

Pupil premium strategy statement

Academy overview

| Detail | Data |
|--|--|
| School name: | St Nicholas and St Laurence CE VA Primary School |
| Number of pupils in school: | 212 |
| Proportion (%) of pupil premium eligible pupils: | $43/212 = 20.2\%$ |
| Pupil Premium Allocation this academic year: | £54,345 |
| Academic year/years that our current pupil premium strategy plan covers: | 2023 - 2026 |
| Date this statement was published: | September 2023 |
| Date on which it will be reviewed: | September 2024 |
| Statement authorised by: | Mr Wayne Roberts |
| Pupil premium lead: | Miss Samantha Loader |
| Governor / Trustee lead: | Mrs Louise Wright |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £54,345 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| <u>Total budget for this academic year</u> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £54,345 |

Disadvantaged pupil progress scores for last academic year 2022 – 2023

| Measure | Score | | |
|---|---------------|---------|-------|
| | Reading | Writing | Maths |
| Meeting expected standard at KS2 | 13 chn | 18 chn | 16chn |
| Achieving high standard at KS2 | 4 chn | 2 chn | 3 chn |
| Meeting expected standard at KS1 | 4 chn | 5 chn | 7 chn |
| Achieving high standard at KS1 | 1 ch | 0 ch | 0 ch |
| Meeting expected standard in Y1 Phonics Screening | 5 chn (100 %) | | |

Disadvantaged pupil progress scores for last academic year 2023 – 2024

| Measure | Score | | |
|---|--------------|---------|-------|
| | Reading | Writing | Maths |
| Meeting expected standard at KS2 | 13 | 11 | 12 |
| Achieving high standard at KS2 | 3 | 1 | 3 |
| Meeting expected standard at KS1 | 6 | 6 | 5 |
| Achieving high standard at KS1 | 0 | 0 | 0 |
| Meeting expected standard in Y1 Phonics Screening | 3 chn (75 %) | | |

Part A: Pupil premium strategy plan

Statement of intent

Pupils at St Nicholas and St Laurence will make expected progress in reading, writing and maths, through quality first teaching, high expectations and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have daily high quality teaching across the curriculum and then, where needed, to have access to a wide range of interventions in schools to meet their needs, identified through clear teacher assessment and monitoring.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. This links with our PSHE and wider personal development offer. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at St Nicholas and St Laurence CE Primary School.

We will facilitate pupils accessing a wide range of enrichment experiences encompassed by our curriculum so they aid learning for children both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | To close the gap between disadvantaged and non-disadvantaged pupils in reading due to limited language skills, experiences and vocabulary base |
| 2 | To close the gap between disadvantaged and non-disadvantaged pupils in writing due to limited language skills, experiences and vocabulary base |
| 3 | To close the gap between disadvantaged and non-disadvantaged pupils in maths due to limited language skills, experiences and vocabulary base |
| 4 | Not all of our children are passing the phonics by the end of year 1. |
| 5 | Attendance – to ensure that attendance is a key priority |
| 6 | A lack of experiences out of school which have an impact on limiting aspirations |
| 7 | Decreased metacognition skills which support challenges to develop resilience, intrinsic motivation, curiosity and regulation skills (EYFS, KS1) |
| 8 | A lack of parental engagement and belonging relating to whole school and child level support (Lack of reading, engagement in events, etc.) |

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| 9 | SEND and disadvantaged being supported at their point of need (Academically, socially and personally) |
| 10 | Foundation subjects – Ensuring that our medium term plans and schemes meet the needs of our learners |

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>High quality teaching (Mastery Approach and Mastery lesson design linked to a clearly sequenced, meaningful and progressive curriculum) to be secure in Writing, Reading and Mathematics to allow disadvantaged children to make at least age-related expectations in Writing, Reading and Maths, and to catch up from their starting points and close their curricular knowledge gaps. PPMs, school monitoring systems and interim checks will ensure these pupils get additional teaching and practice within the daily lessons so that they catch up.</p> <p>Intentional practise is developed to allow children to use their prior knowledge to build upon their schema and help them to make links in their learning (Research shows that this enables children to know more and remember more.)</p> <p>Within EYFS and KS1, there will be a focus on accuracy and fluency which will enable standards to raise and ensure that learning is to be embedded and accurate. Children will become fluent in early number, early writing and early reading where a focus on transcription and building fluency will give children a high level of accuracy and automaticity.</p> <p>All of the above, will allow children from disadvantaged backgrounds or those facing disadvantage to make accelerated progress to close the gap.</p> <p><i>By identifying disadvantaged pupils and by being aware of their specific set of needs, support can be offered which will have the maximum impact. Greater accountability and understanding of data developed among the staff team. Ofsted Pupil Premium report into effective strategies - "class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress" "discussions about pupils eligible for the Pupil Premium in performance management meetings"</i></p> | <ul style="list-style-type: none"> • All disadvantaged pupils making at least expected progress in year group. • SEND and PP children narrowing their gap from their starting point and their peers. • Learning walks and observations show that there are learning consistencies seen in all classrooms. This links to high expectations, non-negotiables and consistencies in classrooms and routines to reduce cognitive overload. • All staff using a mastery approach to lesson design embedding the basic skills that are needed for learning. • Misconceptions in learning are planned for and addressed quickly and children are able to respond to this quickly. • Learning is planned in sequences with a small step approach to delivery to ensure high quality modelling and opportunities to revisit new learning and embed over the year. • All staff ensuring that live modelling and exemplars are available for all relevant lessons so that there are clear structures to refer to. • All staff using Power Maths, enriched with NCETM to deliver Maths lessons following a mastery approach to lesson design. • Year 3 (Autumn 2) – Year 6 staff delivering Reading Rocketeers (John Murray approach) lessons for guided reading lessons. • Reception and Year 1 (until Spring Term) staff delivering reading via Little Wandle strategies and planning. • Year 1 (Spring Term on) and Year 2 using an adapted version of John Murray, focussing on building fluency. • All staff delivering Little Wandle Phonics scheme for phonics sessions (including whole class and intervention), unless advice from professionals states otherwise. • All children, including those whom still need phonics support into Year 2 and beyond, are taught by staff trained in the Little Wandle approach • Higher attaining disadvantaged children are meeting expectations and targets. |

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| | <ul style="list-style-type: none"> • In year progress checks and end of year attainment will show progress for all learners. • Tracking over time will show children maintaining or improving their attainment trajectory. • Formative assessment used throughout the school will identify what children know and ensure teachers plan next steps for gaps and misconceptions. • All staff will support learning within the classroom, through deepening understanding, questioning and using concrete apparatus and stem sentences to support. • All disadvantaged children access to a carefully planned, sequenced, broad and balanced curriculum that extrapolates opportunities for all children to work at age related expectations or above. • Children have a greater understanding and knowledge of tier 2 vocabulary which enables learning. • Developing fluency within Mathematics so that we can reduce cognitive overload • Developing vocabulary and clarity through high quality texts that build on vocabulary tiers. |
| <p>To improve the resilience, curiosity, regulation and self-esteem in disadvantaged pupils by providing a high quality PSED, PSHE and RSE curriculum enriched with ELSA support. CPL for all staff will support them in understanding how to enable the building of resilience, regulation, curiosity and resilience in children. The school recognises that lessons alone will not suffice. Adults need to constantly model and explicitly feedback in order for children to see small step success as building confidence, and making mistakes as being resilient.</p> <p><i>Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate. EEF Toolkit – Social and Emotional Learning +4 months' additional progress</i></p> | <ul style="list-style-type: none"> • All staff have been introduced and are using TrickBox within the classroom. • Half-termly collective workshops focus on key skills from TrickBox to build resilience and problem solving skills. • Half-termly parent's workshops (TrickBox) used to target the parents of those whom need it most. • All staff are using CORUM planning to support and develop the teaching of PSHE and RSE. • Misconceptions within learning are addressed quickly, allowing children to build self-esteem and confidence within lessons. • A focus on PSED within EYFS and Year 1 will provide children the opportunity to build strong foundations to support future fragilities. • A behaviour curriculum with key consistencies and areas to support assessment will be created and adapted. • ELSA referrals will be focussed and run as an intervention, • MHST will support CPL delivery to improve outcomes of resilience and perseverance. • Children are resilient learners with improved attitudes to learning and school. • School will be a positive experience for those children • Children will have increased emotional attachment to school and feel that it is a happier place to be, thus increasing their progress and attainment • Attendance will be improved. • All staff will building upon classroom consistencies and language consistencies, which promote high expectations and help to reduce cognitive overload. • All staff deliver sessions linked to the behaviour curriculum which build on self-regulation, |

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| | metacognition, self-efficacy, executive functioning and resilience. |
| <p>To provide disadvantaged pupils with the opportunity to enjoy a wide range of curriculum enrichment learning at a reduced cost in order to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.</p> <p><i>Outdoor learning and residential trips are known to have a positive impact on children's wellbeing, confidence and self-esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities.</i></p> <p><i>EEF – Outdoor Adventure Learning +4 months' additional progress</i></p> <p><i>Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to develop important life skills such as leadership, teamwork and co-operation.</i></p> <p><i>EEF – Sports Participation +2 months' additional progress</i></p> <p><i>EEF Toolkit – Arts Participation = +2 months' additional progress</i></p> | <ul style="list-style-type: none"> • More disadvantaged pupils will participate in after school clubs as well as participating in trips, particularly residential visits. • Disadvantaged children will be partaking in enrichment activities which suit their needs and wants. • Trips and residential opportunities will be heavily subsidised to allow equal opportunities for all to attend. |
| <p>To raise parental engagement in their children's learning and aspirations by holding events in school (personal invitations).</p> <p><i>EEF Toolkit – Parental involvement +3 months' additional progress.</i></p> | <ul style="list-style-type: none"> • Increased attendance at parent consultations. • Increased opportunities for parents to learn how their children are taught. Parent overviews shared half termly. • Increased opportunities for parents to visit school and children to share their learning journey. • Increased opportunity for parents to engage in their child's learning • Early access to parents consultation's, clubs and school provision |

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: £ 27500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Embed, monitor and evaluate the impact of reading and phonics scheme (Guided Reading, Shared Reading, Little Wandle), with a focus on early readers. Half termly monitoring, every 3 weeks of early readers on KS2. | <p>High quality first teaching will ensure that all PP children can make at least expected progress. Interventions used will be planned based upon the needs of the children, and in some cases will be teacher led. The choice of these interventions will be carefully chosen. EEF and other good practice models will be consulted to ensure effectiveness and reliability. Due to this, the progress and attainment of PP children will increase.</p> <p>(Where this is not the case, children are receiving timely support through catch-up or interventions. Regular discussions with SLT and SENDCo enable this provision to be made.)</p> | 1 |
| <p><i>Embed, manage, monitor and evaluate writing approach within school.</i></p> <ul style="list-style-type: none"> • CPL for staff • Planning a sequence of writing which systematically builds knowledge. Leaders QA this. • M&E enactment of small step writing curriculum. • Utilise Bar Modelling approach. | | 2 |
| Embed, manage and evaluate ongoing impact of Maths TLA through maths scheme (Power Maths, NCETM), with a focus on early mathematicians | | 3 |
| <p><i>Introduce, manage, monitor and evaluate TrickBox within school.</i></p> <ul style="list-style-type: none"> • CPL for staff • CPL for key adults • Monitoring of lessons to ensure fidelity to the scheme • Half-termly collective workshops focussed on key strategy • Parental workshops to enable key strategies to be used at home | | 1, 2, 3, 7 |
| To ensure that all children, including the lowest 20%/ SEND are learning and | | 9, 10 |

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| retaining essential knowledge and understanding in Geography, Science and History | |
| To ensure that within phonics lessons modelling, checking for understanding and feedback for all is clear, with additional teaching and or practice for some, enabling children to catch up. | 1, 2, 4, |
| To ensure that all children who are falling behind are identified swiftly through learning walks to ensure that they can be accurate and fluent in their skills. PPMs evidence this. | 1, 2, 4 |
| To ensure that teacher talk is concise, yet of high quality, including live feedback to the children so misconceptions are systematically addressed within lessons. | |

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

Budgeted cost: £ 12500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| To ensure the vocabulary gap is narrowed for disadvantaged pupils through focussed support through the pre-teaching model. | Interventions used will be planned based upon the needs of the children, and in some cases will be teacher led. This will be based upon current assessments. The choice of these interventions will be carefully chosen. EEF and other good practice models will be consulted to ensure effectiveness and reliability. Due to this, the progress and attainment of PP children will increase. DSAT will be holding CPL based around needs in school. Our school will be attending one in Autumn term based on Speech and Language barriers and how to overcome and support them. | 1, 2, 4, 7 |
| Catch up and interventions programmes to be structured with SMART targets to ensure the right steps are taken to address the need and close the gap for children who are not at ARE. These will be monitored through various | By identifying disadvantaged pupils and by being aware of their specific set of needs, support can be offered which will have the maximum impact. Greater accountability and understanding of data developed among the staff team. Ofsted Pupil Premium report into effective strategies - "class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress" | 1, 2, 3, 4, 7 |

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| form of data to ensure effectiveness. | "discussions about pupils eligible for the Pupil Premium in performance management meetings" | |
| To target support using, Trick-Box, ELSA and I can Problem Solve. This will enable children: <ul style="list-style-type: none"> • To ensure that children are ready to learn by developing strategies to self-regulate and self soothe when things get challenging. • To build up a bank of strategies to use without adult support. | Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate. EEF Toolkit – Social and Emotional Learning +4 months' additional progress | 7, 8 |
| To develop children's participation, confidence and competence through targeted after school clubs and enrichment opportunities | Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to development important life skills such as leadership, teamwork and co-operation. EEF – Sports Participation +2 months' additional progress EEF Toolkit – Arts Participation = +2 months additional progress | 6 |

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

Budgeted cost: £ 13500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To continue to offer breakfast club and ASC provision for free (To improve attendance and punctuality of pupils, as well as to support well-being) | Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate. EEF Toolkit – Social and Emotional Learning +4 months' additional progress A study by EEF showed that KS1 children were able to make progress of 2 additional months in Maths, Reading and Writing after attending breakfast club. | 6, 7 |
| To continue to develop the role of ELSA support for all classes to ensure fluidity from intervention support | Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate. EEF Toolkit – Social and Emotional Learning +4 months' additional progress | 7 |

| | | |
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| For our ELSA support team to develop and share strategies with parents/ carers at home | EEF Toolkit – Parental involvement +3 months' additional progress. | 7, 8 |
| To provide financial support to PP children attending afterschool club, residential opportunities and school trips. | Outdoor learning and residential trips are known to have a positive impact on children's wellbeing, confidence and self-esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities. EEF – Outdoor Adventure Learning+4 months' additional progress Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to development important life skills such as leadership, teamwork and co-operation. EEF – Sports Participation +2 months' additional progress EEF Toolkit – Arts Participation = +2 months' additional progress | 6, 7 |
| To provide uniform vouchers to PP children | No EEF evidence supports this approach. However, it is fundamental that children feel part of a community and having school uniform enables children to feel part of a school community. | 6 |
| To provide PP children the opportunity to received free school meals and school milk | No EEF evidence supports this but as a school we feel that it is vital that a child has access to a healthy meal and snacks throughout the school day. | 6 |
| To enrich opportunities for wider acknowledgement of our world around us. To raise aspirations in our children. Primary futures | No EEF evidence supports this but as a school we feel that it is vital that a child has access to a aspirational, inspiring and influential experience which promote enrichment and lifelong goals. | 6, 7 |
| To target invitations to disadvantaged pupils and subsidize these activities which are linked to deepening learning within the curriculum. | Outdoor learning and residential trips are known to have a positive impact on children's wellbeing, confidence and self- esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities. EEF – Outdoor Adventure Learning+4 months additional progress | 6 |
| To be in regular contact with parents to build up a positive relationship and extended knowledge of their children through pupil meetings, building longer parent consultation times | EEF Toolkit – Parental involvement +3 months' additional progress. | 8 |
| To hold parent workshops and information evenings to build parent and carer confidence and knowledge around key areas of learning, to target parents of | EEF Toolkit – Parental involvement +3 months' additional progress. | 8 |

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| disadvantaged children by invitations | | |
| To continue to develop the use of forest schools by embedding the programme in Year 1 – 4, ensuring that disadvantaged children's confidence and self-esteem are enriched | Outdoor learning and residential trips are known to have a positive impact on children's wellbeing, confidence and self-esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities. EEF – Outdoor Adventure Learning+4 months' additional progress | 6, 7 |

Total budgeted cost: £57000

Monitoring and Implementation

| <i>Area</i> | <i>Challenge</i> | <i>Action</i> |
|-------------------------|---|---|
| <i>Teaching</i> | <i>Enabling new and returning staff to understand the rationale behind curriculum materials and ensure fidelity and consistency across the school.</i> | <i>Use of INSET days and additional cover being provided by senior leaders. Team teaching opportunities. Frequent monitoring and check ins. Use the CPL provided by our school vehicles to support understanding and implementation.</i> |
| <i>Targeted Support</i> | <i>Ensure consistent approach used by all staff. Shared language across the school. Links between targeted support and classroom learning. Teacher's accountability for the outcome of interventions.</i> | <i>Training delivered by EP and Specialist teacher as required. Reviewed and revisited during school year by SENCo and staff in CPL sessions.</i> |
| <i>Wider Strategies</i> | <i>Engaging the families facing most challenges to improve attendance Anxieties of children makes it difficult for them to enter the school building at the start of the day</i> | <i>SENDCo and office staff offering safe, quiet space to chat when needed. If required, support from the MHST or Early Help. Meetings held with parents. SENCO to organise training for all staff to ensure that children's needs are being met. SENCO organising termly coffee mornings inviting professionals in to provide support-MHST, Speech and Language and Specialist, Teachers. Targeting the need to seek support for parents/guardians.</i> |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

| Aim | Outcome | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|-----|---|---|--------|----|---|--------|----|---|--------|----|----|--------|---|---|--------|----|---|--------|----|---|
| High quality teaching to be secure in Writing, Reading and Mathematics to follow Mastery Approach to learning | <p>Power maths is being taught in all classes. This is being supported by pre-assessments in each topic area. NCETM documentation is also supporting further developments. Mastering Number is being used by EYFS and KS1.</p> <p>Our next step is to develop and embed the mastery approach to our lessons and to ensure that lessons are broken down into small enough steps for all to achieve.</p> <p>Quality First teaching for Maths has improved in all areas. Consistencies of approach, small steps in learning and addressing misconceptions quickly are the foci of this year.</p> <p>These are being addressed by targeted intervention and support through catch up. They are also being addressed within the classroom, through clear assessments of children’s’ prior knowledge, small steps in learning and building in opportunities for overlearning.</p> <p>Maths Assessments show that:</p> <table><tr><th>Year Group</th><th>Number of Children working below ARE Summer 2023</th><th>Number of Children working below ARE Summer 2024</th></tr><tr><td>Rec</td><td>8</td><td>4</td></tr><tr><td>Year 1</td><td>11</td><td>9</td></tr><tr><td>Year 2</td><td>14</td><td>9</td></tr><tr><td>Year 3</td><td>12</td><td>11</td></tr><tr><td>Year 4</td><td>7</td><td>3</td></tr><tr><td>Year 5</td><td>16</td><td>6</td></tr><tr><td>Year 6</td><td>12</td><td>8</td></tr></table> | Year Group | Number of Children working below ARE Summer 2023 | Number of Children working below ARE Summer 2024 | Rec | 8 | 4 | Year 1 | 11 | 9 | Year 2 | 14 | 9 | Year 3 | 12 | 11 | Year 4 | 7 | 3 | Year 5 | 16 | 6 | Year 6 | 12 | 8 |
| Year Group | Number of Children working below ARE Summer 2023 | Number of Children working below ARE Summer 2024 | | | | | | | | | | | | | | | | | | | | | | | |
| Rec | 8 | 4 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 11 | 9 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 14 | 9 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 12 | 11 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 7 | 3 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 16 | 6 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 12 | 8 | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>Our writing curriculum has been adapted to meet the needs of the children through a mastery approach. Within EYFS and KS1 a bar modelling approach has been used to develop and embed key skills, building fluency to lead onto automaticity of key writing features. If misconceptions have been seen in lessons, they are addressed quickly to enable children to decrease errorful learning. This is being supported through SPAG sessions to enrich children’s writing ability and purposeful practise to ensure learning moments are meaningful.</p> <p>Children have increased their vocabulary use but now need to work on their use of skills in the curriculum. This is being developed in lessons where we are working on ensuring that lessons have clear aims and guide children appropriately through, with opportunities to overlearn and slow their writing down to enable success for all and purposeful practise opportunities.</p> <p>Through our assessments, it is clear that there are still gaps in children’s learning and writing skills. Catch up and targeted intervention has supported the development of this to ensure that the gap in learning has diminished.</p> <p>Writing Assessments show that:</p> <table><tr><th>Year Group</th><th>Number of Children working below ARE Summer 2023</th><th>Number of Children working below ARE Summer 2024</th></tr><tr><td>Rec</td><td>14</td><td>8</td></tr><tr><td>Year 1</td><td>10</td><td>11</td></tr><tr><td>Year 2</td><td>15</td><td>12</td></tr><tr><td>Year 3</td><td>13</td><td>14</td></tr><tr><td>Year 4</td><td>10</td><td>11</td></tr><tr><td>Year 5</td><td>11</td><td>11</td></tr><tr><td>Year 6</td><td>9</td><td>9</td></tr></table> | Year Group | Number of Children working below ARE Summer 2023 | Number of Children working below ARE Summer 2024 | Rec | 14 | 8 | Year 1 | 10 | 11 | Year 2 | 15 | 12 | Year 3 | 13 | 14 | Year 4 | 10 | 11 | Year 5 | 11 | 11 | Year 6 | 9 | 9 |
|------------|--|--|--|--|-----|----|---|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|---|---|
| Year Group | Number of Children working below ARE Summer 2023 | Number of Children working below ARE Summer 2024 | | | | | | | | | | | | | | | | | | | | | | | |
| Rec | 14 | 8 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 15 | 12 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 11 | 11 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 9 | 9 | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>Reading Rocketeers is being taught in all classes from Year 3. Little Wandle reading skills have been taught in Reception and Year 1. Reading provision in Year 1 and 2 has adapted throughout the year to meet the needs of the learners. This is due to more focus needed on fluency of reading and the skills that reading entails.</p> <p>The importance now is building on key skills to address fidelity to the scheme, purposeful practise and keep assessing to ensure that children are bridging the gap.</p> <p>Targeted intervention and catch up has supported closing the gaps which we have identified in disadvantaged learners.</p> <p>Year 1 Phonics Screening results: 2024 For disadvantaged children (Year 1) Met the expected standard: 75% Did not meet: 25%</p> <p>For Disadvantaged Children (Year 2) (Re-take) Did not meet the expected standard: 100% (1 child – new to school during Y2, EAL)</p> <p>Reading Assessments show that:</p> <table><tr><th>Year Group</th><th>Number of Children working below ARE Summer 2023</th><th>Number of Children working below ARE Summer 2024</th></tr><tr><td>Rec</td><td>8</td><td>6</td></tr><tr><td>Year 1</td><td>9</td><td>9</td></tr><tr><td>Year 2</td><td>14</td><td>7</td></tr><tr><td>Year 3</td><td>6</td><td>11</td></tr><tr><td>Year 4</td><td>6</td><td>5</td></tr><tr><td>Year 5</td><td>10</td><td>4</td></tr><tr><td>Year 6</td><td>12</td><td>6</td></tr></table> | Year Group | Number of Children working below ARE Summer 2023 | Number of Children working below ARE Summer 2024 | Rec | 8 | 6 | Year 1 | 9 | 9 | Year 2 | 14 | 7 | Year 3 | 6 | 11 | Year 4 | 6 | 5 | Year 5 | 10 | 4 | Year 6 | 12 | 6 |
|--|---|--|--|--|-----|---|---|--------|---|---|--------|----|---|--------|---|----|--------|---|---|--------|----|---|--------|----|---|
| Year Group | Number of Children working below ARE Summer 2023 | Number of Children working below ARE Summer 2024 | | | | | | | | | | | | | | | | | | | | | | | |
| Rec | 8 | 6 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 9 | 9 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 14 | 7 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 6 | 11 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 6 | 5 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 10 | 4 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 12 | 6 | | | | | | | | | | | | | | | | | | | | | | | |
| To improve the resilience and self-esteem in disadvantaged pupils by providing high quality PSHE, RSE and ELSA Support | <p>We have 2 qualified ELSAs within school. They provide support for children and for families. They work within their allocated classrooms in the morning, and support where needed in the afternoon. This is through a range of check ins, targeted work, self-directed support and social skills support. All of our ELSAs support in our wrap around care offers.</p> <p>What is the impact of our resilience? Although there has been an increase in ELSA referrals, there are fewer longer term needs for ELSA support. The intervention is supporting children to develop resilience and key skills to support when things are not going well. There are 5 children receiving focussed ELSA support. The remaining are on an ad-hoc check in.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|--|--|
| | <p>This will continue as differing needs develop as we go through school.</p> |
| <p>To provide disadvantaged pupils with the opportunity to enjoy a wide range of curriculum enrichment learning at a reduced cost in order to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.</p> | <p>Where possible targeted invitations have been received by disadvantaged children.</p> <p>We have increased our range of clubs to include: Drama, Cookery, Fitness, Sports, Music and Football. Music lessons have been subsidised for children for drumming, keyboard and clarinet.</p> <p>Residential opportunities have taken place this year. All disadvantaged children took part in these experiences. They ran from Year 2 to Year 6 and included experiences of staying away from home, nature activities and Outdoor experiences.</p> <p>Trips within school, like sailing, windsurfing, food creating experiences have also been subsidised for disadvantaged children.</p> <p>What is the impact of this in school? Through pupil voice we see that children are enjoying the clubs on offer. Most clubs have a waiting list.</p> |
| <p>To raise parental engagement in their children's learning and aspirations by holding events in school (Personal invitations)</p> | <p>The continued use of Arbor has enabled parents to have a clearer picture of what is happening in school, alongside our weekly newsletters and school calendar.</p> <p>Learning platforms used in school are promoted to be used at home too. If this is not possible, chrome books have been shared to allow for this to happen.</p> <p>Impact – Children have the access to continue developing their learning at home so that they can maintain and embed key skills taught.</p> <p>Within SEN progress meetings, all disadvantaged parents took part and joined in with the meetings. This was also the same for parents evening.</p> <p>For the majority of disadvantaged learners, attendance is above 95%, with the average being 95.1%.</p> |

Appendix 1: Data

Assessment Data – 2023 to 24

Current attainment by key

groups

2024 to 2025

All Pupils

| | | 2023-2024 | | | | | |
|---------|---------------------|--------------|--------------|--------------|--------------|--------------|-------------|
| | | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Y6 Leavers |
| | | Summer (Yr1) | Summer (Yr2) | Summer (Yr3) | Summer (Yr4) | Summer (Yr5) | Summer (Y6) |
| | | % of pupils | % of pupils | % of pupils | % of pupils | % of pupils | % of pupils |
| | | ARE+ | ARE+ | ARE+ | ARE+ | ARE+ | ARE+ |
| Reading | All Pupils | 71% | 77% | 65% | 84% | 87% | 76% |
| | Boys | 70% | 69% | 54% | 70% | 87% | |
| | Girls | 75% | 82% | 72% | 90% | 87% | |
| | Pupil Premium | 80% | 83% | 33% | 50% | 86% | 86% |
| | Not Pupil Premium | 69% | 75% | 72% | 96% | 87% | |
| | Pupils with SEND | 0% | 60% | 17% | 38% | 33% | |
| | Pupils without SEND | 96% | 85% | 76% | 100% | 100% | |
| | | | | | | | |
| Writing | All Pupils | 65% | 60% | 55% | 65% | 63% | 69% |
| | Boys | 61% | 54% | 54% | 40% | 53% | |
| | Girls | 75% | 65% | 56% | 76% | 73% | |
| | Pupil Premium | 80% | 67% | 33% | 50% | 43% | 71% |
| | Not Pupil Premium | 62% | 58% | 60% | 70% | 70% | |
| | Pupils with SEND | 0% | 40% | 17% | 25% | 17% | |
| | Pupils without SEND | 87% | 70% | 64% | 78% | 75% | |
| | | | | | | | |
| Maths | All Pupils | 71% | 70% | 65% | 90% | 80% | 69% |
| | Boys | 70% | 77% | 54% | 80% | 80% | |
| | Girls | 75% | 65% | 72% | 95% | 80% | |
| | Pupil Premium | 80% | 67% | 50% | 63% | 71% | 57% |
| | Not Pupil Premium | 69% | 71% | 68% | 100% | 83% | |
| | Pupils with SEND | 0% | 60% | 33% | 63% | 33% | |
| | Pupils without SEND | 96% | 75% | 72% | 100% | 92% | |
| | | | | | | | |