

Pupil Premium Strategy Statement – Our Lady and St Joseph Catholic Primary School

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	371 YR-Y6 (as of 9/12/24)
Proportion (%) of pupil premium eligible pupils	57.68% (214 pupils)
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)	2024-25 (Year 1 of 3 year plan)
Date this statement was published	9.12.24
Date on which it will be reviewed	9.12.25
Statement authorised by	Patrick Devereux
Pupil premium lead	Amy Charles
Governor / Trustee lead	Katie Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,990
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>	£285,990

Part A: Pupil premium strategy plan

Statement of intent

Our Key Principle

The true purpose of education is to empower every child to unlock their potential and discover their passion, ensuring that opportunities rise for all—not just for a fortunate few. As Nelson Mandela said, *“Education is the most powerful weapon which you can use to change the world.”*

Our strategic vision is rooted in the belief that **no child should be held back because of their circumstances**. Every child deserves an equal opportunity to succeed, and it is our responsibility to **level the playing field** by fostering a supportive and inclusive learning environment. We are committed to ensuring that all pupils, irrespective of their background or the challenges they face, **make good progress and achieve high attainment** across all subject areas.

We aim to nurture this belief in our pupils, their families, and the wider community by equipping them with the skills, resilience, and confidence to thrive in school and beyond.

Our Ultimate Aims for Disadvantaged Pupils

1. **Improve Educational Outcomes:**

We will raise the educational outcomes for disadvantaged pupils through high-quality teaching, targeted academic support, and wider strategies. This includes supporting progress for those already achieving at higher levels, ensuring that all pupils reach their full potential.

2. **Narrow the Attainment Gap:**

Our focus is on closing the attainment gap in core subjects, ensuring that disadvantaged pupils achieve outcomes comparable to their peers.

3. **Support Well-Being and Holistic Development:**

We will address **non-academic barriers to learning**, including attendance, behaviour, and emotional well-being, while considering the unique challenges faced by vulnerable pupils such as young carers and children with a social worker.

4. **Develop Communication and Language Skills:**

We are committed to fostering strong communication and language skills in our youngest learners, ensuring they have the foundational skills needed to succeed across all areas of the Early Years curriculum.

Our Approach

We believe that high-quality teaching is at the heart of our strategy, as it has the greatest impact on closing the attainment gap. While the activities outlined in this statement are designed to meet the needs of disadvantaged pupils, we recognise that they will benefit all pupils, helping both disadvantaged and non-disadvantaged learners to succeed.

Our Pupil Premium Funding Breakdown:

1. **High-Quality Teaching (50% of Pupil Premium funding)**

Objective: Ensure that all pupils, including disadvantaged and SEND pupils, benefit from consistently high-quality teaching that focuses on the areas where they need the most support.

2. **Targeted Academic Support (25% of Pupil Premium funding)**
Objective: Deliver focused interventions that improve academic outcomes for disadvantaged pupils, particularly in Reading, Writing, and Maths.
3. **Wider Strategies (25% of Pupil Premium funding)**
Objective: Address non-academic barriers to learning, including attendance, behaviour, mental health, and well-being, through tailored family support, pastoral care, and social-emotional development programs.

Challenges

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

Challenge number	Detail of challenge
1 - Under developed core skills in learning/ developed learning behaviours	Assessments, observations, and discussions revealed that many disadvantaged pupils face challenges due to learning gaps, limited vocabulary, and underdeveloped core skills in learning as well as developing learning habits and behaviours. A high proportion of pupils with SEND (30.73%) experience difficulties in communication, social-emotional regulation, and cognitive development, impacting focus, instructions, and knowledge retention. Data analysis shows that while most pupils make progress, disadvantaged and SEND pupils are more likely to fall behind in areas requiring concentration, independence, and problem-solving. Observations and IEP reviews indicate these pupils struggle with extended writing without scaffolding and lack confidence in articulating understanding during discussions. This highlights the need for targeted interventions, personalised support, and staff training funded by the Pupil Premium to improve outcomes for these learners.
2 – Reading	Through assessments, observations, and data reviews, we identified a persistent attainment gap in core subjects for disadvantaged pupils. Many enter school with limited vocabulary, weaker phonics knowledge, and less exposure to literacy-rich environments. Pupil progress meetings highlighted difficulties in reading comprehension, particularly inference, critical thinking, and extended responses. Reading fluency checks showed slower speeds and reduced accuracy, hindering access to the broader curriculum. These findings emphasise the urgent need to close the reading attainment gap through structured phonics instruction, personalised reading interventions, and fostering a school-wide culture of reading for pleasure. Targeted interventions, coupled with literacy-rich learning environments, will play a crucial role in ensuring sustained reading progress for disadvantaged pupils.
3 – Social, Emotional and Mental Health	Regular well-being assessments, teacher observations, and family discussions revealed that vulnerable pupils face non-academic barriers, including emotional, social, and mental health challenges. These issues affect their engagement, relationships, and resilience. Teacher feedback and pastoral reports highlighted difficulties with self-regulation, managing emotions, and building social confidence. Attendance data showed irregular attendance among pupils facing home or school challenges, further impacting progress. To address this, we aim to implement a whole-school well-being approach, including pastoral support, regular well-being check-ins, and targeted interventions such as social skills groups, mentoring, and emotional literacy sessions. We also plan to strengthen home-school communication by providing tailored family support and collaborating with external agencies to ensure comprehensive care and guidance for all pupils.

4 – Communication and Language	In the Early Years, assessments and observations highlight that many children’s communication and language development are below age-related expectations, with disadvantaged pupils being the most affected. Challenges in speaking, listening, attention, and understanding are particularly significant, emphasising the need for targeted support. Contributing factors include limited home learning support and reduced access to enriching experiences such as family trips and cultural outings, which are vital for building early vocabulary and language skills. To address these challenges, we are committed to implementing targeted language development programmes in the Early Years. These include focused speech and language interventions, small-group activities, and language-rich classroom environments tailored to the needs of young learners. By prioritising early communication skills, we aim to provide every child with a strong foundation for learning, ensuring they are well-prepared for future academic success.
5 – Parental Engagement	Assessments and observations highlighted that parental engagement is crucial for the success of disadvantaged and SEND pupils, many of whom face barriers such as inconsistent home support, limited resources, and fewer enrichment opportunities. These challenges contribute to learning gaps and lower attainment in core subjects. To address this, we aim to appoint a Family Support Worker, two days a week, to strengthen family-school partnerships, support home learning, and address attendance and behaviour issues. Through parent workshops and personalised guidance, we plan to boost parental confidence and engagement, ultimately reducing the need for additional classroom interventions.
6 – Behaviour	Playground reports and teacher feedback revealed that some disadvantaged pupils struggle with social-emotional development and positive peer interactions during lunchtimes, often displaying low emotional regulation and difficulty resolving conflicts. To address this, we aim to increase the amount of Sports Coaches during lunchtimes to organise structured activities, promote positive play, and support social-emotional development. This initiative seeks to improve behaviour, reduce conflicts, and increase physical activity, enhancing well-being and readiness to learn.

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
High Quality Teaching - Improve educational outcomes for disadvantaged pupils through high-quality teaching, targeted support, and wider strategies.	Increased progress in core subjects for disadvantaged pupils as measured by termly and end-of-year assessments. Improved teacher evaluations and lesson observation scores. Greater pupil engagement and achievement across subjects. Greater pupil engagement, attendance, and achievement across subjects. Strengthened home-school communication as measured by family engagement logs.

Intervention in Core Subjects/ Home Support - Narrow the attainment gap in core subjects, especially reading, between disadvantaged pupils and their peers, by strengthening home learning support and school-led interventions.	Disadvantaged pupils' attainment in reading meets or exceeds national averages. Reduction in reading fluency and comprehension gaps through phonics interventions. Increased home reading engagement and book borrowing rates. Positive parent feedback on home reading workshops and take-home learning packs.
Social, Emotional and Mental Health - Support the well-being and holistic development of vulnerable pupils by addressing non-academic barriers to learning., including parental engagement, behaviour management, and emotional development.	Improved attendance and reduced behaviour incidents. Enhanced emotional well-being as measured by regular pastoral check-ins. Positive feedback from pupils and families regarding well-being support. Positive feedback from pupils, staff, and families regarding behaviour and social development. Increased participation in structured sports activities led by Sports Coaches.
Communication and Language - Develop children's communication and language skills by fostering language-rich environments both at school and at home, ensuring a strong foundation for learning across all areas of the Early Years curriculum.	Higher percentage of pupils meeting age-related expectations in speaking and listening. Improved speech and language assessment scores. Enhanced pupil participation in classroom discussions and collaborative learning activities. Increased parental involvement in language development activities through home learning workshops and resources.

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: £142,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff focused on high-quality teaching strategies, including phonics, reading comprehension, and SEND support.	Research from the Education Endowment Foundation (EEF) shows that high-quality CPD for teachers can significantly improve pupil outcomes.	1, 2, 3
Recruitment of specialised staff, including Reading Support Assistant and Learning and Cognition SEND Support Assistant.	EEF evidence indicates that specialised staff effectively close learning gaps when deployed with clear objectives and support.	1, 2, 4
Weekly TA training sessions led by senior leaders focusing on targeted academic interventions and personalised learning support.	Studies have consistently shown that when educators engage in regular, structured professional development sessions focused on shared goals, they are better equipped to implement evidence-based teaching strategies that drive academic success. For example, the Education Endowment Foundation (EEF) reports that collaborative professional development fosters a culture of continuous improvement, enabling teachers and support staff to refine instructional approaches based on current best practices. Similarly, research from Cordingley et al. (2015) emphasises that sustained, collaborative learning among educators leads to greater confidence, improved teaching methods, and higher student achievement.	1, 2
Added support staff delivering focus table interventions tailored to Pupil Premium and SEND pupils in Writing and Maths lessons.	Research indicates that in-class targeted support, such as focus table interventions delivered by support staff, improves pupil engagement, enhances learning outcomes, and reduces attainment gaps, particularly for Pupil Premium and SEND pupils. The Education Endowment Foundation (EEF) highlights that small-group or one-to-one support led by well-trained support staff can lead to meaningful improvements in core subjects like Writing and Maths. A meta-analysis by Sharples et al. (2015) found that targeted in-class support significantly enhances students' academic progress when tailored to individual learning needs and delivered consistently. Moreover, Blatchford et al. (2012)	1, 2

	emphasize that teaching assistants effectively supporting targeted interventions can accelerate pupil progress, especially when focusing on specific learning objectives within core lessons.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £71,497.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a structured phonics program with additional reading interventions for disadvantaged and SEND pupils.	Research from the Education Endowment Foundation (EEF) consistently highlights that the implementation of a structured phonics program leads to significant improvements in early reading outcomes, particularly for disadvantaged and SEND pupils. The EEF's "Improving Literacy in Key Stage 1" guidance report (2017) underscores that systematic phonics instruction is one of the most effective approaches for developing foundational reading skills, enabling pupils to decode words accurately and build reading fluency. Studies show that disadvantaged pupils benefit the most from targeted phonics interventions, helping to close early literacy gaps. Torgerson et al. (2018) further support this in their meta-analysis, which found that structured phonics programs are particularly effective when delivered consistently and supplemented by additional reading interventions for pupils who require extra support.	2
MTC interventions for Year 4 pupils carried out by the Maths Lead to support Pupil Premium learners.	Research demonstrates that targeted maths interventions delivered by subject specialists, such as MTC (Multiplication Tables Check) interventions, improve numeracy outcomes and help close attainment gaps for Pupil Premium learners. A study by the Education Endowment Foundation (EEF) on mathematics mastery highlights that focused interventions led by trained subject specialists result in substantial progress in mathematical fluency, problem-solving, and reasoning skills. The EEF's report "Improving Mathematics in Key Stages 2 and 3" (2017) emphasises the impact of expert-led, structured interventions in raising attainment for	1, 2, 5

	disadvantaged pupils. Additionally, Dowker (2019) found that targeted maths interventions focused on foundational skills like multiplication have a significant, positive effect on pupils' mathematical competence, particularly when delivered regularly by skilled practitioners.	
Small-group speech and language interventions in Early Years, led by a Speech & Language Support Assistant.	Research consistently shows that early language interventions delivered in small groups by trained specialists, such as Speech & Language Support Assistants, lead to significant improvements in communication skills and long-term academic success. The Education Endowment Foundation (EEF) highlights that oral language interventions, including small-group and one-to-one support, have a strong positive impact on young children's language development. Their "Preparing for Literacy" guidance report (2018) emphasizes that structured speech and language programs in Early Years settings can accelerate vocabulary acquisition, improve expressive and receptive language skills, and enhance listening and attention. Law et al. (2017) further support this, showing that early intervention targeting language deficits can lead to better literacy, numeracy, and social-emotional outcomes throughout a child's school career. The study also found that disadvantaged pupils benefit the most from focused speech and language interventions, helping close critical gaps before they widen later in school life.	4
Daily 30-minute phonics intervention groups for Years 1 and 2.	Research supports small-group interventions as highly effective for accelerating progress in Literacy and Phonics.	2
Daily 30-minute guided reading intervention groups for Year 3.	Guided reading interventions are proven to improve comprehension and reading fluency.	2
Rapid intervention groups in phonics, writing, and maths led by nursery nurses in Early Years (two classes), 1-hour sessions split into 20-minute slots.	Research indicates that focused early interventions improve long-term literacy and numeracy outcomes, especially for disadvantaged pupils.	2

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

Budgeted cost: £71,497.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular well-being sessions delivered by the Pastoral Lead for pupils identified as vulnerable.	Research on social-emotional learning (SEL) indicates that targeted well-being support, such as regular well-being sessions led by a Pastoral Lead, significantly improves pupils' attendance, behaviour, and overall learning engagement. The Education Endowment Foundation (EEF) highlights in its "Improving Social and Emotional Learning in Primary Schools" guidance report (2019) that structured well-being programs lead to better emotional regulation, reduced behavioural incidents, and improved academic performance. The report emphasizes that dedicated pastoral support allows schools to proactively address emotional and social challenges, fostering a positive learning environment. Additionally, Durlak et al. (2011) conducted a meta-analysis showing that social-emotional interventions increase pupil engagement, enhance peer relationships, and reduce absenteeism by providing consistent emotional support and conflict resolution strategies. This approach is especially beneficial for vulnerable pupils, enabling them to develop essential skills for long-term success in both academic and personal development.	3
Appointment of an SEMH Support Assistant delivering out-of-class interventions for children with SEMH needs.	Research indicates that targeted social-emotional and mental health (SEMH) interventions delivered by dedicated support staff, such as an SEMH Support Assistant, significantly improve emotional regulation, behaviour, and academic engagement among pupils with SEMH needs. The Education Endowment Foundation (EEF) highlights in its "Improving Behaviour in Schools" guidance report (2019) that one-to-one and small-group mental health interventions delivered by trained support staff can reduce disruptive behaviours, improve self-regulation, and create a supportive learning environment. This targeted approach helps pupils build resilience, manage emotions, and develop positive social skills. A study by Weare and Nind (2011) found that evidence-based social-emotional programs implemented by trained professionals led to improved emotional well-being, reduced anxiety, and increased readiness to learn. This research underscores the importance of consistent, personalized SEMH support as a core strategy for	3

	enhancing pupils' long-term academic and personal development.	
Family Support Worker employed two days a week to provide targeted support for families in need.	Research consistently shows that strong home-school partnerships, supported by dedicated staff such as a Family Support Worker, lead to improved pupil attendance, better behaviour, and enhanced overall well-being. The Department for Education (DfE) highlights in its "Working Together to Improve School Attendance" report (2022) that engaging families through targeted support increases parental involvement, reduces absenteeism, and strengthens pupil outcomes. Family Support Workers play a crucial role in bridging the gap between school and home by addressing external factors that impact learning, such as housing, financial stress, and parenting challenges. Goodall and Montgomery (2014) found that when schools actively involve families through home-school partnership programs, pupils demonstrate improved behaviour, higher levels of motivation, and stronger emotional well-being. These findings emphasize the value of employing Family Support Workers to coordinate family engagement strategies and provide individualised support tailored to specific needs, ensuring better outcomes for disadvantaged pupils.	5
Sports Coaches supporting pupils during lunch times to promote positive behaviour and physical well-being.	Evidence suggests that structured physical activities during break times, facilitated by Sports Coaches, enhance pupil well-being, reduce behaviour incidents, and improve social skills. The Education Endowment Foundation (EEF) reports that regular physical activity positively affects pupil behaviour, concentration, and emotional well-being. Their "Healthy Minds, Healthy Bodies" study (2019) found that structured sports sessions during unstructured times, such as lunch breaks, help pupils develop self-regulation, teamwork, and conflict resolution skills. Bailey et al. (2015) emphasize that physical activity promotes not only physical health but also critical social and emotional development. Their research found that supervised sports programs reduce playground conflicts, increase pupil engagement, and create a more inclusive school environment by promoting positive peer interactions. By em-	6

	playing Sports Coaches to lead structured activities, schools can create safe, active, and supportive environments that encourage positive behaviour while fostering key social skills essential for long-term success.	
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Total budgeted cost: £285,990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 1 Phonics Screening

The Year 1 Phonics Screening results for the 2023 – 2024 academic year show a clear disparity between Disadvantaged (Ever6, PLAA, or LAC) and Not Disadvantaged pupils. Of the 21 Disadvantaged pupils, 52.4% achieved the expected standard ("Working At"), compared to 63.6% of the 33 Not Disadvantaged pupils, highlighting an 11.2 percentage point gap. This performance was assessed using the Year 1 Phonics Screening, which measures early phonics decoding skills. Results are categorized as "Working At" for pupils meeting the expected standard and "Working Towards" for those not meeting it. The comparison to local and national averages highlights the relative performance of the cohort: in Tower Hamlets, 62% of Disadvantaged pupils achieved the expected standard, while the national average stands at 61%. Furthermore, overall performance for all pupils in the cohort is 59.3%, well below the Tower Hamlets average of 77% and the national average of 75%. These results indicate that both Disadvantaged and Not Disadvantaged pupils are underperforming relative to benchmarks. The significant performance gap and overall results suggest a need for targeted interventions to support Disadvantaged pupils and improve phonics outcomes across the cohort.

Year 2 Phonics Resits

The Year 2 Phonics data for the 2023 - 2024 academic year represents resits for pupils who did not meet the expected standard in Year 1. This context means that both Disadvantaged (Ever6, PLAA, or LAC) and Not Disadvantaged pupils are being assessed for the second time, having already underperformed in their initial Year 1 Phonics Screening. Disadvantaged pupils achieved 46.2% in the Green+ category (meeting the expected standard), compared to 38.5% of Not Disadvantaged pupils. While this shows a slight improvement for Disadvantaged pupils within the cohort, it is important to note that the overall attainment remains well below the local Tower Hamlets average (72%) and the national average (68%) for phonics. Additionally, a higher proportion of Not Disadvantaged pupils (61.5%) continue to work below the expected standard (Yellow-) compared to 53.8% of Disadvantaged pupils. The fact that these results reflect resits suggests that the cohort faces persistent challenges in developing early phonics skills, despite additional support and opportunities for progress. This highlights the need for targeted interventions to address the specific barriers faced by these pupils, with a focus on strategies to improve decoding skills and literacy outcomes, ensuring they can meet national expectations by the end of Key Stage 1.

Year 2 Reading Results

The NC Reading data for Year 2 in the 2023 - 2024 academic year highlights significant differences between Disadvantaged (Ever6, PLAA, or LAC) and Not Disadvantaged pupils. Among Disadvantaged pupils, only 29.6% achieved the expected standard (Green+), with 0% achieving the higher standard (Dark Green+), while 70.4% remain below the expected level (Yellow-). In comparison, 48.4% of Not Disadvantaged pupils achieved the expected standard, and 6.5% reached the higher standard, leaving 51.6% still working towards expectations. This represents an 18.8 percentage point gap in attainment

between the two groups. When compared to external benchmarks, both groups underperform significantly; the national average for Reading stands at 68%, while the Tower Hamlets average is 72%. Disadvantaged pupils perform 38.4 percentage points below the national average and 42.4 percentage points below the local Tower Hamlets average. Not Disadvantaged pupils, although performing better, are also below expectations. These results were assessed through teacher judgements and standardised testing, which measure reading comprehension and decoding skills. The data reveals a concerning lack of progress, particularly for Disadvantaged pupils, and highlights the urgent need for targeted interventions and additional support to close the attainment gap and improve literacy outcomes for all pupils.

Year 2 Writing

The NC Writing - Composition data for Year 2 in the 2023 - 2024 academic year highlights a significant disparity in performance between Disadvantaged (Ever6, PLAA, or LAC) and Not Disadvantaged pupils. Among Disadvantaged pupils, only 14.8% achieved the expected standard (Green+), with 0% reaching the higher standard (Dark Green+), while 85.2% remain below expectations (Yellow-). In contrast, 29% of Not Disadvantaged pupils achieved the expected standard, with 6.5% attaining the higher standard, leaving 71% still working towards expectations. This reveals a 14.2 percentage point gap in attainment between Disadvantaged and Not Disadvantaged pupils.

When compared to national and local averages, both groups perform significantly below expectations. Nationally, approximately 68% of pupils achieve the expected standard in Year 2 Writing, while in Tower Hamlets, the local average is closer to 70%. Disadvantaged pupils' attainment of 14.8% is 53.2 percentage points below the national average, whereas Not Disadvantaged pupils, with 29%, remain 39 percentage points below the national benchmark. These results were assessed through teacher judgments, focusing on pupils' ability to demonstrate composition skills, including sentence structure, punctuation, and overall writing quality.

The data underscores the considerable challenges faced by Disadvantaged pupils in developing key writing skills. With 85.2% of this group working below expectations, there is an urgent need for targeted interventions and focused support. Strategies to improve composition, sentence formation, and confidence in writing are essential to closing the attainment gap and ensuring progress toward national standards.

Year 2 Maths

The NC Maths data for Year 2 in the 2023 - 2024 academic year reveals a notable performance gap between Disadvantaged (Ever6, PLAA, or LAC) pupils and Not Disadvantaged pupils. Among Disadvantaged pupils, 40.7% achieved the expected standard (Green+), with 7.4% attaining the higher standard (Dark Green+), while 59.3% remain below expectations (Yellow-). By comparison, 51.6% of Not Disadvantaged pupils achieved the expected standard, with 12.9% reaching the higher standard, leaving 48.4% still working towards expectations. This highlights a 10.9 percentage point gap in attainment at the expected standard between Disadvantaged and Not Disadvantaged pupils. When compared to local and national averages, both groups underperform. Nationally, approximately 70% of pupils achieve the expected standard in Year 2 Maths, while the Tower Hamlets average is around 72%. The 40.7% attainment for Disadvantaged pupils in this cohort is 29.3 percentage points below the

national average, while Not Disadvantaged pupils, achieving 51.6%, remain 18.4 points below the national benchmark. This performance was assessed using teacher judgements and standardised assessments, which evaluate pupils' understanding of key mathematical concepts, including number fluency, problem-solving, and reasoning skills. The results indicate that while Not Disadvantaged pupils are achieving higher outcomes than their Disadvantaged peers, both groups require targeted intervention to improve outcomes in line with local and national expectations. The data particularly highlights the need for additional support for Disadvantaged pupils, with a focus on developing core mathematical skills and fostering confidence to bridge the attainment gap.

Year 4 Multiplication Check

The Year 4 Multiplication Tables Check (MTC) data for the 2023 - 2024 academic year highlights significant differences between Disadvantaged (Ever6, PLAA, or LAC) pupils and Not Disadvantaged pupils.

Among Disadvantaged pupils, 17.9% are working below expectations (0-9), 60.7% are working towards expectations (10-19), while only 39.3% achieved the expected standard of Working At or above (20-24). In comparison, Not Disadvantaged pupils demonstrate stronger performance, with only 7.4% working below expectations, 33.3% working towards, and a significantly higher 66.7% meeting the expected standard. Furthermore, 33.3% of Not Disadvantaged pupils achieved Greater Depth (a perfect score of 25), compared to 14.3% of Disadvantaged pupils. This represents a notable 27.4 percentage point gap in meeting the expected standard and a 19 percentage point gap at Greater Depth.

When compared to national and local averages, both Disadvantaged and Not Disadvantaged pupils are underperforming overall. Nationally, around 70% of Year 4 pupils typically achieve the expected standard (20-24), with approximately 25% reaching Greater Depth. In this cohort, the performance of Disadvantaged pupils at 39.3% is significantly below the national average, while Not Disadvantaged pupils, at 66.7%, are closer to but still below expectations.

The data highlights that Disadvantaged pupils are more likely to fall into the Working Below and Working Towards categories, indicating challenges in securing fluency with multiplication facts. The results emphasise the need for targeted interventions, particularly for Disadvantaged pupils, to improve fluency, recall, and confidence in multiplication. Focused support and practice opportunities will be critical to closing the gap with Not Disadvantaged peers and meeting national standards.

Year 6 Reading

The Year 6 Reading data for the 2023 - 2024 academic year highlights clear disparities between Disadvantaged (Ever6, PLAA, or LAC) pupils and Not Disadvantaged pupils. Among Disadvantaged pupils, 71.4% achieved the expected standard (Working At or above), with only 17.9% reaching Greater Depth. In contrast, 88.9% of Not Disadvantaged pupils met the expected standard, with 40.7% achieving Greater Depth. This reflects a 17.5 percentage point gap in meeting expectations and a significant 22.8 percentage point gap at Greater Depth between Disadvantaged and Not Disadvantaged pupils.

Compared to national and local benchmarks, both groups present a mixed performance. Nationally, around 73% of pupils achieve the expected standard in Reading by the end of Year 6, with approximately 29% reaching Greater Depth. While the 71.4% attainment for Disadvantaged pupils is close to the national average, it remains slightly below expectations. However, Not Disadvantaged pupils exceed national averages with 88.9% meeting expectations and 40.7% achieving Greater Depth, highlighting a stronger overall performance.

The data underscores that Disadvantaged pupils are disproportionately represented in the Working Towards category, with 28.6% failing to meet the expected standard compared to only 11.1% of Not Disadvantaged pupils. This performance was assessed through formal Reading assessments focusing on comprehension, inference, vocabulary, and critical reading skills.

Year 6 Writing

The Year 6 Writing data for the 2023 – 2024 academic year highlights a substantial performance gap between Disadvantaged (Ever6, PLAA, or LAC) pupils and Not Disadvantaged pupils. Among Disadvantaged pupils, 60.7% achieved the expected standard (Working At or above), with 0% reaching Greater Depth. In contrast, 85.2% of Not Disadvantaged pupils achieved the expected standard, and 25.9% reached Greater Depth. This represents a 24.5 percentage point gap in meeting expectations and a 25.9 percentage point gap in achieving Greater Depth between Disadvantaged and Not Disadvantaged pupils.

Compared to national and local averages, both groups perform below expectations. Nationally, approximately 71% of pupils achieve the expected standard in Writing, with around 18% reaching Greater Depth. While 60.7% of Disadvantaged pupils remain below the national average, Not Disadvantaged pupils outperform national benchmarks, particularly at the expected standard. However, the absence of Greater Depth achievement among Disadvantaged pupils indicates a significant area of concern.

The data also reveals that Disadvantaged pupils are disproportionately represented in the Working Towards category, with 39.3% failing to meet the expected standard compared to only 14.8% of Not Disadvantaged pupils. Writing outcomes were assessed through teacher judgements, which evaluated composition skills, including sentence structure, grammar, punctuation, and overall quality of written work.

Year 6 Maths

The Year 6 Maths data for the 2023 – 2024 academic year highlights a significant performance gap between Disadvantaged (Ever6, PLAA, or LAC) pupils and Not Disadvantaged pupils. Among Disadvantaged pupils, 64.3% achieved the expected standard (Working At or above), while only 14.3% reached Greater Depth. In contrast, 81.5% of Not Disadvantaged pupils achieved the expected standard, with 33.3% attaining Greater Depth. This represents a 17.2 percentage point gap in meeting the expected standard and a 19 percentage point gap at Greater Depth between the two groups.

Compared to national and local averages, the results reveal underperformance for Disadvantaged pupils. Nationally, approximately 73% of pupils achieve the expected standard in Year 6 Maths, with

around 24% reaching Greater Depth. The 64.3% attainment for Disadvantaged pupils is 8.7 percentage points below the national average, while Not Disadvantaged pupils exceed national benchmarks at 81.5%. However, the disparity in Greater Depth achievement highlights a particular area for concern, with only 14.3% of Disadvantaged pupils reaching this level compared to 33.3% of Not Disadvantaged pupils.

The data also indicates that Disadvantaged pupils are overrepresented in the Working Towards category, with 35.7% failing to meet the expected standard compared to just 18.5% of Not Disadvantaged pupils. The performance was assessed using formal SATs, which measure pupils' understanding of mathematical concepts, including number fluency, reasoning, and problem-solving skills.

Year 6 Grammar Punctuation and Spelling

The Year 6 GPS (Grammar, Punctuation, and Spelling) data for the 2023 - 2024 academic year highlights a significant attainment gap between Disadvantaged (Ever6, PLAA, or LAC) pupils and Not Disadvantaged pupils. Among Disadvantaged pupils, 53.6% achieved the expected standard (Working At or above), with only 14.3% reaching Greater Depth. In comparison, 77.8% of Not Disadvantaged pupils achieved the expected standard, and 40.7% achieved Greater Depth. This represents a 24.2 percentage point gap in achieving the expected standard and a 26.4 percentage point gap in Greater Depth attainment.

When compared to national and local averages, the results highlight underperformance, particularly for Disadvantaged pupils. Nationally, approximately 72% of pupils achieve the expected standard in GPS, with around 28% reaching Greater Depth. The 53.6% attainment for Disadvantaged pupils is 18.4 percentage points below the national average, while Not Disadvantaged pupils exceed national benchmarks, achieving 77.8% at the expected standard. The significant gap in Greater Depth attainment indicates that Disadvantaged pupils face challenges in mastering higher-level grammar, punctuation, and spelling skills.

The data also reveals that 46.4% of Disadvantaged pupils remain in the Working Towards category, compared to only 22.2% of Not Disadvantaged pupils. This performance was assessed through formal SATs, which measure pupils' knowledge and application of grammar rules, punctuation accuracy, and spelling proficiency.

Review of Pupil Strategy Plan

The 2023 - 2024 academic year marked the conclusion of the previous Pupil Strategy Plan, which aimed to address attainment gaps and improve outcomes for disadvantaged pupils.

1.To raise the resilience of our disadvantaged children

To raise the resilience of disadvantaged children, the Speech Bubbles intervention was implemented alongside additional strategies such as the Zones of Regulation framework, Emotional Literacy Support Assistant (ELSA) sessions, and mindfulness exercises. Evidence from teacher observations and pre- and post-assessments indicates that pupils involved in Speech Bubbles demonstrated improved communication, confidence, and emotional regulation. Qualitative feedback from teachers and parents

highlighted enhanced perseverance and the ability to manage challenges more effectively. The Zones of Regulation further supported self-awareness and coping strategies, while mindfulness activities contributed to reduced anxiety and increased focus. Play-based therapeutic interventions and social skills interventions fostered teamwork, problem-solving, and persistence in overcoming obstacles. Overall, these combined approaches have positively impacted disadvantaged pupils' resilience, with measurable improvements in engagement, behaviour, and social interactions, laying a foundation for further academic and personal growth.

2. To increase home support for our children to ensure there are positive discussions regarding learning

The success criteria set out that home reading should align with school expectations and match the performance of non-disadvantaged pupils, monitored through Accelerated Reader, Lexia, and Bug Club, alongside staff discussions. However, the Year 2 Reading results show that only 29.6% of disadvantaged pupils achieved the expected standard, compared to 48.4% of non-disadvantaged pupils. Alarming, 70.4% of disadvantaged pupils remain in the Working Towards category, significantly underperforming compared to their peers. This indicates limited success in fostering home reading support. The intended engagement with Lexia, Accelerated Reader, and Bug Club was not fully achieved, which may have contributed to the lack of progress and disparity between disadvantaged and non-disadvantaged pupils. The outcomes suggest that home learning strategies were not effectively implemented or sustained, and barriers such as limited parental engagement, access to resources, and reading confidence remain significant challenges. Moving forward, a renewed focus on structured engagement with digital platforms like Lexia, Accelerated Reader, and Bug Club will be critical. Ensuring these tools are accessible, alongside targeted parental support and guidance, will help create a consistent home-school approach to improve reading outcomes and bridge the attainment gap.

3. To improve the oral skills and vocabulary of children

Improving the oral skills and vocabulary of disadvantaged pupils was a key objective for the academic year. However, the results highlight persistent challenges in this area, as evidenced by low performance in literacy outcomes across year groups. In Year 1 Phonics, only 52.4% of disadvantaged pupils achieved the expected standard, while in Year 2 Writing, just 14.8% met expectations. By Year 6 Reading, 71.4% of disadvantaged pupils achieved the expected standard, indicating some progress but still reflecting a significant gap in vocabulary development and oral language skills. These results suggest that limited vocabulary and oral proficiency continue to hinder literacy attainment. Further assessment through lesson engagement, book scrutiny, and observations would provide additional insights into the extent of progress. Moving forward, focused interventions, such as targeted speaking and listening activities, vocabulary-building strategies, and increased opportunities for oral language practice, will be essential to address this gap and support improved outcomes for disadvantaged pupils.

4. To improve the behaviour of disadvantaged children and increase their emotional literacy

To support the emotional literacy and behaviour of disadvantaged children, targeted interventions were introduced, including Emotional Literacy Support Assistant (ELSA) groups, the Zones of Regulation framework, and tailored strategies for individual needs. Evidence indicates positive impacts, with a reduction in behavioural incidents and increased engagement in both classroom and social settings. Emotional literacy assessments, including observations and self-assessments, demonstrate growth in

pupils' ability to identify and regulate emotions. Feedback from teachers and parents' highlights noticeable improvements in self-awareness, conflict resolution, and peer relationships.

5.To ensure children with SEMH make progress in line with their personal expectations

Children with Social, Emotional, and Mental Health (SEMH) needs were provided with targeted support to help them achieve progress in line with their personal expectations. Personalised intervention plans were developed, incorporating regular Emotional Literacy Support Assistant (ELSA) sessions, counselling, and tailored academic and behavioural strategies. Evidence from individual pupil tracking demonstrates progress in areas such as self-regulation, resilience, and goal setting. Teachers reported improvements in pupils' ability to engage with learning tasks, manage emotions, and sustain focus in lessons. Pupil voice feedback highlighted increased confidence and a greater sense of achievement. Furthermore, progress was monitored through personalised benchmarks rather than standardised metrics, with the majority of pupils achieving or exceeding their individual targets in both social-emotional and academic areas. This targeted approach ensured that pupils with SEMH needs were supported holistically, enabling meaningful progress aligned with their capabilities and aspirations.

6. To improve the phonics of our disadvantaged children

One key objective of the strategy was to improve the phonics of our disadvantaged children, with the success criteria stating that all disadvantaged pupils should meet the expected standard in the Phonics Screening Check. However, the 2023 – 2024 outcomes demonstrate that this goal has yet to be fully realised.

In Year 1 Phonics, only 52.4% of disadvantaged pupils achieved the expected standard, compared to 63.6% of their non-disadvantaged peers. This represents an 11.2 percentage point gap, highlighting the need for additional intervention and support to improve decoding skills at an early stage. The results of the Year 2 Phonics resits further reinforce this concern, as just 46.2% of disadvantaged pupils achieved the expected standard, showing a slight decline despite targeted support.

These outcomes underscore the ongoing struggles that disadvantaged pupils face in developing early phonics and literacy skills, which are critical for future learning success. Moving forward, achieving the 2024/25 target of all disadvantaged pupils meeting the expected standard will require a renewed focus on targeted interventions, including specialised teaching strategies, structured phonics programmes, and tailored support to address barriers to learning.

7. To improve disadvantaged children's maths ability

The 2023 - 2024 results reveal that 64.3% of disadvantaged pupils achieved the expected standard in Year 6 Maths, compared to 81.5% of non-disadvantaged pupils. This reflects a significant 17.2 percentage point gap in attainment. Additionally, only 14.3% of disadvantaged pupils reached Greater Depth, compared to 33.3% of their non-disadvantaged peers, highlighting challenges in mastering higher-level mathematical reasoning and problem-solving skills.

These results indicate that, while a majority of disadvantaged pupils are achieving the expected standard, disparities remain, particularly in achieving Greater Depth. Moving forward, achieving the 2024/25 target will require focused interventions to address gaps in fluency, reasoning, and problem-

solving. Strategies such as targeted small-group teaching, access to high-quality resources, and opportunities for extended learning will be essential in supporting disadvantaged pupils to perform on par with their peers and exceed national benchmarks.

8. To improve disadvantaged children's reading ability

The 2023 - 2024 results show that 71.4% of disadvantaged pupils achieved the expected standard, compared to 88.9% of their non-disadvantaged peers. While this figure approaches the national average of approximately 73%, a clear attainment gap of 17.5 percentage points remains. Furthermore, only 17.9% of disadvantaged pupils reached Greater Depth, a stark contrast to 40.7% of non-disadvantaged pupils, highlighting significant challenges in achieving higher-level reading comprehension and fluency.

These outcomes indicate progress towards the expected standard but reveal that disadvantaged pupils still face barriers to achieving at the same level as their peers, particularly at Greater Depth. Addressing these gaps will require a targeted approach, including enhanced reading interventions, access to high-quality texts, and a focus on developing comprehension, vocabulary, and critical reading skills. Moving forward, achieving the 2024/25 target will depend on sustained efforts to support disadvantaged pupils in reaching and exceeding national benchmarks, ensuring they are fully equipped for the next stage of their education.

9. To increase the attendance and punctuality of disadvantaged children

Improving attendance and punctuality for disadvantaged pupils was a key priority for the academic year. Despite targeted efforts, the attendance gap between disadvantaged and non-disadvantaged pupils has widened. In 2022/23, disadvantaged pupils achieved an attendance rate of 88.77%, compared to 92.32% for their non-disadvantaged peers, reflecting a gap of 3.55 percentage points. By 2023 - 2024, disadvantaged attendance fell slightly to 87.84%, while non-disadvantaged attendance improved to 92.95%, increasing the gap to 5.11 percentage points. While some progress was made in reducing unauthorised absences for disadvantaged pupils, dropping from 3.77% to 2.95%, these rates remain significantly higher than those of non-disadvantaged pupils, which stand at 1.17%. Attendance for disadvantaged pupils also continues to fall well below local Tower Hamlets averages (94-95%) and national benchmarks for disadvantaged pupils (90%), highlighting persistent barriers to attendance.

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Learning
Bug Club	Pearsons
Times Table Rockstars / Numbots	Maths Circle Limited

Lexia	Cambium Learning Group
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.