

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year, and the effect that last year's pupil premium spending had within our school.

School overview

Detail	Data
School name	Our Lady and St Hubert's Primary School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Olga O'Beirne
Pupil premium lead	Alicia Bullock
Governor / Trustee lead	Mr Bernard King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,540
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	£117.540

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady and St Hubert's Primary School, we aim to use Pupil Premium funding to ensure **all** children have the opportunity to reach their full potential. Our previous Pupil Premium strategy has now been reviewed and updated for the academic year 2024-25. Regular reviews allow us to refocus on the challenges that are **now** prevalent across **our** school community and although some barriers may remain the same, it is important to ensure that we are focussing Pupil Premium funding in the areas that are most needed by **our** pupils and their families. The school draws from research alongside analysing individual and school group data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these.

Our ultimate objectives are:

- To narrow the attainment gap between 'disadvantaged' and 'non-disadvantaged' pupils.
- For all 'disadvantaged' pupils to have the chance to reach their full potential and leave our school as independent and confident individuals
- To engage with parents and carers in the education of their child and incorporate outside agencies where necessary for support and guidance.
- To refer to existing evidence about the effectiveness of different strategies
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

School have written a spending plan for this academic year which details the 7 key challenges- identified by Senior Leaders- along with success criteria and strategies towards achieving our ultimate objectives.

Key principles of the strategy plan:

- Identifying the specific challenges faced by **our** 'disadvantaged' and 'vulnerable' pupils
- Ensuring that all stakeholders (teachers, leaders, parents..) are involved and aware of this strategy and know their role in ensuring this happens.
- Ensuring that teaching and learning opportunities meet the needs of **all** pupils.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This means that not all children receiving Pupil Premium will be in receipt of **additional** support/interventions at one time- some support may be classroom based.
- Evaluate the strategy after implementing using baseline assessments, summative data and pupil voice feedback.

Quality first teaching is fundamentally important to the attainment and progress of **all of our pupils**, regardless of their eligibility for Pupil Premium funding. As a proven strategy for closing the disadvantage gap, a focus on **high quality teaching** is central to our approach to spending the Pupil Premium funding. This includes staff CPD and mentor support from our Senior Leaders in order to ensure that **all** children make progress. Our focus, however, is not simply on academic performance but also on supporting children with their mental health and wellbeing, while providing all of our children with access to a well-balanced curriculum, including enrichment opportunities, experiences and extra curricular activities. This will not only enhance understanding, but will strengthen and build pupils' personal development, their emotional health and mental wellbeing as well as developing a broader cultural capital among disadvantaged children.

Challenges

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

	Detail of challenge
1	Although improved, the amount of children, who are in receipt of Pupil Premium, who achieve Greater Depth could still be improved. 2024 data: Reading 11%, Writing 4.3% and Maths 10%
2	In Writing , the amount of children, who are in receipt of Pupil Premium, working at Age Related Expectation or above could be improved. 2024 data: Writing 42.5% (Reading 65.8% and Maths 64.4%)
3	Quality first teaching is proven to be the most effective strategy to accelerate pupil progress. Staff CPD - including coaching and modelling from SLT- will ensure that staff are planning for progress of every child, supporting and challenging effectively.
4	Staff awareness of specific SEND needs can impact on a child's progress over time. Many of our children, who are in receipt of Pupil Premium funding, also have other learning and/or physical needs, which require extra support from class teachers and/or support staff. 2024 data: 25% of the children who are on the SEN register, are also in receipt of Pupil Premium.
5	A child's social, emotional and mental health (SEMH) can impact on a child's progress and attainment. Some of our children, who are in receipt of Pupil Premium funding, have needs which can affect their wellbeing and therefore hinder their progress. This also includes behavioural needs. 2024 data: 25% of children in receipt of Pupil Premium have been identified as having a need in this area.
6	As a school, we need to be aware of- and address- any social and economic factors that prevent children, who are in receipt of Pupil Premium funding, from accessing the same opportunities as their peers.
7	For the first time in a few years, our attendance last year was slightly higher than the national average, but only by 0.11%. Children in receipt of Pupil Premium funding was below that of national expectation by 0.9%. In 2024, 30% of the 'persistent absentees' are children in receipt of Pupil Premium, which has increased since this year. 2024 statistics- whole school 95.11%, PP 94.1%

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
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<p>1</p> <p>To have more children, who are in receipt of Pupil Premium funding, achieving Greater Depth in core subjects.</p> <p>2024 data: Reading 11%, Writing 4.3% and Maths 10%</p>	<p>Target: Reading 13%, Writing 6% and Maths 12%</p> <ul style="list-style-type: none"> • Staff will have an increased understanding of who the Pupil Premium children in their class are, and target effective provision – particularly through use of staff and opportunities for intervention groups. • Staff to ensure that Pupil Premium children are receiving verbal feedback regularly throughout lessons, to ensure progress is being made and challenges are being completed. • Pupil progress meetings carried out termly to identify any children who could be targeted to achieve GD. Any child in receipt of Pupil Premium funding must have actions and barriers completed. • Aspirational targets set for all PP children (in consultation with class teacher) so that they can be targeted to make accelerated progress.
<p>2</p> <p>To see an improvement in the number of children, who are in receipt of Pupil Premium funding, working at Age Related Expectation or above in core subjects, particularly in Writing.</p> <p>2024 data: Writing 42.5% (Reading 65.8% and Maths 64.4%)</p>	<p>Target: Writing 50% (Reading 67% and Maths 66%)</p> <ul style="list-style-type: none"> • New writing curriculum introduced • Regular CPD for staff to ensure implementation is effective. • Pupil Progress meetings carried out termly to identify any children who are struggling to make <u>expected progress</u>. Through these meetings, progress, provision and practice monitored to ensure effective provision in place. • Aspirational targets set for all PP children (in consultation with class teacher) so that they can be targeted to make accelerated progress. • Number of children making slow/significantly slow progress to reduce. • Staff to be more confident in how to support children who are not on track to make expected progress. • Staff to ensure that Pupil Premium children are receiving verbal feedback regularly throughout lessons to ensure progress is being made. • Staff CPD in core curriculum areas to provide more targeted support in reading, writing and maths. • Core subject leaders to monitor and support staff through coaching and modelling. • Staff will be more confident directing and supporting support staff, differentiation, scaffolding and targeted interventions. • Children’s online reading logs will be monitored to ensure more reading at home, which will impact on reading progress over time. PP children to be heard read aloud on a regular basis • PP lead to investigate possible subscriptions/resource books that could help children make accelerated progress.

<p>3</p> <p>Children’s progress will improve as a result of quality first teaching. Staff CPD will have been completed- including coaching and modelling from SLT- to ensure that staff are planning for progress of every child, supporting and challenging effectively.</p>	<ul style="list-style-type: none"> • Staff will receive CPD in core curriculum areas to provide more targeted support in writing, but also reading and maths. • Core subject leaders to monitor and support staff through monitoring, coaching and modelling. • Curriculum areas to be led and monitored effectively by subject leaders- ensuring all children have access to a broad and balanced curriculum. • Pupil voice will show that children are engaged in their learning and have high aspirations (SLT to include a selection of PP children in any pupil voice carried out. • Subject leaders, with the support of the Curriculum lead, will analyse data regularly and be proactive with support for staff, ensuring that the needs of the children are being met and supported.
<p>4</p> <p>Staff will be more aware of SEND needs in their classes and this will have a positive impact on children’s progress.</p> <p><i>2024 data: 25% of the children who are on the SEN register, are also in receipt of Pupil Premium.</i></p>	<p>Target: more children with SEND achieving ARE or higher</p> <ul style="list-style-type: none"> • Staff have increased understanding of pupil premium children, who also have SEND. They will target effective provision – particularly through use of staff, communication with parents and SENCo and use of IPP plans to target children who have gaps in their learning. • More children receiving SEND support should meet ARE in core areas. • SENCo will hold regular meetings with class teachers, parents and leaders to discuss any progress concerns with any children who are have SEND and are in receipt of PP funding. • Staff will receive specialist training in some areas of need, specific to our children. • CPD to include training linked to ACE’s • Staff voice will identify where support is needed in order to help children with SEND to progress in their learning. • Interventions carried out through the whole school to support the needs of the children. • Edukey IPP template will be updated to include specific baseline assessment data • Whole school intervention map produced and- where possible- staff deployed to the needs of the whole school, not just classes/phases • Speech and language support for children who have been identified as having a need. • Use of Wellcomm EYFS and Wellcomm Primary to identify and prioritise S&L need of children. Wellcomm interventions to be set up. • Interventions such as Lego therapy, SULP to continue

	<ul style="list-style-type: none"> • Targeted support from Enhanced Speech and Language therapist who attends school weekly • Staff trained and guided by S&L therapist in order to deliver sessions effectively.
<p>5</p> <p>As a school, we will have more of an understanding of children's SEMH needs and children themselves will also have more awareness of their own mental health and be aware of a range of strategies to help themselves to regulate their emotions and behaviour.</p> <p><i>2024 data: 25% of children in receipt of Pupil Premium have been identified as having a need in this area.</i></p>	<ul style="list-style-type: none"> • Initial concern forms will be more established so that SENDCo and Pastoral lead can support any children who are raising concerns regarding mental health. Includes tracking of Safeguard for known pupils. • Referrals made to outside agencies where necessary • Pastoral team to work closely with children who have been flagged by any staff member for SEMH needs. • Continue with contracted wellbeing service to target children to ensure their continual mental health and wellbeing is of a high priority. Specific work on SEMH to ensure attendance, wellness and personalised barriers to learning are recognised, targeted and overcome. • Prioritise one space per half term for a child who is in receipt of Pupil Premium funding • Monitoring of the PSHE scheme taught in classes to ensure that it is having an impact on the most vulnerable children and covers all of the aspects that they may be facing- in and out of school. • 1:1 sessions to continue for weekly check ins with identified children • Digital literacy curriculum introduced to support children with their understanding of the online world and to help children be confident with any issues they may face online, that could impact on their mental health. • Behaviour policy was developed with SLT alongside the SENDCo and Pastoral Lead • Anyone who is in receipt of PP funding, and whose behaviour is causing a concern, will be flagged to SENDCo/Pastoral/SLT • This can be monitored through Arbor • Forest school sessions will continue to provide 'other opportunities' for children in school. Success away from academia can promote improvements in mental health and wellbeing. • Parents have daily access to members of SLT, who are on the gate at the end of each day. Pastoral Lead is on the school gate each morning to meet and greet. This helps to strengthen relationships with parents and children.
<p>6</p>	<ul style="list-style-type: none"> • Parents financially supported so that children can take part in enrichment opportunities – visits out of school, music tuition, residential... Access to school trips/experiences helps children to

<p>As a school, we will use the Pupil Premium funding to reduce the social and economic factors that prevent children, who are in receipt of Pupil Premium funding, from accessing the same opportunities as their peers.</p>	<p>build a schema which links their learning to real life experiences- this helps them to remember more.</p> <ul style="list-style-type: none"> • Children encouraged to learn to play a tuned musical instrument. Studies show that learning to play an instrument and read music can improve children's focus and concentration. • All children are encouraged and supported with a healthy nutritious diet while at school. • All children who are in receipt of PP funding are provided with the option of a free hot meal, milk at breaktime and a fruit snack (KSI) • Cooking curriculum implemented across school. <ul style="list-style-type: none"> ○ All children take part in half termly cooking lessons. Healthy cooking recipes and cooking life skills to be developed and then applied at home. ○ Sessions will cover aspects of healthy eating/living, including the life skills of learning a variety of cooking techniques across all year groups. • PP lead to investigate possible subscriptions that could help children make accelerated progress.
<p>7</p> <p>School's attendance will remain higher than the national average for the year.</p> <p>Attendance of the children in receipt of Pupil Premium funding, will be more in line with National Average.</p> <p>The number of 'persistent absentees' that are in receipt of Pupil Premium will reduce from 30%.</p> <p>2024 statistics- whole school 95.11%, PP 94.1%</p>	<p>Target for school- 96% (National 95%)</p> <p>Pastoral lead, along with new impartial attendance advisors, will track and monitor attendance, communicating with parents/carers where this is an issue.</p> <p>Attendance officers to continue to chase parents and make home visits where necessary</p> <p>Meetings will take place with parents to support better attendance</p> <p>SEMH work to be carried out to ensure that this is not a barrier.</p> <p>Incentives introduced to aim to raise children's attendance.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. Some of the activities are continued from previous years.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school teaching CPD linked to new writing scheme 'I'm a clever writer.'	Our Success I am a clever writer	1, 2, 3
Senior leaders to model core lessons to support teachers' development	<p>Mentoring and coaching can be an important source of support, particularly for early career teachers. EEF recommended support list</p> <p>There is evidence that mentoring can have positive impacts on mentee pupil attainment and literacy. Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment. However, further research is needed. National Institute of Teaching case study</p>	1, 2, 3
CPD to ensure quality first teaching has an impact on all children	<p>Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners.</p> <p>EEF link</p>	1, 2, 3, 4
Specific SEND/SEMH CDP for all staff to ensure that the curriculum is adapted to enable all children to access the curriculum and make progress.	<p>EEF SEND guidance</p> <p>'Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.'</p> <p>'Across all schools, the number of pupils with SEND has risen for the third consecutive year. Pupils with SEND are more likely to be eligible for free school meals (28% compared to 13% of pupils without SEND),⁷ and may have lower levels of wellbeing.'</p>	4, 5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Primary- assessments and targeted intervention groups	<p>EEF report into developing pupil communication and language skills indicates high impact on pupil outcomes. Communication and language approaches typically have a very high impact and increase young children’s learning by seven months. They involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively.</p> <p>EEF language approaches</p>	2, 4, 5, 6
Lego therapy sessions to promote more understanding of social language		2, 4, 5, 6
SULP- social understanding of language programme		2, 4, 5, 6
Targeted speech and language intervention 1:1 or small group		2, 4, 5, 6
ACE’s training for all staff	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice.</p> <p>EEF review SEL</p>	1, 2, 4, 5, 7
Pastoral lead dedicated time for bespoke Mental Health and Wellbeing sessions with children	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income</p>	1, 2, 4, 5, 6, 7
HLTA to carry out weekly 1:1 sessions with targeted children to ensure general wellbeing is on track.	<p>There is also evidence that children’s skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> • Improved social and emotional skills; • improved academic performance • improved attitudes, behaviour and relationships with peers; • reduced emotional distress (student depression, anxiety, stress and social withdrawal); 	1, 2, 4, 5, 6, 7

	<ul style="list-style-type: none"> • reduced levels of bullying; • reduced conduct problems; and • improved school connection <p>EEF SEL in practise</p>	
1:1 and small group core subject interventions	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 6

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support for children and families</p> <ul style="list-style-type: none"> -Pastoral lead dedicated time -Out sourced Attendance Officer 	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>EEF</p> <p>All schools have a continuing responsibility to proactively manage and improve attendance across their school community. As set out in section 1, attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school.</p> <p>The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.</p> <p>DfE attendance review</p>	1, 2, 4, 5, 7
Wider opportunities-	<p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to</p>	1, 2, 5, 6

<p>Music lessons, trips, residential, computer after school club...</p>	<p>consider how increased engagement will be translated into improved outcomes. EEF</p> <p>Studies indicate the positive impact of curriculum and wider school enrichment activity on pupil outcomes. Enrichment Theory, Research and Practice: Research findings- wider experiences</p> <p>All pupils have the opportunity to attend at least 3 school trips each year. Evidence shows that participating in some of these activities raises aspirations and build schema which adds information to children's long term memory. Participation in activities such as music lessons impacts on children's concentration and can impact positively on attainment.</p>	
<p>Food and nutrition- daily milk and fruit, daily hot meal</p> <p>Cooking curriculum</p>	<p>Research shows that pupils benefit if they are hydrated and nourished and have the things they need for school. Pupils from disadvantaged backgrounds may not have these benefits as standard.</p> <p>Research shows that pupils from disadvantaged backgrounds are more likely to be obese, therefore putting long term health at risk.</p> <p><i>'Disadvantaged children born at the start of the 21st century weighed up to 5kg more in their childhood and early teenage years than those from more privileged backgrounds'.</i> University College London</p> <p>Better education within this area will provide children greater opportunity to make better choices when it comes to cooking and healthy eating.</p>	<p>5, 6, 7</p>
<p>Wellbeing Crew</p> <p>-Pupil ambassadors</p> <p>-1:1 therapy sessions</p>	<p>'Without the experience of happiness and a sense of wellbeing in our lives, it is difficult to thrive and to become the best we can. Our research has shown that a significant number of children in the UK have low levels of wellbeing, this has great impact on their childhood and life chances.' https://thewellbeingcrew.co.uk/</p> <p>1 in 6 children and young people have a diagnosable mental health problem. 1 in 5 children aged 10-17 in the UK have reported being unhappy with their lives 76% of children, aged between 5-15 years suffer with depression 1 in 10 boys aged 5-19 with a mental health condition are excluded in some form from school</p>	<p>1, 2, 4, 5, 7</p>
<p>Competitions/incentives</p> <p>-Writing</p> <p>-Spelling</p> <p>-Attendance</p>	<p>Incentives have proven to help to engage children in their learning- especially when it comes to learning at home. Children will read more at home and have more willingness to work at home if there are competitions to work towards. Reading regularly at</p>	<p>1, 2, 6, 7</p>

-Reading raffle	<p>home will improve children's fluency and also promotes parental involvement. The reading raffle will also ensure that staff are signing reading diaries regularly.</p> <p>Classes become very competitive when it comes to attendance awards, and this can encourage children to come to school to earn points/trophies etc..</p>	
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Total budgeted cost: £120,000

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SNAP	Hodder
Wellcomm Digital	GL assessment
I'm a clever writer	

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023- 2024 academic year.

Intended outcome	Outcome			
1 The amount of children, who are in receipt of Pupil Premium, who achieve Greater Depth is low.	PP GD	July 2023	March 2024	July 2024
	Reading	5.3%	10%	11% ↑5.7%
	Writing	4%	4.3%	4.1% ↑0.1%
	Maths	12%	11.4%	9.6% ↓2.4%
	<ul style="list-style-type: none"> • Effective targeted provision – particularly through use of class teacher support and live marking • Pupil progress meetings carried out termly to identify any children who could be targeted to achieve GD. • Opportunities to further ‘challenge’ children’s understanding has been developed- particularly in Maths lessons. 			
2 The amount of children, who are in receipt of Pupil Premium, who are working at Age Related Expectation or above could be improved- particularly in Writing .	PP ARE	July 2023	March 2024	July 2024
	Reading	60%	57.1%	65.8% ↑5.8%
	Writing	41.3%	42.9%	42.5% ↑1.2%
	Maths	57.8%	51.4%	64.4% ↑6.6%
	Phonics screening	92%		92.3% ↑0.3%
	<ul style="list-style-type: none"> • New writing approach adopted (Summer term) - I’m a clever Writer. • Pupil progress meetings carried out termly to identify any children who are struggling to make expected progress • SLT advised teachers how best to target PP children who are not making expected progress • Live marking has impacted positively on children’s progress within a lesson • Staff CPD in core curriculum areas to provide more targeted support in reading, writing and maths. • Core subject leaders used monitoring opportunities to support staff in targeting their PP children • PP Lead teacher analysed data each term so that effective targeting could be carried out using SBT/NTF. • Children’s reading diaries continued to be monitored to ensure more reading at home- impacting on frequency of reading for pleasure. 			

<p>3</p> <p>Quality first teaching is proven to be the most effective strategy to accelerate pupil progress. Staff CPD- including coaching and modelling from SLT- will ensure that staff are planning for progress of every child, supporting and challenging effectively.</p>	<ul style="list-style-type: none"> • Intensive CPD regarding new approaches/schemes introduced- My Clever Writer (April '24) and Christopher Such (Reading- September '24) • Carefully planned monitoring timetable implemented, supporting staff through observations, feedback and – where necessary- coaching and modelling. • Pupil voice/book looks carried out regularly - staff must ask at least 1 PP child per group. • Curriculum review has taken place and adaptations have been made for the benefit of all children, ensuring there is a balanced and sequenced curriculum which provides more opportunities for deeper thinking and clear progression between year groups 																																			
<p>4</p> <p>Staff awareness of specific SEND needs can impact on a child's progress over time. Many of our children, who are in receipt of Pupil Premium funding, also have other learning and/or physical needs, which require extra support from class teachers and/or support staff.</p>	<p>Target: more children with SEND achieving ARE or higher</p> <table border="1" data-bbox="544 707 1386 958"> <thead> <tr> <th>SEND</th> <th colspan="2">July 2023</th> <th colspan="2">March 2024</th> <th colspan="2">July 2024</th> </tr> <tr> <td></td> <th>All SEND</th> <th>PP SEND</th> <th>All SEND</th> <th>PP SEND</th> <th>All SEND</th> <th>PP SEND</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34.2%</td> <td>7%</td> <td>34.5%</td> <td>7%</td> <td>38.8%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>26.3%</td> <td>5%</td> <td>20%</td> <td>4%</td> <td>23.9%</td> <td>6%</td> </tr> <tr> <td>Maths</td> <td>47.4%</td> <td>8%</td> <td>40%</td> <td>10%</td> <td>52.2%</td> <td>15%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • New SENDCo appointed • Initial concern forms established so that SENDCo and Pastoral lead can screen referrals and signpost teachers to the right support, regarding both mental health and SEND concerns. • Regular meetings held with teachers to support with specific needs of children • Resources shared across school to support those children with SEND- the main resource is staff. • Wellcomm screening has been purchased to identify the level of need/support for those children with new S&L concerns. At the start of the year, 22% of PP children were receiving some support for a S&L need, this is now at 17%) • Targeted weekly support from Enhanced Speech and Language therapist <p>Next year, there will be a focus on ASD and ADHD, as there has been an increase in these needs among the PP children.</p>	SEND	July 2023		March 2024		July 2024			All SEND	PP SEND	All SEND	PP SEND	All SEND	PP SEND	Reading	34.2%	7%	34.5%	7%	38.8%	14%	Writing	26.3%	5%	20%	4%	23.9%	6%	Maths	47.4%	8%	40%	10%	52.2%	15%
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<p>5</p> <p>Children's Social, Emotional and Mental Health is supported, nurtured and improved while at OLSH.</p>	<ul style="list-style-type: none"> • % of children who we are on the SEN register for SEMH needs has risen from 2.2% to 5.2% (Pupil Premium children from 2.4% to 7.1%) so this is why it was chosen as an area of focus this year. • New contracted wellbeing service to ensure children's mental health and wellbeing is of a high priority. • Initial concern forms established so that SENDCo and Pastoral lead can screen referrals and signpost teachers to the right support, regarding both mental health and SEND concerns. • Leaders regularly track progress of significant children through Safeguard. 																																			

	<ul style="list-style-type: none"> • PSHE scheme taught in classes to ensure that any new/pressing issues that children may be facing- in and out of school- are addressed. • Forest school sessions continued to provide children with 'successes away from academia' which impacts positively on mental health and wellbeing. 																								
<p>6</p> <p>As a school, we need to be aware of- and address- any social and economic factors that disadvantage children from accessing the same opportunities as their peers.</p>	<ul style="list-style-type: none"> • Parents financially supported so that children can take part in enrichment opportunities (trips, visitors, experiences) which help children to know and remember more, across a variety of areas of the curriculum. • Children encouraged to play a musical instrument – 31.3% of PP play an instrument. % of these children working at ARE and above in Spring term was above school average. Reading +2.3% Writing +5.8% Maths +0.9% • All PP children provided with the option of a free hot meal as well as fruit and milk each day. 																								
<p>7</p> <p>As a school, attendance last year was lower than the national average by 0.8%.</p>	<ul style="list-style-type: none"> • Attendance now slightly higher than national average • Pastoral lead, along with new impartial attendance advisors track and monitor attendance, communicating with parents/carers where this is an issue. • Incentives introduced to aim to raise children's attendance. <table border="1" data-bbox="544 1086 1386 1612"> <thead> <tr> <th></th> <th>2022-23</th> <th>2023-24</th> <th>Percentage change</th> </tr> </thead> <tbody> <tr> <td>General attendance (all)</td> <td>94.18%</td> <td>95.03%</td> <td>+0.85</td> </tr> <tr> <td>General attendance (PP)</td> <td>93.05%</td> <td>93.68%</td> <td>+0.63</td> </tr> <tr> <td>Pupils below 90% (all)</td> <td>15.6%</td> <td>14%</td> <td>-1.6</td> </tr> <tr> <td>Pupils below 90% (% that are PP)</td> <td>28.7%</td> <td>28%</td> <td>-0.7</td> </tr> <tr> <td>Pupils below 90% (% of whole PP group)</td> <td>27.6%</td> <td>24%</td> <td>-3.6</td> </tr> </tbody> </table>		2022-23	2023-24	Percentage change	General attendance (all)	94.18%	95.03%	+0.85	General attendance (PP)	93.05%	93.68%	+0.63	Pupils below 90% (all)	15.6%	14%	-1.6	Pupils below 90% (% that are PP)	28.7%	28%	-0.7	Pupils below 90% (% of whole PP group)	27.6%	24%	-3.6
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