



PUPIL PREMIUM STRATEGY STATEMENT

2025-2026

Pupil premium strategy statement – Mount Carmel RCP

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	36.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024- 2025 2025- 2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kirsty Seaborn Headteacher
Pupil premium lead	Kirsty Seaborn Headteacher
Governor / Trustee lead	John Boylan Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£219, 675

Part A: Pupil premium strategy plan

Statement of intent

At Mount Carmel RC Primary, we are ambitious for all our learners and have high aspirations for each one of them. We believe that all children should be able to reach their potential, make good progress and achieve well throughout their entire learning journey. We strive for all our children to be successful and enabled to use their God given gifts and talents. Our Pupil Premium (PP) Strategy aims to support all disadvantaged pupils to achieve this ambition.

Some of our children encounter barriers to their learning. The barriers to learning which some of our vulnerable children face include: poor communication skills, English as an additional language, less support at home, lack of confidence and academic aspirations, lack of resources at home and those who come from deprived areas (94% of our children come from the top 30% most deprived areas in Manchester, including 12% in the top 1% and 49.5% in the top 5% of deprived areas).

Children enter school with very low attainment and the majority of children are not ready for school and lack essential personal, social and emotional skills. We also have some children who need extra nurturing and encouragement in school to achieve their full potential.

For our children in receipt of PP funding, including those we seem as being vulnerable, we aim to provide the support and guidance needed to overcome these barriers. Our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support and pastoral support and wider strategies.

Our ultimate objectives are:

- Narrow the gap between disadvantaged and non- disadvantaged pupils through an ambitious curriculum.
- Boost the communication and language skills of all our pupils.
- Support our pupil's health and wellbeing so they can be successful, resilient, happy and equipped to access their learning.
- Raise aspirations across the school so children have hope, desire and ambition to achieve their potential.
- Support children and families who are challenged by SEMH issues, hardship or other barriers which prevent them from providing their children with opportunities to flourish in school.

We aim to do this through:

- Providing high quality teaching and learning which meets the needs of all pupils.
- Early identification of need and effective intervention and support put in place for vulnerable and disadvantaged pupils.
- Accelerating progress, moving children to at least age- related expectations
- Ensuring that pupils' emotional well- being is prioritised alongside their academic achievement.
- Provide SEMH and behaviour support for targeted pupils
- Provide opportunities, activities and experiences to enrich pupils' education

- Collective responsibility for the outcomes achieved by all pupils, especially our disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	The impact of the pandemic and the loss of high-quality first teaching continues to affect the attainment of PP pupils, particularly in KS1 phonics, reading, writing and maths. Many children born during the pandemic are entering school with lower starting points due to early-life isolation, and EYFS assessments show reduced communication, social and early learning skills. As a result, a number of pupils require additional support and targeted intervention as they move into KS1.
2	Poor language and communication skills on entry to school, as evidenced through 'on entry' assessments, observations and involvement from specialist speech and language therapist service. These gaps extend beyond the EYFS setting and disproportionately affect our disadvantaged children.
3	Increased transience means that education is interrupted for an increasing number of children. This transience has led to gaps in knowledge and understanding. Some children who are new arrivals to the country are less developed with their language, knowledge and understanding.
4	Social and emotional needs can inhibit learning. We are increasingly having to support children and adults whose mental health has a long-term effect on the educational aspirations and achievements, particularly for the disadvantaged.
5	Lack of wider life experiences as a direct result of low income. It has led to a widening gap in knowledge and experiences and disproportionately affects our disadvantaged, SEN/D and vulnerable pupils.
6	Attendance is a barrier to learning for some pupil premium pupils, which is negatively impacting on their progress and their ability to be motivated and resilient learners.
7	The number of pupils who are in receipt of Pupil Premium and are also on the SEND register for cognition and learning and /or speech and language delay.

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
Improved oral language and communication skills and vocabulary among disadvantaged pupils.	<p>Elklan lead to be used to support and train staff in a range of strategies and whole school approaches for language development. A range of skills and strategies will be used across the school to support children's communication.</p> <p>WellComm programme improves communication and language in the Nursery.</p> <p>The NELI programme interventions improves communication outcomes in Reception.</p> <p>Blanks Level of Questioning to be developed further in the EYFS to help children develop key oral comprehension skills.</p> <p>SALT assessments and support for staff and parents in place across the curriculum.</p> <p>Oracy is embedded across the curriculum through the Voice 21 principles, resulting in improved quality of talk, listening skills, vocabulary development and confidence in speaking for PP pupils.</p>
Improved reading, writing and maths attainment for disadvantaged pupils across KS1 and KS2.	<p>High-quality first teaching provides appropriate academic support for all PP pupils.</p> <p>Strategic provision mapping identifies pupils with the greatest need and ensures targeted interventions are in place.</p> <p>An increasing number of PP pupils achieve age-related expectations in reading, writing and maths.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils steadily narrows.</p> <p>Little Wandle (phonics and fluency) and Complete Comprehension are delivered consistently and effectively, improving outcomes for PP pupils.</p>

	<p>Rapid Catch-Up/ Fluency is delivered effectively in KS2 to support children who require additional phonics teaching.</p> <p>The 'Mastering Number' programme, introduced in EYFS and KS1 last year, is now fully embedded and extended into Year 3, leading to improved number fluency and deeper mathematical understanding.</p> <p>Writers for Life Intervention is delivered effectively to children in KS2 to improve writing skills and confidence using self-motivation and metacognitive skills.</p>
To improve wellbeing, behaviour and mental health for all our children so that it becomes less of a barrier to learning	<p>Children are happy and enthusiastic learners.</p> <p>High levels of wellbeing demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>Children succeed in class and are given a range of strategies to cope with anxieties/ stress.</p> <p>Children with SEMH needs are able to access whole class teaching and regulate their own behaviour successfully.</p> <p>Parents have extra support from Early Help and Mental Health support agencies, signposted from school.</p> <p>Zones of Regulation used successfully to support SEMH needs and help children regulate across the school.</p>
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils. Attendance is better than national.	<p>Maintain attendance levels above 96%</p> <p>Attendance and punctuality is monitored regularly and rigorously monitored.</p> <p>Poor attendance is challenged with communication with phone calls, a letter and invites to supportive meetings.</p> <p>Home visits/ welfare visits undertaken.</p>

Children who arrive at school during the year are supported to settle quickly into their learning.	All new arrivals are made to feel welcome and initial assessments are carried out to identify any emerging needs. Provision mapping identifies needs and interventions required.
Improved wider life experiences	Children access experiences and cultural capital opportunities through curriculum visits and from visitors to school.
SEND pupils are thriving; making good progress from their starting points & have access to a quality curriculum adapted to meet their needs.	Early intervention at the point SEND need is identified. Successful applications for emergency funding, SALT, EHCP Quality CPD for TAs & teachers. SEND pupils spend quality time with their peers, accessing the curriculum adapted to meet their needs. The Acorn Room is effectively used to meet the individual needs of children with complex needs, providing bespoke planning and targeted support. The SENDCO is available to offer tailored advice, coaching and monitoring, ensuring high-quality provision for pupils with additional needs.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£7900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continue SLA with 'Little Wandle' a DFE validated synthetic phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Deliver the Little Wandle Fluency Programme for children who have successfully completed the phonics programme but need further support with fluency.</p> <p>CPD for all staff on scheme, access to learning portals and assessment trackers.</p> <p>Resources purchased to support scheme and fluency.</p> <p>Phonics/ English leader to provide ongoing CPD for staff.</p> <p><i>Little Wandle SLA and resources £2000.</i></p>	<p>Phonics has a positive impact overall with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1 + 2
<p>EYFS staff trained in NELI (Nuffield Early Language Intervention) and WellComm</p> <p>Additional staff across the school trained in Elklan</p> <p>NELI £400</p>	<p>Staff will be trained to deliver targeted interventions that will support those children who are entering school with lower than expected communication and language skills to make rapid progress, with an aim to achieve expected in communication and language by the end of the EYFS.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention Impact Nuffield Foundation</p>	2 + 3
<p>All teachers to access high quality, relevant CPD- including that which is led in-house and externally</p>	<p>The best available evidence indicates that quality first teaching is the most important lever schools have to improve pupil attainment.</p>	1

Ensure teachers have sufficient time to engage in CPD activities which are systematically planned in line with whole school priorities and reflect individual teacher 'career stage development'	EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	
CPD opportunities - £5,500		

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

Budgeted cost: **£ 184,180**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. <i>£98,000 cost of 3 TAs delivering interventions across both sites</i>	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: Phonics EEF (educationendowmentfoundation.org.uk)	1+7
Early Morning Phonics (KS1) and Maths (Y6) Interventions. Targeted before school provision for identified PP pupils who are making less than expected progress in maths or reading. <i>Freckle Programme (Plus TTRS) Early Morning Maths £1,780</i>	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: Phonics EEF (educationendowmentfoundation.org.uk) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on pupil outcomes:	1 + 2 + 3+7

	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
<p>All EYFS pupils screened for language development delay and pupils requiring support identified and targeted with Wellcomm and NELI</p> <p>£9,000 cost of TA to deliver these sessions</p>	<p>These targeted interventions will support those children who are entering school with lower than expected communication and language skills to make rapid progress, with an aim to achieve expected in communication and language by the end of the EYFS.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention Impact Nuffield Foundation</p>	2 + 3+7
<p>Elklan intervention and approaches to be used successfully across the whole school with pupils identified and targeted for additional support.</p> <p>Voice 21- £2,900</p>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2+ 3+7
<p>Teaching assistant deployment and interventions - for example, by supporting high quality provision within the classroom and delivering targeted interventions</p> <p>£45,000+</p>	<p>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on pupil outcomes:</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1 + 2 + 3+7

<p>Provision of Educational Psychologist to support children who appear to have specific gaps in understanding that may indicate an underlying SEND need.</p> <p><i>Catalyst Educational Psychology £23,000</i></p> <p><i>SALT £4,500</i></p>	<p>Through consultation with the school's SENDCo and each class teacher, children who meet the threshold for Educational Psychology support will be prioritised for involvement. The aim is identifying specific needs and implement a plan to address the next steps identified.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) (Recommendation 2)</p>	2 + 3 + 4+ 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 34,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding DfE Working Together to Improve School Attendance guidance through an Attendance and Admin Lead who completes an attendance audit, conducts weekly monitoring, uses ESBAS resources, and follows up promptly with families to remove barriers for disadvantaged pupils.</p> <p>(DHT time 0.5 days a week)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence:</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	4 + 6
<p>Caritas Social worker to work with children and families that require specialist intervention.</p> <p>Caritas Social Worker will not only support vulnerable children but also with our vulnerable families, particularly with those going through crises. This will help support emotional and behavioural needs so that they are in school and</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4 + 5 + 6

<p>accessing their learning to make better progress.</p> <p><i>Caritas Social Worker £ 13,300</i></p>		
<p>Drama Therapist to work in every KS2 class delivering sessions in resilience, self-monitoring and wellbeing.</p> <p>Drama therapist will support vulnerable children to manage anxiety and provide strategies to cope with emotions in class so they are happier and can access learning and make better progress.</p> <p><i>Drama Therapist £15,750</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4 + 6
<p>Non- teaching commitment time (HT, DHT and AH) to work with vulnerable children and families including Early Help.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence:</p>	2 + 3 + 4 + 6+7

	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Provide enrichment opportunities and school contributions for classes and residential trips to support. £5,000	Learning outside the classroom contributes significantly to raising standards and improving pupils' personal, social and emotional development: Arts participation EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: **£226,130**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Gaps in understanding are addressed and pupils have developed a range of strategies to support their own learning.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

By the end of KS2 disadvantaged children performed above all groups and **significantly above national for all subjects**.

In addition our disadvantaged children performed significantly higher than the national average for disadvantaged pupils at the expected level and at greater depth the children performed above in maths and in line with national averages for reading and writing.

E.g.

- Disadvantaged at the expected level compared to national disadvantaged- Reading 78.6% (national 63%), Writing 78.6% (national 59%) Maths 87.5% (national 61%)
- Disadvantaged at greater depth compared to national disadvantaged at greater depth- Reading 21.4% (21% national) Writing 3.6% (national 7%) and Maths 39.3% (national 15%)

Internal tracking of our disadvantaged pupils' performance indicates that we are meeting expectations. The data shows a consistent narrowing of the attainment gap between disadvantaged and non-disadvantaged pupils throughout their 7-year journey at Mount Carmel.

EYFS GLD						
Disadvantaged			Non Disadvantaged			
41.7%			68.8%			
Phonics Y1						
Disadvantaged			Non Disadvantaged			
88.9%			92.7%			
	Reading		Writing		Maths	
	Disadvantaged	All	Disadvantaged	All	Disadvantaged	All
Year 1	83%	87%	68%	71%	75%	72%
Year 2	65%	71%	55%	64%	70%	73%
Year 3	64%	75%	32%	47%	68%	50%
Year 4	84%	83%	60%	60%	88%	85%

Year 5	69%	72%	56%	57%	66%	69%	
Year 6	78.6%	83.3%	78.6%	80%	85.7%	91.7%	

The school has implemented a range of targeted strategies to support disadvantaged pupils, ensuring their progress is closely monitored and needs are effectively addressed.

- Pupil Progress Meetings and Intervention Mapping: Disadvantaged pupils were closely tracked, and their progress was discussed in depth during pupil progress meetings. These meetings informed strategic provision mapping to identify areas of greatest need for intervention.
- Targeted Tuition: Small group tuition was prioritised for Pupil Premium (PP) children, and pupil progress meetings demonstrated its positive impact on their progress, even if some pupils did not achieve Age-Related Expectations (ARE).
- Phonics and Early Intervention: Daily early morning phonics groups, along with 1:1 and group support sessions, were implemented to help children keep up. A full-time Teaching Assistant (TA) in the Infant Department was allocated to support children who were not on track, with a specific focus on PP pupils. The school is pleased with the progress achieved by these children.
- Little Wandle Rapid Catch-Up in KS2: A TA was deployed for 5 afternoons per week to deliver the Little Wandle Rapid Catch-Up program for KS2 pupils requiring additional phonics support. This initiative resulted in accelerated progress, with many pupils becoming confident, fluent readers and transitioning off the program. A further TA was deployed every afternoon delivering the fluency reading programme to a group of LKS2 children.
- Year 6 Maths Club: A Maths club operated four days a week for Year 6 pupils, regularly attended by 40-50 pupils, including many PP pupils. This focused support positively impacted attainment at the end of KS2.
- Early Morning Maths sessions ran for Year 3, Year 4 and Year 5 pupils from Monday to Thursday, providing targeted support to strengthen fluency and mental maths. Over the year, we saw an increased number of pupils-particularly those eligible for Pupil Premium -achieving the expected standard across all three-year groups.
- Educational Psychologist Support: An Educational Psychologist worked with pupils across the school, conducting assessments and assisting with applications for statutory assessments. Specific targets and tailored support plans were implemented for children with complex SEND needs. An Assistant EP worked with targeted children in nursery for a 6-week period (half a day per week) to develop play plans and introduce appropriate interventions.

Through these initiatives, the school has continued to close the gap between disadvantaged and non-disadvantaged pupils. While progress is evident, this work remains an ongoing priority.

Improved wider life experiences

Last year pupils participated in a variety of educational visits and experiences including:

- Attending theatre performances
- Museum trips, author visits, and visits to places of worship
- Trips to a restaurant
- Hands-on science and history workshops held at school
- Geography field trips, a seaside visit, a river study and a trip to a farm
- A team-building outdoor residential for Year 6 pupils
- Sessions with guest speakers focusing on personal development.
- Young Enterprise Project

Each activity was purposefully chosen to enhance pupils' wider life experiences, particularly benefiting PP children, while also supporting curriculum learning.

After-School Clubs: Pupil premium children were actively encouraged to participate in a wide range of after-school clubs, which included:

- Sports clubs: dancing, boxing, multi sports, gymnastics, football.
- Creative and academic clubs: choir, art, language club, history club, Eco team and the GIFT team.

These enrichment opportunities not only supported the holistic development of PP pupils but also fostered their engagement and confidence across various areas.

Improved language and communication skills.

The school implemented the NELI (Nuffield Early Language Intervention) programme and WellComm screening, which had a significant positive impact on Communication, Language, and Literacy (CLL) among a targeted group of Pupil Premium (PP) pupils in Reception and Nursery. This was especially important given the very low starting points on entry.

SALT assessments were conducted across the school, with a focus on Early Years. These assessments:

- Provided teachers with insights to deliver targeted, personalised support.
- Offered detailed feedback to parents, enabling them to support their child's development at home.
- Contributed to applications for Education, Health, and Care Plans (EHCPs) for children with complex needs.

The EYFS Lead (Elklan trained) has provided guidance and support, equipping colleagues with effective strategies for language development across the EYFS. Training on Blank's Levels of Questioning was rolled out, enhancing staff's ability to support children's progress in speaking, listening, attention, and understanding, leading to an improvement in the ELG for Speaking and Listening.

Key Outcomes from NELI/ Eklan and other language work across the EYFS

- Children in Reception were screened for the NELI programme, with the intervention beginning in January and running through to the summer term. Some Year 1 children were also allocated the intervention, recognising its continued value in supporting speech and language development. By Spring 1, NELI was implemented every afternoon, supporting pupils across both Reception and Year 1. A total of 15 Reception children and 10 Year 1 children accessed the programme. By Summer 1, all participating children had been reassessed, and all had made measurable progress. Eight children were able to exit the intervention, as their language skills were no longer a cause for concern. Children who continue to need targeted support will remain on the programme to ensure sustained progress. Progress Achieved: Listening, attention, and understanding: 38% (Reception) pupils were on track at the start of the year, rising to 76% achieving the Early Learning Goal (ELG). Speaking: 38% were on track initially, increasing to 76% achieving the ELG by year-end.

This work is part of the school's ongoing commitment to developing a whole-school approach to language, communication and oracy, ensuring long-term benefits for all pupils.

Attendance is in line with national expectations for all disadvantaged pupils

The school has maintained strong attendance rates, exceeding the national average across all groups, while continuing to address challenges related to persistent absenteeism.

Attendance Data (End of Year- Figures include Nursery)

Overall attendance: 96.3 % (National was 94.8%)

Pupil Premium (PP) attendance: 95.4%

Persistent absenteeism (PA): 10%

Persistent absenteeism among PP pupils: 16.2 %

Actions Taken to Improve Attendance

- Regular Monitoring and Tracking
- Attendance is reviewed regularly and monitored through a newly implemented database, which tracks families of concern.
- A thorough audit was conducted to identify key issues and inform targeted strategies.
- Letters and invitations to supportive meetings were issued to families with attendance concerns.
- Fixed penalty notices were introduced as necessary, while Early Help support was offered to assist families in improving attendance.
- Raising the Profile of Attendance: Attendance has been given a higher profile in the school community. Rewards and celebrations are now included in assemblies to encourage and recognise good attendance.

While significant progress has been made, a group of parents continues to struggle with regular attendance for their children. This remains an area of focus, with ongoing efforts to provide support and address barriers.

Mental health issues in children and in adults are less of a barrier to learning.

The school has made significant strides in addressing mental health challenges for children reducing these as barriers to learning and creating a supportive environment for all.

School invested in a Caritas social worker and a drama therapist. These professionals provided additional support for pupils' needs many of whom are PP children. This provision has meant that children who are in crisis received therapeutic support and for some it has enabled them to remain in school, avoiding the need for suspensions.

In KS2, a drama therapist delivered a programme which covers promoting resilience across the school; managing emotions in Year 4; being the best you can be in Year 5; and being kind to yourself in Year 6. The therapist also held weekly drop-in sessions for all other pupils, providing a safe space to discuss concerns around personal issues and mental health. This support helped children to manage anxiety and provided strategies to cope with emotions in class and access learning. In addition, we introduced a new programme, 'Boys Don't Cry', aimed at supporting emotional expression and wellbeing for boys who may struggle to articulate or regulate their feelings. To further strengthen provision, we also asked the drama therapist to take on additional hours to support vulnerable pupils, ensuring timely and targeted intervention for those most in need. Our Caritas social worker works not only with our vulnerable children but also with our vulnerable families, particularly with those going through crises. Once again this allows us to support children and to keep them in school when they might have had time off in the past.

School has worked with Bridgelea AP special school, Bowker Vale Outreach, M thrive to support PP children with complex mental health needs. Their support and advice have helped support children until assessments have been complete and manage mental health in school.

Wellbeing sessions run across KS1 and KS2 in the spring term. This gave children strategies to manage anxiety.

Zones of Regulation rolled out across the school.

This work is ongoing.

Children who arrive at school during the year are supported to settle quickly into their learning.

New arrivals were closely monitored and discussed at pupil progress meeting and the provision mapping from these meetings strategically identified the most need for intervention. These children accessed tuition, catch up and interventions if needed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Freckle	Renaissance Learning
Little Wandle	Little Wandle Letters and Sounds
My Maths	Oxford University Press
GL Progress Tests	Renaissance Company
TTRS	Maths Circle
Abacus Evolve	Pearsons
Ten Ten: Life to the Full+	Ten:Ten

