curriculum, and integral to daily language. The Bible quote which speaks of plans and hope for a good future are motivational for learning.

The focus of this plan is to raise the attainment of all disadvantaged pupils.

We will consider the challenges faced by vulnerable pupils and offer activity in this statement which is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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 non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Firstly, we aim that pupils will leave this school with a love of stories, books and the skills to read. This will then support them in accessing the wider curriculum.

They will leave our school having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the foundation subjects.

How does our current pupil premium strategy plan work towards achieving those objectives?

Evidence suggests pupil premium spending is most effective when used across three areas. (Gov research, 2022 <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>)

1. High-quality teaching.

Since the pupil intake to St Clement's has always been considerably higher in deprived pupils than similar schools in the area and nationally, staff training in the most effective evidence informed practice is vital. Rosenshine's Principles of Instruction defines the key elements of effective practice, based on research and cognitive science. This is designed to give direct links from research into practice for all our pupils to achieve academically. The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium on supporting high-quality teaching (EEF Updated April 2022)

https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957

2. Targeted academic support, interventions and values- based coaching.

Targeted interventions, such as phonics, (group and individual), focus readers, SALT, Nurture, (Sharing, teamwork, self- confidence self- esteem, social skills, emotional resilience, turn taking), ELSA group, fine motor skills, Sensory circuits, Maths pre teaching groups & place value.

Coaching interventions

VIVA-GO values based, solution focused coaching empowers the pupils to reflect, take responsibility for and have resilience in their own learning.

This may be targeted specifically to an area of learning "Feedback should improve the learner not the work. After feedback, students should be able to do better on future tasks that they have not yet attempted" (Dylan William, 2018).

3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

When funding allows, we identify and invite disadvantaged pupils to the After school and Breakfast clubs. School data has shown this to have significant impact on attendance, behaviour and learning readiness through sport and team games, and a balance of gross and fine motor skill activities. We also provide healthy food, art, craft, cooking activities and projects linked to our values, school themes or national events, with a strong social and oracy focus. Evidence from this year already shows Breakfast, afterschool and wider support all has a positive impact on attendance, learning readiness, motivation, behaviour and attainment. **58.8%** disadvantaged pupils attend breakfast club, and **46.8% attend** the after-school club.

Examples include:

- Child with Children's Social Care Involvement showed significant behaviour improvement, nutrition and learning focus, attendance improved to 98.2%

- Child with Children’s Social Care involvement and on child protection plan. The offer of daily free Breakfast Club and the two After School Club sessions mean that family can support with bringing and collecting this child to and from school, preventing having to have short-term local authority care placement. Improved to 100% attendance.
- Food provision – Each school holiday, the church offers a "Fun n Food" session on Wednesdays. This is very popular with families who struggle with finances and food. They can bring the whole family to play, enjoy a shared lunch, and take home a food parcel. During school holidays, our pupil premium (PP) families also receive government supermarket vouchers, usually £15 per week per child. At Christmas, Lovechurch raises funds to deliver food parcels with everything needed for a Christmas roast dinner. These parcels are delivered two days before Christmas to referred families who are on pupil premium and would otherwise struggle. The Rotary Club has provided us with a freezer stocked with ready-cooked meals in individual containers. This is especially useful for families in temporary hostel accommodation who may not have dinner for the evening.
- We have seen an increase of PP children on Child Protection Plans and Child in Need Plans, mainly due to domestic abuse, parental mental health issues, and neglect. At safeguarding meetings, we are praised for the extra support we provide to these children and their families.
- All these children receive either Nurture provision or one-on-one ELSA support.
- Several children referred to a domestic abuse support worker funded by Paragon - The You Trust, who works with 3-4 children weekly. Additionally, some children receive support from Victim Support, which helps children from the age of four.

What are the key principles of our strategy plan?

- **To develop the Early years curriculum**, finely tuning it to develop a smooth transition from EYFS through KS1, and now both schools are under one leadership, ensuring it is thoughtfully chosen and correctly sequenced so that pupils can engage, learn and remember it (outlined more specifically in the SIP).
- **To develop the writing curriculum to have a text driven approach.**
- **To use evidenced targeted intervention to support pupils who are at risk of falling behind.** Focus on early identification, especially in EYFS.
- **To have a relentless and persistent focus on oracy, reading and phonics so every child leaves SCSJ with a solid level and love of reading.** To work to develop pupils’ communication and language skills.
- **To continue to develop a coaching culture.** This includes encouraging, equipping and empowering children, that they can achieve to the best of their ability, with self- created strategy underpinned by their vision and values. Staff CPDs- coaching conversations for learning and achievement.
- **To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not**
- **To develop support networks around families, including attendance support.**
- **Pastoral, emotional and attendance support to remove barriers that may stop pupils achieving.**
- **To build supportive relationships with the families of each disadvantaged child, including empowering parents to understand how to best support their child at home.**

Challenges

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

Challenge number	Detail of challenge These are the things we have tried to address with our plan
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1	<p>Much lower EYFS attainment on school entry across all areas historically. Many are a year or more behind their chronological age. Historically speaking, writing, managing feelings and behaviour are barriers to achieving GLD at end of EYFS. Despite this, PP EYFS Trend is upwards for PP in EYFS for GLD</p>																		
2	<p>Pupils at risk of falling behind</p>																		
3	<p>Language issues- Assessments, observations, and discussions with pupils show academic progress is hindered through language deficit. Communication and Language assessment on entry Sept 2025 level for EYFS highlights language deficit. Lower levels of English spoken at home. High EAL numbers: 105/179- 58% (Jan 2026) SEN Support higher than national average (53/179- 29.6% Jan 2026) DFE reading focus identifies how much talk needs to be present in EYFS and KS1 to engage children with learning language. A number living in poverty means some children have not had lived experiences from which to draw for vocabulary. Limited parental engagement with some key families who require ongoing support. Attendance this year for PP students 01 Sep 2025 – 8 Jan 2026</p> <table border="1" data-bbox="312 965 1442 1339"> <thead> <tr> <th>Year group(s)...</th> <th>Pupil Premium Eligible Student ...</th> <th>Lesson Attendance (Present) this academic year</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>14</td> <td>95.8%</td> </tr> <tr> <td>Year 1</td> <td>21</td> <td>93.3%</td> </tr> <tr> <td>Year 2</td> <td>37</td> <td>95.4%</td> </tr> <tr> <td></td> <td>Sum</td> <td>Average</td> </tr> <tr> <td></td> <td>72</td> <td>94.8%</td> </tr> </tbody> </table>	Year group(s)...	Pupil Premium Eligible Student ...	Lesson Attendance (Present) this academic year	Reception	14	95.8%	Year 1	21	93.3%	Year 2	37	95.4%		Sum	Average		72	94.8%
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4	<p>Evidence shows Disadvantaged pupils have challenges with relationships, taking responsibility, resilience and self- reflection leading to lower academic progress and attainment and life chances.</p>																		
5	<p>High level of vulnerable and deprived pupils who are not eligible for the PP funding, but have many of the same challenges. Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.</p>																		
6	<p>High levels of social and economic deprivation- High levels, creating significant barriers to learning for pupils eligible for Pupil Premium. Many families experience poor or unstable housing, including temporary accommodation, which impacts pupils' emotional wellbeing and readiness to learn. Poor nutrition is a key consequence of deprivation. Research shows that children who miss meals, particularly breakfast, experience reduced concentration and working memory, affecting access to learning. Diet also influences behaviour, with evidence linking artificial food colourings to increased inattention, impulsivity, and hyperactivity, which can disrupt learning and classroom environments. (Diet makes a difference to learning. Centre for educational neuroscience, 2023) These factors mean Pupil Premium pupils require additional targeted support to enable sustained engagement, positive behaviour, and academic progress.</p>																		

	<p>Pupil Premium – Barriers to Learning</p> <p>The school serves a community with high levels of social and economic deprivation, creating significant barriers to learning for pupils eligible for Pupil Premium. Many families experience poor or unstable housing, including temporary accommodation, which impacts pupils’ emotional wellbeing and readiness to learn.</p> <p>Significant issue of lack of space both inside and outside of houses likely to affect children’s mental health. Transient school population- High Turnover of leavers and starters (8 pupils left and 11 pupils joined from September 2025 to January 2026)</p>
6	<p>High rates of the toxic trio due to DA, drug and alcohol misuse</p> <p>Higher levels of Children’s Social Care involvement during past 18 months, for families in crisis. Children who have experienced trauma will not be learning ready, struggling with effects from sleep problems, body pains, regression of habits, pre- occupation, inability to concentrate, irritability problems with relationships with peers and adults, and heightened anxiety or persistent low mood.</p>
7	<p>Poor attendance of identified families leads to individualised barriers.</p> <p>Average attendance rates for PP pupils last academic year was 91.1 %</p> <p>Motivation to bring children to school on time. With some families there is a lack of motivation which is an ongoing issue.</p> <p>Parental engagement, while improving, is still an opportunity to make a difference</p> <p>147/181- 81.2% of parents book parent/ teacher meetings (Autumn term 2025)</p>

Intended outcomes

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

Intended outcome	Success criteria
<p>% of disadvantaged pupils meeting EXS rises each year, from previous attainment position</p> <p>Pupils remember the key learning set out in the intended curriculum. Progress data will measure this.</p>	<p>Overview.</p> <p>Through identification of pupil premium groups across all year groups, assessment, data review and termly pupil progress reviews, next steps will be identified in order to ensure</p> <ul style="list-style-type: none"> • Regular reading for PP on the timetable • Further intervention for pupils who are falling behind will be put into place to support closing the gap. E.G handwriting, phonics. • Multi-sensory approach for pupils who are both disadvantaged and with SEN. ‘Ways in’ strategy applied. • Continue to promote a love of reading, including: <ul style="list-style-type: none"> -Reading awards -Reading events E.G Bedtime reading, World book day -Weekly bedtime reading books sent home. -Daily class story times

	<ul style="list-style-type: none"> • Gaps in learning quickly identified and targeted in class and where necessary through intervention. • Handwriting data. This academic year we have introduced a letter formation and pencil grip assessment which is tracked termly. Intervention for targeted letters. • Pupil progress meetings to assess improvement and next actions. • PP Raising attainment plan (RAP) PP pupils identified with specific learning areas. Interventions given for accelerated progress towards targets. • Interventions demonstrate progress (measure of this is set up for each existing intervention). Evidence data- Edukey/ DCPro) • Detailed Curriculum progression documents enable rigour in teaching and learning. These include Ways in & scaffolding for PP/ SEND. As a result, all children are able to access the learning at their appropriate level. • All staff supported to use systems and develop habits which support PP consistently. E.G Ongoing weekly PP bulletin with a specific focus each week, with EEF and peer reviewed research. • Regular learning walks will show PP pupils asked first, placed strategically for optimum support & prioritised. • Reduction in gap for disadvantaged pupils between PD and SL in EYFS.
<p>Year 1 children achieving at least 80% expected in the phonics screening check in Summer 2026.</p> <p>Year 2 children achieving at least +90% phonics in Summer 2026</p>	<ul style="list-style-type: none"> • The GLD outcomes were below national end of 2025, and a significant number of children continue to have speech and language difficulties, so it was felt age appropriate to support their transition into Yr 1 using the same pedagogy as EY, allowing children opportunities to practise fundamental skills, including oracy. The children were responding well and making good progress so continued for whole year. Continuing this year as well. • Clear sequenced phonics programme is in place and is taught consistently throughout the school. • Close and continuous scrutiny of the efficacy of experienced staff leading phonics groups across the school. • Y 1 Phonics- PP attained mainly in line with non PP • Phonics programme catch- up for all KS1 children, and disadvantaged children prioritised. Pupils falling behind quickly identified and received targeted intervention • All pupils pass phonics unless an identified cognition and learning need means progress may be slower. Where this is the case pupils still show progress in sounds learnt over time. • Extra 1:1 reading high quality -E.G Retired head teacher reading volunteer. Bespoke provision- Creates stories linked to the child's interests, with phonics they need to practice within. <p>The EEF highlights that phonics is an important component in the development of early reading</p>

	<p>skills, particularly for children from disadvantaged backgrounds. (EEF teaching & learning toolkit/ phonics)</p> <p>‘Pupils read books that match precisely to the sounds they know. As a result, they build a rich vocabulary and gain the knowledge and skills they need to become confident readers.’ (Ofsted, 2022) Every book sent home with a child is the level below their phonics level, so they build confidence and our non-confident reader parents can still support their child.</p> <p>Priority readers list- including children who are not being read to at home, children who are off track, and any others who are PP. Most are included in these groups. Consistent and structured reading strategy means all children have a rich literary provision.</p>
<p>GLD will be at least 68% (comparable with National GLD for new EYFS).</p>	<ul style="list-style-type: none"> • 23-24 EYFS data was 56.3% GLD (National average 67.7), so to improve Early Years results, an Aspirations-led curriculum was written to specifically meet the needs of the cohort, of which there are 19.4% (Jan 2026) upskilling workforce on adult child interactions of high quality. Developing children's spoken language through targeted oracy focus. • On entry assessments for current (2025) EYFS cohort indicated less than 30% of children were on track to achieve GLD. The ‘Wellcomm’ assessment, (which ‘helps identify speech and language barriers early, so they get the right support at the right time’) showed 5 children were at the stage appropriate for their age across the cohort. This was implemented at the beginning of 2024 to screen all pupils to identify hidden needs. As a result of that, a number of children were referred to SALT. This will continue.
<p>Attendance at least 96%</p>	<ul style="list-style-type: none"> • School attendance above national average Sept 2025 to Jan 2026. • Key meeting -Whole school attendance fortnightly to put into action any letters/ meetings/ support needs/ referrals to external agencies. • Attendance figures half termly • Parent attendance coaching offer for four parents. • Attendance for disadvantaged pupils continues to perform above the national Pupil Premium average (89%), although it remains below national non-PP levels (94.2%). The school has a robust attendance strategy, including consistent support for families, adherence to the attendance policy, Local Authority support, penalty notices where necessary, and a parent coaching offer for four parents to address barriers to regular attendance. These measures are beginning to have impact, with gradual improvement evident and further targeted parental engagement identified as a next priority.
<p>Barriers to learning for identified pupils is reduced</p>	<ul style="list-style-type: none"> • Pupil by pupil assessment. • Pupils accessing learning through scaffolds and ways in.

	<ul style="list-style-type: none"> • 'RAP' pupils targeted- focus group. VIVA-GO Coaching for specific learning areas to reach Exp/ GD
All pupils fully included in all aspects of school life	<ul style="list-style-type: none"> • Where funding allows, the school provides targeted extended provision through breakfast and after-school clubs to improve engagement, attendance and learning for disadvantaged pupils. • A successful funding bid (November 2025) enabled a six-week 4Cs after-school programme for 16 disadvantaged pupils, including those with SEND, selected based on assessed need. 100% attendance on school trips. • Pupils accessing school uniform fund • Provision with additional support for reading being given by staff for pupils at the ASC.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** (2025-2026) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To empower teachers to know their pupils and do what is best for them. To ensure whole class teaching engages all children, focusing on Quality first teaching for all.</p> <p>Leaders think carefully about the important knowledge they want pupils to learn. Pupils revisit learning regularly and apply what they know. Teachers check pupils' understanding using careful questioning. When pupils require additional support to recall knowledge, this is provided promptly.</p> <p>CPD and ECT coaching followed by appraisals, observations, monitoring and feedback.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF High-Quality teaching – Maximising Learning)</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</p> <p>Planning three ways- Four learning walks show every child engaged and able to access the learning at their level of learning. (Ofsted 2022)</p> <p>EEF evidence points to both feedback (+6 months) and metacognition and self-regulated learning (+ 7 months) empowers very high impact for very low cost based on extensive research.</p>	<p>1. Much lower EYFS attainment on school entry.</p>

<p>Coaching culture across the school. Coaching for a number of staff across the year which will impact wellbeing, personal and professional development, target planning and their leadership. Appraisals build on coaching model- staff reflecting and acting on their own strengths and development needs</p>	<p>Parental engagement and social and emotional learning leads to +4 months accelerated progress. (Education Endowment Foundation Teaching & Learning toolkit).</p> <p>Coaching for staff ‘The core of the intervention was regular cycles of coaching. The [coaching] programme resulted in substantial gains in student achievement across 86 secondary school classrooms involving 1,194 students, and these gains were demonstrated across subject areas. The programme featured a ‘balanced design’ incorporating mechanisms from all four areas (Education endowment Foundation Effective Professional Development guidance report)</p> <p>-At St Clement's and St John's the exceptionally high levels of staff expertise leads to innovative and impactful curriculum approaches (SIAMS 2023)</p> <p>Pupils learn well and flourish. Staff enable this by ensuring pupils receive the required learning support, curriculum opportunity and pastoral care (SIAMS 2023)</p> <p>Staff articulate how they are encouraged to grow. They recognise and detail the meaningful culture of love and extended family where they flourish professionally, personally and spiritually. (SIAMS 2023)</p>	
<p>Oracy, reading and phonics</p> <p>To increase pupil attainment, particularly in Reading, writing and phonics.</p> <p>Continuous CPD around reading and phonics, based on Read, Write, Inc Teaching learning, development based on Rosenshine principles of effective teaching and learning</p> <p>Keep monitoring focus on PP and SEND, staff CPD, training opportunities, development of best quality phonics, reading</p>	<p>Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year. (EEF Teaching and Learning Toolkit – Oral Language Interventions)</p> <p>The EEF highlights that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF teaching & learning toolkit/ phonics)</p> <p>‘Pupils read books that match precisely to the sounds they know. As a result, they build a rich vocabulary and gain the knowledge and skills they need to become confident readers.’ (Ofsted, 2022)</p>	<p>3. Language issues that may hinder academic progress. Low levels of communication and language for many pupils within the school (58% EAL)</p>

<p>whole school strategies and initiatives.</p> <p>Discreet handwriting lessons from Rec-Y2 to improve handwriting across the school.</p> <p>Whole school coverage document for texts used including end of day stories with progression across the school for greater access to and enjoyment of reading/ story/ oracy.</p> <p>EYFS emphasis on learning through play, with greater dialogue with peers and adults</p>	<p>Oracy/Communication and language is a foundational skill that supports executive function. Without proficiency in oral language, children struggle with many aspects of social and emotional regulation, as well as being unable to meet many of the Early Learning Goals. (Education Endowment Foundation early-years/toolkit/communication-and-language-approaches)</p> <p>Discussion of texts provides rich opportunities for language development. Making inferences, through the deployment of reading comprehension strategies, can be modelled and scaffolded by the teacher. The ultimate aim is that children can then make and discuss inferences when reading with peers, creating a successful and stimulating environment for learning through, and about, language and communication (EEF Improving literacy in KS1)</p> <p>In response to children's needs, our pedagogical approach in year 1 is a continuation of EYFS, allowing children opportunities to practise fundamental skills, including oracy. They have opportunities to practise new skills and apply new knowledge in a low stakes environment.</p> <p>The average impact of oral language interventions is approximately an additional six months progress over the course of a year. (EEF Teaching and Learning Toolkit – Oral Language Interventions)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Interventions –for example additional phonics sessions targeted at disadvantaged pupils who require further phonics support. handwriting, motor control, extra reading priority gave coverage of PP needs (With 38.6% of all pupils having</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>2,3</p>

<p>the PP status, extra 1:1 reading to be prioritised towards PP pupils.</p> <p>Edukey provision map builds profiles of individual pupil needs (PP and SEND) and interventions are targeted and updated to ensure current needs met effectively for those who have both SEND and disadvantage.</p> <p>High quality ELSA (impact: behaviour, pupil engagement)</p> <p>High Quality – SALT TA (monitoring/support from NHS – pupils progress)</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. (EEF Teaching and Learning Toolkit –Teaching Assistant Interventions)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year (EEF Teaching and Learning Toolkit – Social and Emotional Learning)</p>	
<p>Weekly bulletin focus on disadvantaged, (plus SEND). Priority targeted attention and focus in class.</p> <p>This is the third year of this bite-size CPD.</p>	<p>Staff CDP should build knowledge, whilst being aware of cognitive load, revisit prior learning, motivate staff, present information from a credible source, provide affirmation and reinforcement after progress (Learning walk feedbacks), develop teaching techniques, embed practice, providing prompts and cues, and prompt context specific repetition. (Effective Professional Development. EEF)</p>	1,2
<p>SALT externally and then followed by internal ongoing sessions, supports disadvantaged pupils with specific challenges</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions Teaching and Learning Toolkit EEF</u></p>	2.
<p>To address barriers that may affect a pupil’s ability to access learning and the wider curriculum, using a values-based coaching programme to empower children to take responsibility for their own learning, so that they can achieve to the best of their ability.</p> <p>-Targeted coaching support for specific KS1 PP ‘RAP’ children who are 1 subject away from achieving RWM. Identify specific curriculum points for targeted intervention.</p>	<p>“Social and emotional learning approaches have a positive impact, on average, of 3 months’ additional progress in academic outcomes over the course of an academic year, while also helping pupils develop emotional regulation and positive social relationships that contribute to long-term wellbeing EEF</p> <p>Evidence states early intervention to identify issues and provide effective support is crucial:</p> <ol style="list-style-type: none"> 1. Prevention- This equips pupils and students to be resilient so that they can manage the normal stress of life effectively, including mental wellbeing teaching and strengthening this reinforcing through activities and ethos. 2. Identification: recognising emerging issues as early and accurately as possible. 3. Early support: helping pupils and students to access evidence informed early support and interventions. 4. Access to specialist support. 	1,2,3,4,5

<p>including attendance support.</p> <p>Family workshops- phonics, online support, reading, worship community gathering, coffee mornings.</p> <p>Parent support worker was formally Trust social worker therefore high level of experience, strategy and network to support parents.</p> <p>ELSA and Nurture identification, through pastoral team, to give early support around the family</p>	<p>In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001)</p> <p>Professor Becky Francis, CEO of the Education Endowment Foundation (EEF), said: “We know that pupils who are persistently absent from school are less like to achieve well academically. But as today’s new evidence review shows, we know much less about the best ways to improve attendance. While the research finds some positive impacts for approaches like engaging with parents and addressing the individual needs of pupils, overall, the evidence on what works for reducing absenteeism is weak.” Parental engagement interventions are those that involve parents in supporting and encouraging their children to attend school. The studies included in the review identified two distinct types of parental engagement interventions: communication and targeted planning support with family members and/or guardians (e.g., Robinson 2018; Shoppe 2019).</p>	<p>deprivation and high rates of poor parental mental health, domestic abuse and drug and alcohol misuse, resulting in significant pupil Social and Emotional barriers and disadvantage.</p>
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<p>7. To build supportive relationships with the families of each disadvantaged child.</p> <p>This will engage families of disadvantaged children to develop learning at home and support for parents.</p> <p>Engagement with reading and home learning expectations and celebrations, to be measured by increased number of children participating in reading challenges.</p> <p>For most parents to engage in parent teacher consultation. Follow up those families who do not book appointments, to ensure 1:1 sessions or telephone conversations with every parent.</p> <p>VIVA-GO parent coaching offer to build relationship, responsibility, resilience and reflection for themselves and their family</p> <p>Classroom and home guides supported range of needs leading to greater metacognition, motivation, confidence, empowerment, behaviour and academic progress.</p> <p>Engagement with reading and home learning expectations and celebrations, measured by increased number of children participating in reading challenges.</p>	<p>While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour (EEF: A Tiered approach)</p> <p>Pupils who feel they belong at school are more likely to have successful school experiences and increased levels of motivation.</p> <p>Research funded by the Nuffield Foundation found positive correlations between club participation and pupil outcomes like sense of belonging and understanding the importance of attendance. As pupils' social networks expanded by participating in the club so did their sense of school membership to their school and club participation encouraged pupils to view their school in a different light creating stronger links to pupils' understanding on the importance of attendance. Similarly, research on breakfast clubs has found positive impacts on pupil attendance, and there is some evidence to suggest that providing outdoor learning opportunities and other methods to support a rounded curriculum offer can help increase pupil engagement.</p> <p>(Understanding Attendance Findings on the drivers of pupil absence from over 30,000 young people in England Jan 2024 ImpactEd evaluation)</p> <p>Parent support. Social Care involvement and support, 12- week Fast Track to Attendance process with the next step being application for Fixed Penalty Notice.</p> <p>Church/ school collaboration support- breakfast club, fun and food in the holidays, Christmas parcels, pastoral support available to all in holidays, enrichment activities. 'Love your neighbour' food parcels, preschool groups, parenting course offers. Summer/ Christmas/ Easter Families (6, Christmas 2025) HAF funded holiday club sessions. This increases parental engagement & attendance for some children.</p> <p>Information on website/ letters/ newsletters to know how to access practical and emotional support.</p> <p>Parental engagement leads to improved attendance for their child, as many in our context had a negative personal experience of school for themselves. Behaviour, emotions, and cognitive engagement with school can be supported by motivation which comes out of being able to talk about themselves, their hopes and vision, and being able to plan their own and their family's success for challenges or</p>	
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<p>Most parents engaged in parent teacher consultation. This is either face to face or, for those families who do not book appointments, class teachers book 1:1 sessions or telephone conversations with every parent. This will improve attendance</p> <p>Barriers to learning for identified pupils is reduced</p>	<p>opportunities. This leads to higher levels of family school engagement, associated with greater academic performance and improved attendance for their child.</p> <p>(ImpactEd Evaluation Understanding attendance 2024)</p> <p>Pupil Premium status is associated with an attendance rate that is 6 percentage points lower than non-Pupil Premium children.</p> <p>Higher levels of school engagement are associated with greater academic performance and improved attendance.</p> <p>Grit is defined as perseverance and passion for long-term goals. It is closely related to academic and social resilience. Pupils with high levels of grit have increased school attendance and higher academic achievement</p> <p>(ImpactEd Evaluation Understanding attendance 2024)</p> <p>Part of the attendance challenge is ensuring the importance of school is fully understood, and providing support for positive relationships with peers, family and teachers.</p> <p>(ImpactEd Evaluation Understanding attendance 2024)</p> <p>Research has found schools which provide opportunities to engage parents to take an interest in, and support their children with their education, can help not only to build communication between school staff and parents or carers, but also to provide opportunities to increase communication and interactions between parents and their children (Building children and young people’s resilience in schools. Public Health England, 2024)</p>	
<p>All pupils fully included in all aspects of school life</p>	<ul style="list-style-type: none"> • 100% attendance on school trips and access experiences within school. Exception of special unit where bespoke provision caters for the exceptionally high level of needs. • Extended school provision when funding allows, meets needs of the cohort. School led After School and breakfast Club aligns to vision and values of the school with familiar and trusted leaders- social, motor, emotional supports learning. • Application for funding bids, (one successful Nov 2025) to enable a six-week block of 4Cs after school club for 16 disadvantaged pupils, including those with SEND who would benefit most, tailored to their specific need, for example gross or fine motor skill, oracy, social skills development. These will include reinforcement 	

	<p>of school learning themes, homework and reading support to support home learning outcomes, projects, arts, crafts, cooking and games to enrich and better engage with learning outside of school hours.</p> <ul style="list-style-type: none"> Families access £25 uniform vouchers. Second hand uniform, shoes, coats given where needed. 	
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Interventions –	<p>for example additional phonics sessions targeted at disadvantaged pupils who require further phonics support. handwriting, motor control, extra reading priority gave coverage of PP needs (With 38.6% of all pupils having the PP status, extra 1:1 reading to be prioritised towards PP pupils.</p> <p>Extra 1:1 reading high quality -E.G Retired head teacher reading volunteer. Bespoke provision- Creates stories linked to the child’s interests, with phonics they need to practice within. Do these achieve higher?</p>
Wider opps after School club	<p>£ 500 of bids won means provision available for PP children to be enabled to have places at Extended school, an enrichment which supports oracy and reading, gross/ fine motor skill and social development.</p> <p>E.G one pupil also originally CIC, now exceeding her targets.</p>

Total budgeted cost: £ £106,815

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Strategy	Impact																																
<p>% of disadvantaged pupils meeting EXS rises each year, from previous attainment position GLD will be at least 65% (comparable with National GLD for new EYFS).</p>	<p>KS1 Impact</p> <table border="1"> <thead> <tr> <th></th> <th>RWM PP</th> <th>R</th> <th>R PP</th> <th>W</th> <th>W PP</th> <th>M</th> <th>M PP</th> </tr> </thead> <tbody> <tr> <td>Yr 2 2025</td> <td>36%</td> <td>76%</td> <td>59%</td> <td>63%</td> <td>53%</td> <td>78%</td> <td>65%</td> </tr> <tr> <td>Yr 2 2024</td> <td>42%</td> <td>64%</td> <td>65%</td> <td>52%</td> <td>48%</td> <td>58%</td> <td>58%</td> </tr> <tr> <td>Yr 2 2023</td> <td>6%</td> <td>64%</td> <td>57%</td> <td>29%</td> <td>11%</td> <td>49%</td> <td>40%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Year 2 Pupil Premium outcomes show improvement since 2023, particularly in maths where attainment is now in line with non PP peers. Reading remains a relative strength, (Nat 68%. PP Nat 54%) though progress was not sustained in 2025. Writing continues to be the main barrier to achieving combined RWM, indicating a need for further targeted support focused on language development, and transcription skills and sentence construction. GLD 23-24 shows a 4.0 difference between PP eligible and non PP. GLD 24-25 shows although scores are lower, there is just 2.83% difference between GLD for PP and non PP. Any gaps in learning are quickly identified and acted upon. These are targeted in class and where necessary through intervention. Pupil progress meetings assess improvement and next actions. 		RWM PP	R	R PP	W	W PP	M	M PP	Yr 2 2025	36%	76%	59%	63%	53%	78%	65%	Yr 2 2024	42%	64%	65%	52%	48%	58%	58%	Yr 2 2023	6%	64%	57%	29%	11%	49%	40%
	RWM PP	R	R PP	W	W PP	M	M PP																										
Yr 2 2025	36%	76%	59%	63%	53%	78%	65%																										
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Yr 2 2023	6%	64%	57%	29%	11%	49%	40%																										

- Classroom teaching is of consistently high quality. Rosenshine's Principles of Instruction defines the key elements of effective practice, based on research, and including cognitive science. Continuous CPD ensures this is in place. (Triangulation approach)

2024-25 data-
 CL (EYFS) significantly far ahead (72% at EXP.)
 KS1 (Yr 2) RWM EXP. Equal to school non PP
 W EXP Greater than school non PP
 M EXP Same as school Non PP

2024-25 Phonics results show PP attained mainly in line with non PP

- Clear sequenced phonics programme is in place and is taught consistently throughout the school.
- Multi-sensory approach for pupils who are both disadvantaged and with SEN. Ways in strategy applied.
- Phonics programme catch-up for all KS1 children, and disadvantaged children prioritised. Pupils falling behind quickly identified and received targeted intervention
- All pupils pass phonics unless an identified cognition and learning need means progress may be slower. Where this is the case pupils still show progress in sounds learnt over time

	Reading	Writing	Maths
Non PP	25%	25%	25%
PP	66.7%	33.3%	66.7
Difference	41.7	8.3%	41.7

GLD 23-24 shows a 4.0% difference between PP eligible and non PP.



GLD 24-25 shows although scores are lower, there is just 2.83% difference between GLD for PP and non PP.



Year 1 children achieving at least 80% expected in the phonics screening check in Summer 2025.

+90% Year 2 phonics in Summer 2025

Phonics results show PP attained mainly in line with non PP



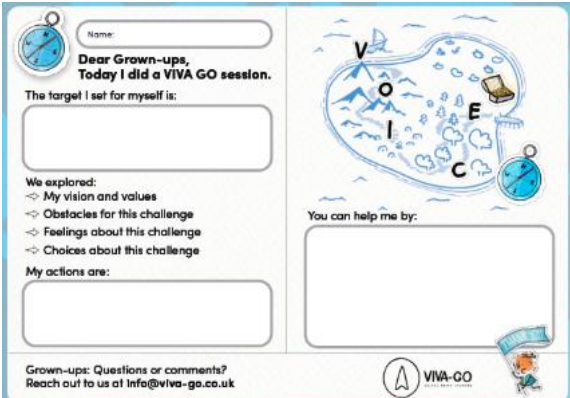
Attendance at least 96%

Attendance for disadvantaged pupils remains a key priority. In 2024–25, disadvantaged pupils' attendance was 91.7%, compared to 93.68% for non-disadvantaged pupils, representing a small improvement from 2023–24 (91.5% vs 95.5%). As a result, the attendance gap has begun to narrow since 2023.

Attendance data Academic year 2024-25

	<p>Disadvantaged 91.7% Non disadvantaged 93.68%</p> <p>2023-24</p> <p>Disadvantaged 91.5% Non- disadvantaged 95.5%</p> <p>Closed the gap slightly since 2023</p> <p>National pp 89% Non PP 94.2%</p> <p>In 2023 attendance for PP was above national. School attendance policy and LA help is accessed, and followed to support families. Families have penalty notice when required. Parent coaching offer for parental attendance support.</p> <p>Attendance for disadvantaged pupils remains a key priority. In 2024–25, disadvantaged pupils’ attendance was 91.7%, compared to 93.68% for non-disadvantaged pupils. This is a small improvement on 2023–24, when disadvantaged pupils’ attendance was 91.5% compared to 95.5% for non-disadvantaged pupils. As a result, the attendance gap has closed slightly since 2023.</p> <p>When compared to national figures, the school is performing positively. In 2023, attendance for disadvantaged pupils was above the national Pupil Premium average of 89%, although it remains below the national figure for non-Pupil Premium pupils (94.2%). This indicates that, while attendance for disadvantaged pupils is stronger than national PP levels, further work is needed to close the in-school gap.</p> <p>The school has implemented a robust and consistent attendance strategy, including:</p> <ul style="list-style-type: none"> Close adherence to the school attendance policy Regular engagement with Local Authority attendance support Use of penalty notices where necessary to reinforce expectations A parent coaching offer, aimed at supporting families to overcome barriers to regular attendance <p>These measures are beginning to have impact, as evidenced by the gradual improvement in disadvantaged attendance and the narrowing of the attendance gap. Continued targeted parental engagement and early intervention are key next steps to further improve attendance for disadvantaged pupils</p>
<p>Barriers to learning for identified pupils is reduced</p>	<p>Interventions led to disadvantaged pupils receiving adaptive teaching with appropriate scaffolds and targeted support.</p> <p>RAP pupils (predominantly PP) are prioritised for additional in-class and intervention support.</p> <p>VIVA-GO coaching supports pupils to achieve expected and greater depth outcomes. Targeted phonics intervention led to 4 of 6 disadvantaged pupils passing the Year 1 phonics re-check.</p>
<p>Teaching To empower teachers to know their pupils and do what is best for them. To ensure whole class teaching engages all children, focusing</p>	<p>Staff CPD based on Rosenshine principles has made a difference to outcomes for PP. (See data above) Learning walks show evidence of great practice for PP.</p> <p>June 2025 Pupil Premium Learning Walk: Key Evidence</p>

<p>on Quality first teaching for all. CPD and ECT coaching followed by appraisals, observations, monitoring and feedback.</p>	<ul style="list-style-type: none"> • Engagement: All PP pupils observed were focused, participating, and motivated across EYFS, Y1, and Y2. • Targeted Support: TAs and teachers prioritised PP children for support, challenge, and leadership opportunities. • Progress: PP pupils showed confidence in leading, explaining thinking, and collaborating—especially in reading, phonics, and maths. • Inclusion: Adapted tasks, inclusive questioning, and positive relationships ensured PP pupils accessed the full curriculum. • Wellbeing: Warm, respectful staff-pupil interactions and pastoral support (e.g., ELSA, Nurture) promoted resilience and self-worth. • Impact: Clear evidence of improved engagement, confidence, and academic progress for PP pupils.
<p>Coaching culture across the school. Coaching for a number of staff across the year which impacted wellbeing, personal and professional development, target planning and their leadership.</p> <p>Appraisals build on coaching model- staff reflecting and acting on their own strengths and development needs</p>	<p>The well-being of staff impacts upon the well-being of children.</p> <p>Coaching culture means the staff have a voice, if action ensues from their hopes</p> <p>Staff surveys from March 2025 to Sept 25 show impact of action including coaching conversations</p> <p>“What does well- being look like for you in school?”</p> <ol style="list-style-type: none"> 1. Supportive Culture & Relationships <ul style="list-style-type: none"> · Staff value kindness, teamwork, and a family-like atmosphere. · Emotional support, check-ins, and having someone to talk to are essential. 2. Trust & Autonomy <ul style="list-style-type: none"> · A strong desire for trust in professional judgment, especially around teaching practices like phonics. · Repeated observations and micromanagement can feel demoralising. 3. Visibility & Approachability of SLT <ul style="list-style-type: none"> · Staff appreciate when SLT are present and casually engaged. · Approachability fosters openness and a sense of unity. 4. Consistency & Fairness <ul style="list-style-type: none"> · Inconsistencies in behaviour management and staff expectations are a major concern. · Staff want clear, fair, and consistent systems for all children and staff. 5. Communication & Inclusion <ul style="list-style-type: none"> · Communication gaps exist, especially between teachers and Teaching Assistants (TAs) · Staff want to feel informed, included, and heard in decision-making. 6. Recognition & Appreciation <ul style="list-style-type: none"> · Simple acknowledgements like “thank you” and positive feedback go a long way. · Staff want their extra efforts to be noticed and valued. 7. Workload, Space & Time <ul style="list-style-type: none"> · Lack of quiet workspaces and protected time is affecting well-being. · Staff feel overwhelmed by increasing demands without adequate time or support. 8. Behaviour & Emotional Safety <ul style="list-style-type: none"> · Behaviour management needs to be a higher priority. · Staff want consistent follow-up and accountability, especially after serious incidents. <p>Sept 2025- to consider going forwards:</p> <p>What’s Working Well:</p>

	<ul style="list-style-type: none"> • Stronger Teamwork: Staff feel supported, valued, and able to collaborate openly within teams and across roles. • Approachable Leadership: SLT and key leaders are visible, listen actively, and take meaningful action, building trust and morale. • Positive Relationships: Smaller class sizes and consistent routines help staff connect deeply with pupils and each other. • Professional Growth: Staff appreciate opportunities to try new approaches, share ideas, and receive practical advice—hallmarks of a coaching environment. • Support for New Staff: Weekly support meetings and open-door policies help new staff settle in and feel part of the team. <p>Ongoing Strengths:</p> <ul style="list-style-type: none"> • Autonomy & Trust: Staff feel empowered to make decisions and are trusted in their roles. • Proactive Support: TAs and teachers are flexible, seek feedback, and support each other, showing a culture of continuous improvement. • Wellbeing Focus: Calm communication and logical systems reduce stress and help staff manage change. <p>Areas to Develop Further:</p> <ul style="list-style-type: none"> • Clearer Communication: Staff want more timely, consistent information and better induction for new colleagues. • Workload Management: Protecting staff time and improving planning for absences will support wellbeing. • Consistent Systems: Aligning behaviour expectations and support structures will help everyone feel secure and confident.
<p>Weekly bulletin focus on disadvantaged, (plus SEND). Priority targeted attention and focus in class</p>	<p>Teachers cite this is useful – that it reminds them to prioritise disadvantage in specific ways each week EG, comprehension focus/ group work/ metacognition. This is the third year of weekly reminders to prioritise PP pupils. Evidence of this on learning walks- priority seating disadvantaged pupils near the teacher at the front or near the TA, asking them first, marking their work first, giving them jobs, encouraging their effort.</p>
<p>-Targeted coaching support for specific KS1 PP ‘RAP’ children who are 1 subject away from achieving RWM. Identify specific curriculum points for targeted intervention.</p> <p>This is my target.</p> <p>These are my actions</p> <p>You can help me by...</p>	<p>Data of PP receiving coaching shows accelerated progress in 91 individual areas (37%)</p> <p>Disadvantaged pupils receiving coaching achieved 31% accelerated progress</p> <p>Non disadvantaged receiving coaching achieved 54% accelerated progress</p> <p>Pupils very engaged and motivated. Learning extra at home and gaining adult in school and family help according to the child’s request written on a postcard.</p>  <p>Grown-ups: Questions or comments? Reach out to us at Info@viva-go.co.uk</p> <p>VIVA-GO</p>

<p>Behaviour support From behaviour policy review, to implement any necessary changes and liaise with parents.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. (EEF – Improving social and emotional learning in primary schools) Parent and child coaching offer evidence- decreased need for social services involvement, and SEL for both parent and child. Learning walks show increased calm around the school. PP leader, professionally coach and SENCO trained, giving coaching support.</p>
<p>To develop support networks around families, including attendance support. Parent support worker was formally Trust social worker therefore high level of experience, strategy and network to support parents.</p> <p>Family workshops- ELSA and Nurture identification, through pastoral team, to give early support around the family</p>	<p>Attendance support and data Parental engagement interventions are those that involve parents in supporting and encouraging their children to attend school. The studies included in the review identified two distinct types of parental engagement interventions: communication and targeted planning support with family members and/or guardians (e.g., Robinson 2018; Shoppe 2019)</p> <p>Since parental engagement leads to improved attendance for their child, as many in our context had a negative personal experience of school for themselves. Therefore, the beginning of structured coaching offer to parents with their child or without. Behaviour, emotions, and cognitive engagement with school can be supported by motivation which comes out of being able to talk about themselves, their hopes and vision, and being able to plan their own and their family's success for challenges or opportunities. This leads to higher levels of family school engagement, associated with greater academic performance and improved attendance for their child. (ImpactEd Evaluation Understanding attendance 2024)</p> <p>Evidence shows greater engagement and value of the learning and respect for school community relationships. While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour (EEF: A Tiered approach) Family workshops in phonics and reading online support.</p> <p>Church community support: Schools family workshops with pastoral support available, community gathering, coffee mornings. 'Babies matter', Learn to cook club (with slow cooker given) linked school toddler group, holiday /fun and food, breakfast for families weekly, social supportive events. Impact: High level of trust and greater communication and acceptance of support with church and school leaders.</p> <p>Impact measure of the inclusive ELSA (1:1) and Nurture (group) provision. Children able to return to class, relate with others and fulfil their goals. Support to both children and staff. Building self- esteem, confidence and self-worth to return to class, to develop a growth mind set, and find their voice.</p>

Further information (optional)

Due to large numbers of disadvantaged pupils (St Clement's 40%) whole school strategy is vital. Our consistent drive to meet the needs of the families and children who are deprived are given opportunity to rise above their own expectations, and to thrive.

Alongside this, the values and ethos mean that the family feel of the school builds confidence, compassion, creativity and curiosity in the pupils who find it a safe place in which to learn and thrive.

*'We need to change how we work in formal services and be **'brave enough to work with and through others, dropping 'done to' models and swapping for 'done with'...** This might mean we need to find meaningful ways to work with people facing adversity on overcoming that adversity, through **co-production, alliances and partnerships.***

[*British Psychological Society*](#)

VIVA-GO coaching for disadvantaged pupils has built self-efficacy in pupils evident in the progress and behaviour of those now attending the adjoining Junior school, Bethany. An action research project for pupils with SEN and some disadvantaged brought evidence that children with SEN, through a coaching intervention such as VIVA-GO, can grow in reflection, responsibility, resilience and relationship. They can be empowered from their own point of reference and cognition of their own challenges to efficiently set specific and measurable targets for themselves (Ekins, 2015), in relationship with self, others and the curriculum (Powell and Todd, 2004). In the words of one child, it can be '*So fun. It made me proud to go to VIVA GO. I want to still do this together. It will be the thing we really want to do*', an opportunity for all pupils who are disadvantaged such as one child to be able to say: '*I have been successful*'. Five of these six children with SEND (four PP) became leaders in their final year at the Junior school.

Helpful information for the coaching for disadvantaged strategy from the latest evidence around attendance and motivation:



Sense of belonging

VIVA-GO coaching uses a leadership focus- lead yourself, lead others.

Pupils who feel they belong at school are more likely to have successful school experiences and increased levels of motivation.



Safe in school

Opportunity to talk to a trusted adult with their own solution focused actions to deal with the challenges they face in and out of school



Understanding
the importance of
attendance

Values, purpose and future thinking, WIFM- Responsibility – clear understanding of the importance of own future and value of learning, being in school and working with expectations, routines, and reasons.



School engagement

Taken from

Understanding Attendance Findings on the drivers of pupil absence from over 30,000 young people in England Jan 2024 (ImpactEd evaluation):

Behaviour, emotions, and cognitive engagement with school. Motivation which comes out of being able to talk about themselves, their hopes and vision, and being able to plan their own success for challenges or opportunities. Higher levels of school engagement are associated with greater academic performance and improved attendance.



Wellbeing

Wellbeing- CYP thrive and flourish in coaching, many going on to coach others, including contentment and overall sense of purpose as well as day-to-day happiness. Wellbeing is associated with a range of positive outcomes in school, including improved attendance.



Anxiety

Feelings of anxiety are associated with significant negative outcomes including impaired academic, social and health functioning. VIVA-GO coaching encourages then equips so resilience is grown.



Grit

Grit is defined as perseverance and passion for long-term goals. Coaching supports this. It is closely related to academic and social resilience. Pupils with high levels of grit have increased school attendance and higher academic achievement.