

# **ST. BEDE'S CATHOLIC JUNIOR SCHOOL**

*celebrates life and learning*

## **PUPIL PREMIUM STRATEGY STATEMENT 2023 - 2024**

### **School overview**

<b>Detail</b>	<b>Data</b>
School name	<b>St. Bede's Catholic Junior School</b>
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	September, 2023: 31.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2024
Date this statement was published	1 <sup>st</sup> September, 2023
Date on which it will be reviewed	15 <sup>th</sup> July, 2024
Statement authorised by	Faith Tiernan
Pupil premium lead	Faith Tiernan / Gill Geoghegan
Governor Lead	Louise Davies

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£133,860
Recovery premium funding allocation this academic year	£13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,200

## Part A: Pupil premium strategy plan

Statement of intent The strategy intent is to reduce the gap in attainment (as disadvantaged pupils make excellent progress) between disadvantaged pupils and non-disadvantaged as higher attaining pupils are disproportionately non-disadvantaged on entry into the school.

Before devising the Pupil Premium Strategy, school leaders considered:

- **Is there clarity around the barriers to learning, desired outcomes and success criteria?**

Barriers to learning around disadvantage are evidently deeper than lower aspirations, lower attendance and less cultural capital etc. The desired outcomes are for disadvantaged pupils to accelerate progress so as that their attainment is equal to non-disadvantage. Moreover, attainment on entry for disadvantaged pupils is already below that of their non-disadvantaged peers. For disadvantaged with SEND pupils, progress should be accelerated.

- **Have the previous year's strategies been evaluated and could better/different strategies have been used?**

School Led Tutoring has proved to be effective for disadvantaged pupils and will continue. Adaptation for SEND pupils will continue to be a focus. Moreover, pupils who are disadvantaged and have SEND will receive targeted additional support; this is the same for disadvantaged with vulnerability outside of school. Within school, we will ensure that there is accumulative advantage for pupils with all three 'disadvantages': FSM, SEND, and vulnerable (Social Care involvement, MAP, Young Carer etc).

- **Which strategies work well (whether in school or based on research)?**

EEF Teaching and Learning Toolkit:

- Reading Comprehension strategies
- Oracy Interventions
- Effective Feedback
- Peer Tutoring
- Phonics Intervention
- One to One Tuition
- Teaching Assistant Interventions
- Parent/Carer Engagement
- Small Group Tuition
- SEMH / Pastoral Intervention

- **Which strategies did not have the desired impact, but if delivered differently or with further staff support, could be better this year?**

Extra-curricular does not appear to impact on attainment; however, targeted activities, such as the visit to Liverpool University and the Walker Art Gallery improved self-esteem and aspirations. Progress is less positive in maths; however, this has been measured against KS1 data, which includes predicted grades based on English scores too.

**As part of the review and development of the strategy, the following priorities/aims were highlighted:**

- Ensure the quality of teaching and learning is consistently good or better across the school: there is a relentless focus on improving teaching and learning throughout the school, especially for disadvantaged pupils.

- Enable all pupils including disadvantaged and those with SEND, to show at least expected progress from KS1 – accelerated from baseline
- To instil a culture where every member of staff collaborates and co-ordinates in the provision and desired outcomes of disadvantaged pupils, those with SEND and vulnerable pupils.

**These will be achieved through a variety of activities such as:**

1. Half termly pupil progress meetings; robust and routine tracking; assessments focussed on disadvantaged /SEND / vulnerable pupils; reports and evidence trails carried out by all leaders in school; individual and personalised support and interventions.
2. The expectation is that all of our disadvantaged /SEND / vulnerable pupils will be highly successful in school and their achievements and academic success will be excellent.

When writing the Pupil Premium Strategy, we tried to ensure that our considered milestones were measurable, in an attempt to be able to successfully monitor and evaluate our actions and intended positive impact. Our systems, when monitoring, are found to be robust and consistent. Our evaluations have been supported by clearly identified success criteria and measurable outcomes.

**Whole school strategy:**

1. **ENGAGEMENT:** Improving the quality and consistency of learning engagement, across the school, supported by a strong parent/carer partnership culture.
2. **EXPERT TEACHERS:** Developing and changing teaching practices, through extensive professional development, (John Hattie Visible Learning and Harvard 7Cs of Expert Teachers) has been the most powerful classroom strategy.
3. **OPPORTUNITY:** Equity and Accumulated Advantage of opportunities
4. **INCLUSION:** Inclusive pedagogy, identification, and graduated approach (see Inclusion Action Plan and IQM Flagship Plan).

As a result, children’s progress should accelerate (be above an effect size of 0.40) and the gap in attainment between disadvantaged and non-disadvantaged pupils should diminish.

Engaging parents/carers in the life of the school is key to the success of some strategies; disadvantaged pupils must be targeted for ‘more’ and ‘different to’ regarding enrichment, intervention, and resources.

**Note: Attainment across the school is high compared to the national and LA average, and pupils from disadvantaged backgrounds do well compared to their disadvantaged peers nationally and locally.**

## Challenges

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

CHALLENGE	DETAIL OF CHALLENGE
A	% of pupils who do not attain the EXS due to lower cognition and have NVR / VR scores below 90.
B	Limited access to language and poor literacy levels alongside lower starting points. Limited development of vocabulary and understanding of words in context. % of FSM pupils in Y3 who did not attain EXS in KS1 and/or at Baseline. % of pupils who achieved in the KS1 phonics test in Y1, Y2 and Never. % of pupils who have a reading age one year or more less than their chronological age.
C	Social, Emotional and Mental Health in pupils and parents/carers.
D	SEND: the complexity of SEND including multiple diagnosis. Impact of complex SEND on behaviour and attitudes.
E	Pupil and family either 'troubled' or 'in crisis'. This included parents/carers who keep their children off school for minor ailments/illnesses.
F	Limited character / cultural capital

## Intended outcomes

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

Intended outcome	Success criteria
<p>All pupils will achieve their full potential and make expected progress.</p> <p>Pupil Premium pupils make <b>accelerated progress</b> from their starting points which is equal to or above ALL pupils.</p> <p>Pupil Premium pupils enhance basic skills in reading (decoding, vocabulary and comprehension) and arithmetic from Year 3 onwards</p> <p><i>N.B. *However, the cost effectiveness of one to two and one to three indicates that greater use of these approaches may be worthwhile.</i></p>	<p>Baseline self-assessment of pupils: achievements and well-being and subsequent assessments at the end of each term.</p> <p>Progress in end of KS2 tests and in Teacher Assessment in all year groups.</p> <p>School ethos and values promotes respect and value for the contribution of all pupils irrespective of attainment group.</p> <p>Adaptation to meet pupils' needs: focused, challenging and appropriately paced.</p> <p>Visible Learning / Solo Taxonomy is evident in lessons (see action plan for Visible Learning)</p> <p>More sustained engagement in the smaller groups.</p> <p>Lower attaining pupils in smallest group (10 - 15 pupils) received more intensive feedback, (especially on misconceptions) and support to reduce the attainment gap and accelerate progress. Pre-teaching and post-teaching by HLTA/TA</p> <p>One to one tuition and small group tuition are both effective interventions.</p> <p>Quality and quantity of feedback, particularly verbal, enhanced during lessons.</p> <p>Lower achieving pupils more willing to talk and articulate their thinking. Materials drawn from multiple sources and customised to meet pupils' needs.</p> <p>Attainment and progress: desired outcome achieved.</p>
<p>Pastoral team to support the pastoral and learning needs of vulnerable pupils so the vulnerable pupils attain National Expected Standard for their respective ages in reading,</p>	<p>Pupils feel valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment. Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning.</p> <p>Soft data</p>

<p>writing and mathematics and/or make expected progress from their starting points.</p> <p>Pastoral Leader trained as a counsellor and can provide counselling for the most vulnerable pupils (troubled or crisis).</p>	<p>Effective links with parents/carers using the Four Pillars of Parental Engagement Model: knowledge, environment, culture and communication.</p> <p>Strong links with community agencies, for example, School Health, CAMHS, Educational Psychology, Social Care facilitates an integral approach.</p> <p>Enterprise initiative in school to enable pupils to develop their aspirations and future career paths/interests.</p> <p>There are ** students who have barriers of: FSM, SEND and Social Care involvement.</p> <p>Clear emphasis on pupils being ready and equipped for learning, clarity around the sequence and progression of their learning with strategies to facilitate this.</p>
<p>SENDCo to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make the same or more <b>progress</b> than non-Pupil Premium and non-SEND pupils.</p>	<p>SENDCo deliver intervention lessons in English and maths and SEMH skills. Soft data and % of incidents on CPOMs.</p> <p>Deeper analysis of CPOMs and ‘toxic trio’ pupils.</p> <p>Two TAs teaching in school nurture room: The Den delivering daily interventions to SEND and/or lower attaining. SENDCo able to deliver targeted interventions related to cognition and learning.</p> <p>Forest Schools skills to engage pupils lacking motivation and independent skills</p> <p>Teaching Assistants (inc.HLTA) and SENDCo re-teach, practice and reinforce knowledge, understanding and skills.</p> <p>The gaps in knowledge, understanding and skills reduced.</p> <p>The pupil: adult ratio is reduced which increased attention for groups/individuals.</p> <p>Adaptation of work has improved through the use of the SENDCo, so need is targeted more effectively.</p> <p>Targeted pupils demonstrate a high level of engagement (Lesson Study, Most Valuable Pupil).</p> <p>Test scores (NC and Standardised tests) and Teacher Assessment indicate that children make significant progress. Increase of 0.40 in effect size from previous year.</p>

<p>One to one tuition: improve attainment and accelerate progress. Teacher Assessment as measure due to difference between NFER PiE and National Curriculum testing.</p>	<p>The school has adopted a ‘graduated approach’ to Pupil Premium as the pupils who have ALWAYS been FSM pupils are perceived to have more disadvantage than those who have been FSM for a year or less.</p> <p>These pupils receive additional sessions in learning from Teachers, TAs and FSW and make good or better progress from KS1 and baseline.</p> <p>Gaps in learning identified and addressed. Analysis of prior attainment.</p> <p>4 Pupil Premium pupils are Pupil Premium Plus and benefit from a PEP.</p> <p>Staff target specific aspects of the subject that pupils have found particularly difficult and/or misunderstandings.</p> <p>Additional tuition increased pupils’ confidence and motivation and thus engagement in whole class setting.</p> <p>Pace of learning increased and progress accelerated. Improved study skills and character culture. Pupils make accelerated progress from their starting points.</p>
<p>Pupil Premium pupils have enriched experiences in school</p>	<p>Nurtured confident, resilient learners who enjoyed pursuing own path and had a genuine love of learning.</p> <p>Celebrated learning and achievement. Value placed on children’s interests, aspirations and health and fitness (see Youth Sport Trust Annual Report 2023).</p> <p>Provided opportunities for children from disadvantaged backgrounds to participate, enjoy and benefit from opportunities which may not be able to be afforded by parents/carers.</p> <p>Assisted in making learning a reality beyond academic studies. Students are prepared for the next stage in their education/workplace etc.</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £96,532**

Activity	Evidence that supports this approach	Challenge(s) addressed
<p><b>English and mathematics ability group in Years 3- 6</b></p> <p><b>Targeted support in lessons and interventions for PP pupils.</b></p> <p><b>HLTA to work with PP pupils only</b></p> <p><b>COST: £90,532</b></p> <p><b>(Y4, Y5 and 25% Y6 additional staff)</b></p>	<p>Quality First Teaching is fundamental to success. Small group tuition: A qualified teacher is more likely to achieve greater progress and raise attainment. <b>Focus on engagement, behaviour for learning and visible learning characteristics.</b></p> <p>Whole School Engagement in Learning approach; Expert Teacher strategy alongside Visible Learning. <b>Staff meeting on Harvard 7Cs in order to develop an expert teacher approach.</b></p> <p>Intensive tuition in small groups is highly effective. <b>SLT in Y6 predominantly.</b></p> <p>Pupils are grouped according to current levels of attainment or specific needs.8/7</p> <p>Additional support targeted at specific pupils who are making slower progress in learning, particularly in writing.</p> <p>Solo Taxonomy Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential. Meta cognition, questioning and thinking skills. <b>Lesson study evidences that there is still come inconsistency</b></p> <p>One to one support for pupils under-achieving/under-attaining/ significant gaps. <b>Ongoing</b></p>	<p>A, B, C, D and F</p>
<p><b>CPD for teachers/ Subject Leaders</b></p> <p><b>Mastery in Maths / Maths Hub</b></p>	<p>CPD for teachers enables the school to engage in quality whole school CPD linked to teaching and learning. <b>Strategy for CPD, inc. Action Research</b></p> <p>Key concepts identified in all subject areas.</p> <p>In school CPD re: Working Memory and cognitive overload. <b>JW leading this</b></p> <p>Visible Learning and Expert Teacher CPD</p>	<p>A, B, D</p>

<p><b>Cognition and cognitive overload /Working Memory</b></p> <p><b>Doorstep Disadvantage Programme</b></p> <p><b>COST: £6,000</b></p>	<p>Use of engaging texts: ‘Remarkable Reading Project’ .<b>JM leasing this</b></p> <p>CPD to ensure HA PP pupils are able to attain GDS in reading, writing and maths <b>AHa/ JJ and Literacy Company</b></p> <p>Targeted exposure to vocabulary planned for throughout the curriculum.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £45,183**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Use of School Led Tutoring to enable ‘Catch Up’ for PP pupils who are under-achieving /under-attaining</b></p> <p>£25 x 10 students x 30 weeks = £7,500 (1:1)</p> <p>£25 x 50 students x 30 = £37,500 (1:3) = £12,500</p> <p><b>COST: £20,000</b></p>	<p>Additional support targeted at specific pupils who are making slower progress in learning, particularly in writing. <b>SLT in reading and maths in autumn term</b></p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential.</p> <p>One to one/small group support for pupils under-achieving/under-attaining/ significant gaps.</p> <p>Disadvantaged first approach <b>Identification of opportunity</b></p>	<p>A, B, C and D</p>
<p><b>Small group tuition in English and mathematics for 39 weeks with most experienced teachers.</b></p> <p><b>One-to- one tuition for (P)LAC pupils</b></p> <p><b>Two-to- one tuition for most vulnerable pupils (PP, SEND and Vulnerable)</b></p>	<p>This enables the teacher to focus exclusively on a small number of learners. <b>Smallest groups range from 12 -16</b></p> <p>Intensive tuition in small groups will - provided support to under-attaining pupils and/or those who are under-achieving, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>A, B, C, D and E</p>

<p>£25 x 4 students x 30 weeks =</p> <p><b>COST: £3,000</b></p>	<p>Despite, EEF research demonstrating little impact from one to one, we have found that the additional support enables increased confidence and gains in learning which support classroom lessons whilst nurturing positive SEMH.</p> <p><b>Space is the biggest barrier to effective nurture presently. The Den operates in the afternoons only.</b></p>	
<p><b>Pastoral Leader to provide one-to-one pastoral and learning needs of vulnerable pupils.</b></p> <p><b>Pastoral Leader to provide additional Teaching Support for Pupil Premium pupils during English and maths lessons.</b></p> <p><b>Pastoral Leader to support pupils and families with challenge and school attendance.</b></p> <p><b>COST: £22,183 (LH)</b></p>	<p>Interventions which target social and emotional learning aims to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements.</p> <p>Three broad categories of the interventions:</p> <ol style="list-style-type: none"> <li>1. Universal programmes which generally take place in the classroom, such as PSHE / RSHE programme of study and Trauma Informed Practice;</li> <li>2. More specialised programmes delivered by the Pastoral Leader which are targeted at students with SEMH concerns,</li> <li>3. School-level approaches to developing a positive school ethos: greater engagement in learning, such as Forest Schools, Play Therapy.</li> </ol> <p>Pastoral Leader to work directly with disadvantaged pupils on attendance. 16/29 (55%) of PA pupils are disadvantaged (9 of the 16 were for unauthorised term time holidays – affordable holidays?). Increased attendance helps to narrow attainment gaps with peers.</p>	<p>A, C, D, E</p>

	<p><b>Pastoral leader focused on low attendance and vulnerable pupils<sup>i</sup></b></p> <p>Behaviour interventions: Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential.</p> <p>Nurture small groups is very effective in helping learners to catch up. Short periods of intensive sessions tend to have the most impact. The Den and The Pod.</p> <p><b>Delay to The Pod means that nurture provision is limited.</b></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Provide enrichment opportunities. Pupils from disadvantaged backgrounds targeted for some bespoke activities.</b></p> <p><b>£6,000</b></p>	<p>Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school.</p> <p>A wide range of adventure activities are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation. <b>Visit to York for able artists</b></p> <p>Approaches to learning can have impact on confidence and relationships in school. Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests.</p> <p>Financial support for those most disadvantaged: educational visits (free to parents/carers) and residential (50% subsidy). <b>Bespoke visits: Contribution to trips =</b></p>	<p>A, C, E and F</p>

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**Total budgeted cost: £147,715**

**Total allocated: £147,200**

**Overspend/Underspend: £515**

## Part B: Review of outcomes 2022 - 23

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<p>English and mathematics ability group in Years 3- 6</p> <p>Targeted support in lessons and interventions for PP pupils.</p> <p>HLTA to work with PP pupils only.</p>	<p>July 2023: All Pupils V PP Pupils at end of KS2</p> <table border="1"> <thead> <tr> <th>EXS+</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>84.2</td> <td>78.9</td> <td>76.3</td> </tr> <tr> <td>PP</td> <td>72.0</td> <td>64.0</td> <td>64.0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>GDS</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>43.4</td> <td>27.6</td> <td>31.6</td> </tr> <tr> <td>PP</td> <td>36.0</td> <td>24.0</td> <td>24.0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Progress</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>0.01</td> <td>0.01</td> <td>-0.01</td> </tr> <tr> <td>PP</td> <td>0.02</td> <td>0.03</td> <td>0.03</td> </tr> </tbody> </table>	EXS+	R	W	M	ALL	84.2	78.9	76.3	PP	72.0	64.0	64.0	GDS	R	W	M	ALL	43.4	27.6	31.6	PP	36.0	24.0	24.0	Progress	R	W	M	ALL	0.01	0.01	-0.01	PP	0.02	0.03	0.03
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<p>CPD for teachers</p> <p>CPD for Subject Leaders</p> <p>Mastery in Maths</p> <p>Emphasis on conceptual understanding</p> <p>Doorstep Disadvantage CPD programme</p>	<p>Link to CPD Policy and Impact Statements re: English, maths, Disadvantage, ECT, OPAL, SEND and nurture, Trauma Informed</p> <p>Doorstep Disadvantage and focus on Poverty Proofing school.</p>																																				
<p>Use of School Led Tutoring to enable ‘Catch Up’ for PP pupils who are under-achieving /under-attaining</p>	<p>Attainment of pupils who engaged fully in NTP and those who engaged in SLT</p> <table border="1"> <thead> <tr> <th>Progress</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>SLT</td> <td>0.17</td> <td>0.01</td> <td>-0.21</td> </tr> </tbody> </table>	Progress	R	W	M	SLT	0.17	0.01	-0.21																												
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<p>Small group tuition in English and mathematics for 39 weeks with most experienced teachers.</p> <p>One-to- one tuition for LAC pupils</p> <p>Two-to- one tuition for most vulnerable pupils (PP, SEND and Vulnerable)</p>	<p>Data as above</p> <p>All 3 LAC in Y6 have made expected or accelerated progress in all areas except writing.</p> <p>Further 3 LAC in Y3 –Y4 have made progress from baseline attainment.</p> <p>Tuition of 10 pupils:</p> <table border="1" data-bbox="887 577 1409 725"> <thead> <tr> <th>Progress</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>2 to 1</td> <td>2.12</td> <td>2.05</td> <td>1.98</td> </tr> </tbody> </table>	Progress	R	W	M	2 to 1	2.12	2.05	1.98
Progress	R	W	M						
2 to 1	2.12	2.05	1.98						
<p>Pastoral Leader to provide one-to-one pastoral and learning needs of vulnerable pupils.</p> <p>Pastoral Leader to provide additional Teaching Support for Pupil Premium pupils during English and maths lessons.</p> <p>Pastoral Leader to support pupils and families with challenge and school attendance.</p>	<p>Pastoral Leader worked on a one to one with 20 Y6 pupils over the course of the academic year.</p> <p>Of these pupils, PROGRESS = R: 0.02; W:0.03 and M: -0.05.</p> <p>A further 90.6% of pupils in Y3 – 5 have worked with Mrs. Harrington and have made expected or accelerated progress.</p>								
<p>Provide enrichment opportunities.</p> <p>Pupils from disadvantaged backgrounds targeted for some bespoke activities.</p>	<p>In Y4: 76.5% of PP pupils graduated from Children’s University.</p> <p>In Y6: 100% of PP pupils graduated from Children’s University</p>								

## Externally provided programmes

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

Programme	Provider

# Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

When pupils join St. Bede's Catholic Junior School, they are assessed to baseline knowledge, understanding and skills. In Y3, the KS1 National Curriculum non-statutory test is used alongside teacher assessment using statements for the National Curriculum. This establishes a starting point in learning. Reading Ages and Comprehension Ages are assessed bi-annually.

There were no National Curriculum tests in 2020 or 2021, and the DfE has not yet published how they will measure progress. When pupils join St. Bede's Catholic Junior School, they are assessed to baseline knowledge, understanding and skills. In Y3, the KS1 National Curriculum non-statutory test is used alongside teacher assessment using statements for the National Curriculum.

To measure progress over time, the staff use teacher assessment against Key Performance Indicators termly. Staff are able to measure if pupils are on target (or not) and has therefore made expected progress. Attendance is analysed half-termly and reported to parents/carers termly.

Annually pupils complete a Pupil Voice questionnaire which establishes attitude to self and school. There are opportunities throughout the academic year for pupils to discuss learning, targets and school, plus any other relevant more personal issues.

Qualitative data is taken from discussion and feedback. Pupils' SEMH can be measured through reportable incidents, engagement in school and pupil voice. Learner characteristics are recognised in school and staff strive to help pupils develop positive attitudes to self and school.

\* Y3: Y4: ; Y5: ; Y6: pupils

VERSION 1: September, 2023

VERSION 2: End of October (review 1)

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