

St Joseph's Catholic Primary School, Malmesbury

Pupil Premium Strategy Statement 2025-27

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic period) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

Detail	Summary
School name	St Joseph's Catholic Primary School
Pupils in school	75
Proportion of disadvantaged pupils	20 (%)
Academic years of our current Strategy (Version 4)	September 2025-2026
Date this statement was published	December 2025
Review date	September 2026
Statement authorised by	Paul Bacon
Pupil premium lead	Paul Bacon
Governor lead	Kirsty Martin

Funding overview

Detail: 2025-2026 Academic year	Amount
Pupil premium allocation this academic year	£25,755
Looked after children funding	£0
Service Pupil Premium Funding	1,450
Pupil premium funding carried forward from previous year	£0
Budget availability for the 2025-2026 academic year	28,205
Budget availability for the 2024-2025 academic year	41,795

Planned expenditure (2025-2026)

Detail: 2025-2026 Academic year	Amount
Teaching and Learning	£4,557
Targeted Academic Support	£20,138
Wider strategies	£3,900
Total expenditure for 2024 – 2025 Academic year	£28,585

Current school roll

Number of pupils N= 75 (Reception – Y6)		% of school or PP
PP (no other)	20, (funded in current year for 17)	27%
PP & all SEND	36	48 % of pupils in school are either PP, PP+SEND or SEND
PP & EHCP	2	3 % of pupils in school
PP & CP/CIN	1	1 % of all PP
PP & EAL	4	5 % of all PP
PP & YC	0	0 % of all PP
PP LAC / adopted	1	1 % of all PP
PP & Traveller	0	0 % of all PP
Service Premium	3	4 % of pupils in school

Part A: Pupil premium strategy plan Statement of intent

Walking in the Footsteps of Jesus, loving and serving together.”

Our objective for disadvantaged pupils is summarised as follows:

The deployment of pupil premium funding aims to accelerate progress and support pupils who may be educationally vulnerable linked socio economic factors that prevent them from meeting their potential. To this end Pupil Premium resources are used to target both pupils who may struggle with some elements of the curriculum as well as able pupils who can achieve higher outcomes.

The key principles of our strategy are as follows:

- We believe that all children should be treated equally that in order for some pupils to overcome challenges the school should enable equity in provision as opposed to equality so that those children with disadvantaged have enhance opportunities to achieve the same or similar outcomes to their non-disadvantaged peers.
- We seek to ensure through a carefully planned use of funding, that teaching and learning opportunities meet the needs of all of the pupils. In doing this we aim to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially and educationally disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive the grant will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of support or intervention.

- Pupil Premium funding will be allocated following a needs based analysis which identifies priority classes, groups or individuals.

Our current pupil premium strategy works towards achieving these objectives by:

- Targeting writing across the school so that children have the knowledge and skills to independently express themselves and communicate effectively to a wide range of audiences.
- Using assessment and tracking to identify when children are struggling, supporting them at the onset of misconceptions and where needed providing them with adapted provision or additional support to overcome barriers. Our approach is to act early to intervene at the point of identifying a need.
- Ensuring staff deployment and practice enables quality first teaching. We believe that this primary mechanism supports the principle that the “rising tide lifts all boats” and that once afloat, action can be taken to “repair in any leaks”. As such, good teaching provision benefits all children
Ensuring that all those involved in working with our vulnerable children and families recognise that some children need more opportunities (equity) to enable them to achieve equal outcomes.
- Supporting pupil’s social and emotional wellbeing and enable a readiness to be in school, to learn and have the skills to overcome social emotional barriers that prevent children realising their full potential.
- Supporting pupils financially when families struggle to access additional provision and fund enrichment and wider curriculum opportunities.

Challenges

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

Challenge number	Detail of challenge 2025-26
1.	Staff absence and insecurity in school leadership over several years has impacted on some core subjects and the progress and attainment of a high proportion of vulnerable learners including those with SEND. This has meant that the momentum for adapted provision, diagnosis and strategic planning has been inconsistent or disrupted. In the current academic year there may also be some turbulence in the school leadership as there is a transition between headship
2.	The impact of school turbulence has affected the school’s number on roll which has meant over the last 4 academic years the school’s structure has progressively reduced from 5 classes to three in the current year. This reduction in class sizes has resulted in the loss of some key staff, inconsistent class compositions based on the number on role in specific cohorts and an erosion of the school’s financial flexibility to deploy resources.
3.	A proportion of vulnerable and disadvantaged pupils are not keeping up with their non-disadvantaged peers and consequently gaps between the

	<p>two groups are widening. Addressing widening gaps presents as a key challenge.</p> <p>The greatest observable gaps within the curriculum are within writing where a significant number of pupils (70%) were working below expected outcomes for their year group.</p> <p>Given that KS1 outcomes for the 2023 – 2024 academic year showed no significant gaps between outcomes, there currently exists a legacy of underperformance in writing in particular which particularly impacts on children as they move through Key Stage 2 collectively.</p>
4..	<p>There are clear overlaps between SEND and Disadvantaged pupils. There is also a disproportionate proportion of children with SEND within the school. This is significantly higher than national average (School 28%, National 18.2%). Understanding the reasons for this is a key challenge to understand and effectively address.</p>
5.	<p>There is a possibility that the progress and outcomes of some cohorts may be affected by historical inconsistent learning opportunities in early Key Stage 1. This may be due to staff absence and school turbulence in the 2023 – 2024 academic year.</p>
6.	<p>To address some of this issues resulting from Challenge 3 and 4, the school adapted and established some well selected SoW for Writing, Reading Mathematics and phonics. This was to ensure consistent and progressive provision across the school. These SoW also reflect the school's pedagogy of "I do, we do and you do." These SoW have however not effectively enabled all the outcome improvements in all cohorts and groups, DL and SEND in particular.</p> <p>Current evidence might suggest that this could be due to the school not adapting SoW enough to meet some of the more complex conceptual issues that seem to exist for some but not insignificant groups of pupils. Both the mathematics and Writing curricular are founded on mastery principles however it is possible that the nuanced distinction between a Mastery Curriculum and a Mastery Approach has meant that pupils have not actually achieved mastery before moving on</p> <p>Ref: <u>EEF Mastery Approaches</u></p>
7..	<p>Pupils wider needs (emotional, social and financial) has impacted on their access to wider opportunities or readiness for learning.</p> <p>38% of disadvantaged children (2023-2024) struggled with Emotional literacy, including self-regulation and independent focus. Observations would suggest that these children require support with executive functioning including but not restricted to classroom teaching strategies and adjustments, ELSA support and Lego Therapy.</p> <p>Previous actions linked to this area of improvement show that focusing on this area has enabled improvements (PPS 2021-2024 52% of children were identified as having a need).</p>

Intended Outcomes by the end of this 3 year Strategy (Sept 2027)

The outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved build on the school's previous strategy (2021-2024). Some objectives and intended outcomes have been retained as given the identified challenges above these have not been met. These previously unmet objectives are highlighted as **"Ongoing"**. New or revised objectives or are highlighted as **"New."**

Intended outcome	Success criteria
<p>1. Raising the profile of all disadvantaged pupils and those vulnerable to under performance so that needs can be met rapidly and consistently.</p>	<p>All staff have strategically identified within planning and classroom organisation the disadvantaged learners within their cohort.</p> <p>All staff working with disadvantaged pupils know who these pupils are and can articulate these pupil's needs.</p> <p>School tracking records can clearly demonstrate that pupils are making progress against their starting points.</p>
<p>2. Teachers and school leaders are able to make accurate assessments that can be used to identify pupil needs and the progress that children make.</p>	<ul style="list-style-type: none"> - A suite of assessments and assessment processes are in place that allow school staff to accurately identify a range of needs (academic, cognition, emotion). - School leaders can demonstrate how assessments have been used to inform and enable provision to meet the needs of all learners - School leaders can accurately identify through assessment processes where progress has and has not been made. - Assessment process proactively inform the Plan / Do / Review Process.
<p>3. All children will receive daily high-quality teaching in phonics, reading, writing and mathematics. This provision leads to expected or better progress from Key Stage starting points as measured by school own and national data.</p>	<p>Internal and external monitoring confirms that the quality of teaching is good in phonics, reading, writing and mathematics.</p> <p>Teachers all know, use and talk about the guiding principles of QfT (EEF 2020) to support the needs of all learners to succeed in learning.</p> <p>Teacher planning clearly articulates adapted strategies to ensure that vulnerable pupils have learning that is targeted at closing any attainment gaps between themselves and non-disadvantaged peers.</p> <p>Pupil profiling of vulnerable pupils succinctly identifies the key misconceptions in pupils mathematical understanding so that this can be strategically addressed through:</p> <ul style="list-style-type: none"> - Bespoke intervention - Pre-teaching - Adjustments through QFT <p>Ongoing monitoring of outcomes demonstrates progress being made and sustained</p>

Intended outcome	Success criteria
<p>4. Attainment of our disadvantaged pupils in Key Stage 2 will be at expected levels or higher in writing</p>	<p>Data shows that accelerated progress is made over the three years from 2024-2027.</p> <p>Attainment of disadvantaged pupils in writing is at least in line with all pupils nationally by the end of the three years. Those pupils with recognised limitations linked to SEND will be making accelerated progress against their SMART targets.</p>
<p>5. Attainment of our disadvantaged pupils will be maintained at expected levels or higher in reading.</p>	<p>Data shows that the school is maintaining or bettering progress in reading over the three years from 2024-2027.</p> <p>Attainment of disadvantaged pupils in writing is at least in line with all pupils nationally by the end of the three years. Those pupils with recognised limitations linked to SEND will be making accelerated progress against their SMART targets.</p>
<p>6. Attainment of our disadvantaged KS1 pupils will be at expected levels or higher in phonics.</p>	<p>Data shows that accelerated progress is made over the three years from 2024-2027.</p> <p>Attainment of disadvantaged pupils in writing is at least in line with all pupils nationally by the end of the three years. Those pupils with recognised limitations linked to SEND will be making accelerated progress against their SMART targets.</p>
<p>7. All children, including vulnerable learners, can talk confidently about their learning, how they have applied learnt knowledge and skills and why they have been successful.</p>	<p>Pupil voice data shows that our disadvantaged children can articulate metacognitive strategies and how they have:</p> <ul style="list-style-type: none"> - Applied learning or strategies to undertake learning tasks - Monitored and responded to tasks, setbacks and outcomes. - Assessed their own progress and outcomes - Organised their thinking, resources and actions - Applied their strengths and identified their own learning style next steps. - Solved problems independently and interdependently.
<p>8. Our disadvantaged children are engaging with mastering early number and times tables practise. This engagement ensures our vulnerable pupils will be at expected levels or higher in recall of basic number operations</p>	<p>Early number tracking will show that pupils in Key Stage 1 are developing greater fluency in early number skills. These pupils will have efficient recall of number bonds and this in turn is enabling fluent application within age appropriate computation</p> <p>Times table tracking data will show increased progress over time for our disadvantaged children in Key Stage 2. 85% of all our children in Year 4 will achieve at least 80% in the Multiplication Tables Check.</p> <p>Aspirational target: All disadvantaged learners in Y4 will achieve a score greater than 90% in the multiplication tables check.</p>

Intended outcome	Success criteria
<p>9. Our disadvantaged children have strategies to help them self-regulate and become independent learners. Where appropriate, they have access to wider strategies to boost their self-esteem, support metacognition and build resilience.</p>	<p>Teachers understand the components of meta cognition and routinely plan for this within their lessons.</p> <p>Monitoring shows that levels of engagement, of pupils previously struggling to engage and regulate within lessons has improved.</p> <p>Pupil conferencing identifies that pupils understand the principles behind their own metacognition and can confidently talk about themselves as learners, how they learn and what things they need to do to make and sustain improvements in future learning</p> <p>Entry and exit SEMH profiling following nurture activities show improved social, emotional and mental health outcomes for target pupils</p> <p>SEMH intervention or support records show a measured improvement in Emotional Literacy including, amongst others, self-esteem and resilience.</p>

Planned Activities 2025-27

The following plan details how we intend to implement or build upon on the school's Pupil Premium Strategy from 2021 - 2024. This updated plan (V4 of the 2021-2024) runs from the current academic year (2024-2025) until the 2027 – 2026 academic year.

Teaching

Budgeted cost: **£4,557**

Activity	Actions and evidence to supports this activity	Challenge number(s) addressed
<p>T1: Raising the profile of all vulnerable pupils and those vulnerable to underperformance so that needs can be met rapidly and consistently</p>	<p>We know from past experience that teachers not keeping VL children at the forefront of their minds means that these children can slip from attention.</p> <p>Through staff performance objectives linking to DL / vulnerable pupil outcomes teaching staff will be clear about the outcomes they want to achieve from:</p> <ul style="list-style-type: none"> • QFT non negotiables • Specific and timely interventions <p>Evidence:</p> <p>Effective target setting</p>	<p>1,2,3,4,5,6</p>
<p>T2: Using assessment information to support teaching and learning, so that pupils achieve mastery before moving forward with new learning</p>	<ul style="list-style-type: none"> • Subject leaders, SENDCo and Head teacher to review the assessment processes used by the school and ensure that these accurately identify pupil needs. • Where new assessment processes are introduced, school leaders to ensure that staff have appropriate CPD to enable them to use assessments to identify and plan for needs. • Assessment information to be used by all school adults to inform and optimise the Plan / Do / Review process at an individual (SEND / PP ISPP) and whole class level. • Using summative and ongoing assessments to granularly identify if there are clusters of misconceptions that sit as barriers to building new learning. • Classroom adults to continue monitoring pupil outcomes so that where misconceptions emerge, these are collectively addressed within the lesson or followed up with time tabled catch up activities later in / following that day. 	<p>1,2,3,4,5,6</p>

	<ul style="list-style-type: none"> • School leaders to have reviewed and update the school's Teaching and Learning Policy so that assessment for learning is clearly defined and reflects and informs the actions of teachers and support staff. 	
T3: Ensuring that teacher planning fully matches pupil needs and challenges pupil outcomes	<ul style="list-style-type: none"> • Teachers to use formative and summative assessment through collaboration with support staff to plan activities that address early misconceptions. This to include where appropriate whole class or small group pre-teaching. • Teachers to ensure their planning matches the needs of their pupils and that where adopted or commercial SoW are used, any planning or presentation material only forms a starting point to the school's planning process. 	1,2,3,5,6
T4: Ensuring that the school's time tabled teaching week enables the needs of pupils to be met.	<ul style="list-style-type: none"> • School staff to robustly evaluate how support staff are time tabled across the day so that pockets of time can be embedded within the weekly time table to undertake keep up or catch up activities. • School leaders to undertake a consultation process with staff and parents with respect to ensuring that the school's time tabled day optimises the times where staff are contracted to be in school. 	1,2,3,5,6
T5: Supporting pupil independence and managing cognitive load	<ul style="list-style-type: none"> • Developing effective learning walls to collectively ensure that supportive displays are fully interactive and "live" so that pupils have access to time limited scaffolds, instructions and explanations / methods. • Staff to visit and see how learning walls are effectively used in other schools. 	2,3,4,5,6
T6: Through high quality teaching raise pupil's mastery of number fluency	<p>Pupils in:</p> <ul style="list-style-type: none"> • Key Stage 1 will be engaging in mastering number programme to secure firm foundations in the development of good number sense (from Reception through to Year 1 and Year 2). The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. 	1,2,3,5,6

	<ul style="list-style-type: none"> • Key Stage 2 will be routinely engaging in 'Time Tables Rockstars', and time table teaching programme across the school. These programmes to focus on two elements of learning <ul style="list-style-type: none"> - Deliberate practice linked to auditory memory. - Understanding commutative law <p>Whole class teaching is enabled through classroom teaching teams (teachers and TAs) who support learning individually, as part of focus groups and as a class.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - EEF Specific instruction <p>Evidence suggests +4 months impact</p>	
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Targeted Academic Support

Budgeted cost: **£20,138**

Activity	Actions and evidence to supports this activity	Challenge number(s) addressed
<p>TAS 1 (New) : Targeted catch up and keep up activities are an integral element of the school's Quality First Teaching approach</p>	<p>School leaders to have reviewed how the time tabled teaching week enables and signposts times within the week and teaching day where formative or summative assessments are used to ensure:</p> <ul style="list-style-type: none"> - Catch up or keep up provision is consistently and routinely time tabled outside of the specific subjects time tabled teaching contact (e.g a maths or writing lesson). These activities to reference TAS1,2 and 3) - The teachers daily planning and provision to identify and specify the adjustment that need to be made to the core SoW activities so that those not working at the level of the planned activities or those needing additional adaptive activities have these through either specific scaffolds or catch up or keep up provision, (see time table calculations) 	<p>1,2,3,5,6</p>

<p>TAS 2 (Ongoing): Strategically address vulnerable pupil's misconceptions in mathematics through the SHINE Maths intervention. Through this enable "catch up" and "keep up".</p>	<p>SHINE or other bespoke support will target children across Years 1-6. It is an intervention that, following Rising Stars PUMA maths assessment, identifies gaps in knowledge and attainment. Three to five weekly sessions each lasting for 15 to 20 minutes will be delivered to small groups of children to close the identified knowledge and attainment gaps in Maths.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - Effective use of teaching assistants with interventions - Shine targeted interventions - We need to avoid travelling a Setting approach as the suggested outcomes linked to this have a negligible effect. <p>Evidence suggests +4 months impact with strategic and targeted deployment. There is a negligible effect if TAs simply just support classroom teaching.</p>	<p>1,2,3,5,6</p>
<p>TAS 3: Accelerate pupil outcomes in phonics for those that are falling behind by sustaining high quality provision across the year. Through this enable "catch up" and "keep up".</p>	<p>Daily 1:1 or small group sessions with children benchmarked below Phase 3 to encourage identification of graphemes, phoneme-graphemes correspondence and segmenting-blending to read and spell. Monitored phonic intervention with catch up TA - to fill gaps in phonics.</p> <p>3 times a week 1:1 'Reading Pals' intervention</p> <p><u>Evidence:</u></p> <p>Evidence suggests that 1:1 and small group work is a highly effective way of using additional adults and has +4 months impact. Duration is 3-5 x / week for up to 30 minutes for up to 10 weeks.</p> <ul style="list-style-type: none"> - Small groups tuition <p>Evidence suggests a possible +6 months impact</p> <ul style="list-style-type: none"> - EEF Reading comprehension strategies 	<p>1,2,3,5,6</p>
<p>TAS 3: Strategically address vulnerable pupils misconceptions in writing through targeted and granular adaptations to planning. Through this enable "catch up" and "keep up".</p>	<ul style="list-style-type: none"> • On going adaptations to teacher curriculum planning to ensure that pupils have learning that is pitched at their level. • Where appropriate teachers to work with support staff to enable, within lesson bespoke teaching to support children when they are working outside their year group provision. • Teachers to work with SENDCo to identify within the school's provision map how the needs of the most vulnerable children can be met within curriculum time. Where appropriate teachers to enable additional to and above learning for all vulnerable pupils 	<p>1,2,3,5,6</p>

Wider Strategies

Budgeted cost: **£3,900**

Activity	Actions and evidence to supports this activity	Challenge number(s) addressed
<p>WS1: Targeting pupil's social and emotional needs to enable their readiness for learning, active participation in school life and provide sustained wider opportunities and aspiration.</p>	<p>We will be continuing to enable identified children one access SEMH support through an Emotional Literacy Support Assistant or school Lego therapist</p> <p>Pupils and families will have access to a parent support advisor (PSA) who can support individual children or families with respect to social, emotional and mental health / behaviour for learning needs.</p> <p>School staff and leaders to uses assessment information to identify pupils and families who may require wider support mechanisms to enable engagement and access to learning and improved wellbeing.</p> <p>Where appropriate the SENDCo and DSL Team to action the use of Early Support Assessments so wider family needs can be met through the Integrated Front Door and / or extended family support mechanism.</p> <p>Access to support to include but are not exclusive to:</p> <ul style="list-style-type: none"> - Counselling - Educational Psychology Support - Behaviour Support Service - Play therapy - Nurture groups and activities <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - EEF Report – Social emotional toolkits - EEF Report – Social emotional learning <p>Evidence suggests +4 months impact.</p>	6
<p>WS2: Enabling pupils to access wider opportunities where the ability to make voluntary contributions could inhibit participation. (After School Clubs, Trips, Residential)</p>	<p>Additional academic support and non-academic activities provide deeper educational experiences and increase pupil's cultural capital. These can be more accessible to more advantaged families.</p> <p>Enabling all disadvantaged pupils to actively participate in this can enrich exposure to wider opportunities and increase access to a broader curriculum and aspirations.</p> <p>Overcoming economic barriers can level advantage between those that can easily afford with those that can't.</p> <p>Activities supported include but are not exclusive to:</p> <ul style="list-style-type: none"> - After school clubs and activities - Peripatetic music tuition - School visitor or activity voluntary contributions 	6

	<ul style="list-style-type: none"> - School trips and visits voluntary contributions - Residential visit contributions - Social funding to enable the purchase of basic school equipment or clothing <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - Cultural capital in health promotion - Education and cultural capital - EEF Report Extending time in school <p>Evidence suggests moderate impact +3 months.</p>	
WS: Staff training, professional support and CPD to enable school capacity and the distributive leadership of the school's Disadvantaged Learner Strategy	<p>Evidence suggests that "Whether in early years settings, schools or colleges, it is quality of teaching that has the greatest potential to make the biggest difference to children and young people's learning."</p> <p>There is a real appetite amongst teaching staff to hone their practice in order to consistently meet the needs of all of their pupils.</p> <p>For this reason effective, high quality professional development and curriculum resources to enable associated actions has never been more important.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - Effective Professional Development guidance report - Professional Development Source page <p>School leaders to keep CPD under review so that governors can correlate practice against pupil progress and attainment</p>	1,2,3,5,6

Review of Actions 2024-2025

Funding allocation and expenditure:

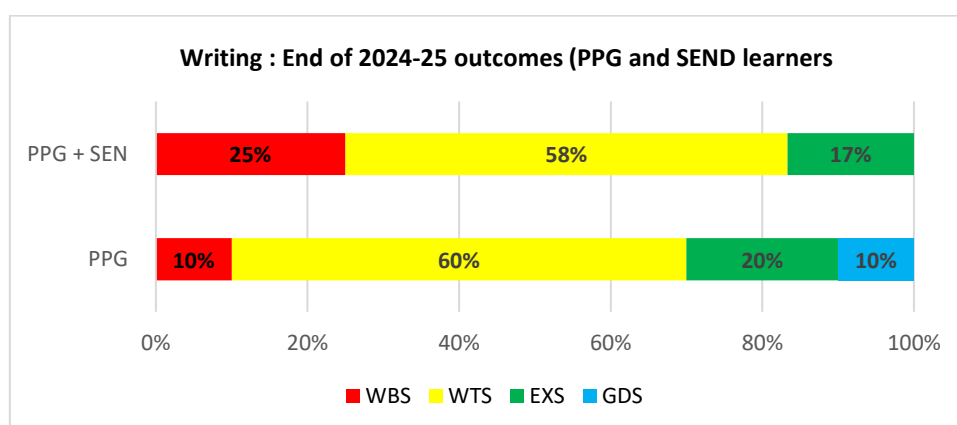
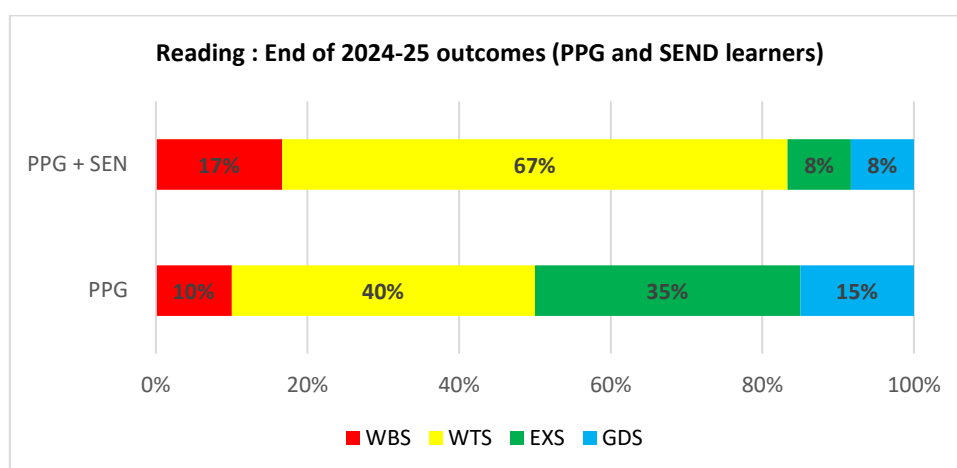
Detail: 2024-2025 Academic year	Amount
Teaching and Learning	£15 710
Targeted Academic Support	£16 442
Wider strategies	£12 351
Total expenditure for 2022 – 2023 Academic year	£44 503

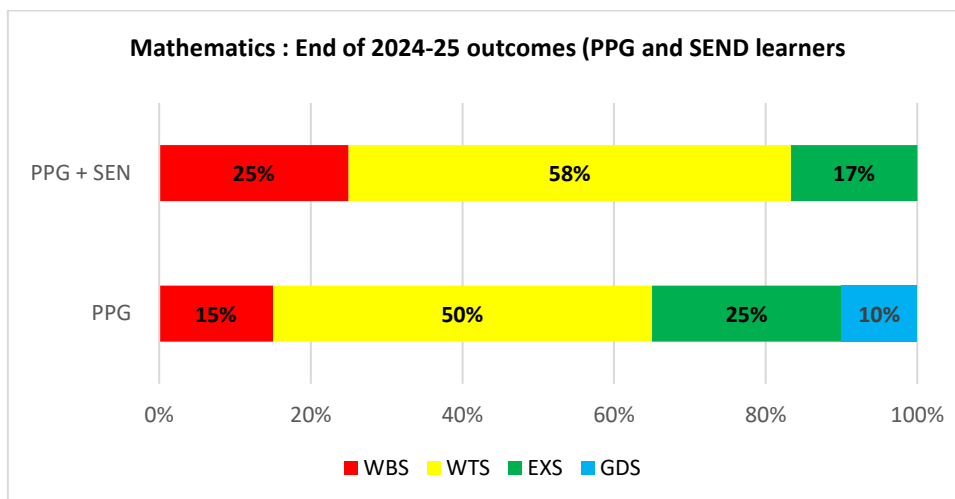
Pupil premium strategy outcomes:

This details the ongoing analysis of the school's actions and their impact on pupil premium and disadvantaged pupils. The following summary is an update that includes an evaluation of the ongoing actions from the 2024 to 2025 academic year. Green ratings indicate that the school was successful in the implementation of and action or that outcomes improved in line with National Averages. Amber ratings indicate that actions have been undertaken and we are still working towards our 2027 targets. Red ratings indicate that our actions have not happened or are not yet producing any results

Teaching and Learning (T&L)

T1: Raising the profile of all vulnerable pupils and those vulnerable to underperformance so that needs can be met rapidly and consistently	●
T2: Using assessment information to support teaching and learning, so that pupils achieve mastery before moving forward with new learning	●
T3: Ensuring that teacher planning fully matches pupil needs and challenges pupil outcomes	●
T4: Ensuring that the school's time tabled teaching week enables the needs of pupils to be met.	●
T5: Supporting pupil independence and managing cognitive load	●
T6: Through high quality teaching raise pupil's mastery of number fluency	●





Targeted Academic Support (TAS)

TAS 1: Targeted catch up and keep up activities are an integral element of the school's Quality First Teaching approach	●
TAS 2: Strategically address vulnerable pupil's misconceptions in mathematics and English through the SHINE and other interventions. Through this enable "catch up" and "keep up".	●
TAS 3: Accelerate pupil outcomes in phonics for those that are falling behind by sustaining high quality provision across the year. Through this enable "catch up" and "keep up".	●
TAS 3: Strategically address vulnerable pupils misconceptions in writing through targeted and granular adaptations to planning. Through this enable "catch up" and "keep up".	●

Wider Strategies (WS)

WS1: Targeting pupil's social and emotional needs to enable their readiness for learning, active participation in school life and provide sustained wider opportunities and aspiration.	●
WS2: Enabling pupils to access wider opportunities where the ability to make voluntary contributions could inhibit participation. (After School Clubs, Trips, Residential)	●
WS: Staff training, professional support and CPD to enable school capacity and the distributive leadership of the school's Disadvantaged Learner Strategy	●