

Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Stephen's Junior School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Headteachers
Pupil premium lead	Laura Cutts/ Sarah Heaney
Governor / Trustee lead	Gina Donaldson Jane Troth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,280
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£201,280

Statement of intent

Our focus within the school for pupils who are pupil premium is based around the rhetoric ‘Vital for some valuable for all’. The models and methods we use within the classroom support the learning of all our pupils and our underpinned by research. The consistency of approach and fidelity to schemes along with clear learning routines, transitions and expectations ensures that all of our pupils are supported but most significantly benefits our PP pupils. Our key principles of the strategy plan are based around Quality First teaching in the classroom and the impact of this on all pupils. As the EEF states:

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Enhancing every teacher and TA’s skill set and focusing on whole class strategies which support all pupils through the use of effective teaching models and curriculums, will ensure that pupil premium pupils have the best opportunities to succeed in their learning.

A rigorous approach to diagnosing and understanding pupil gaps in learning will further support and direct teaching to ensure that pupils gaps in learning are met. Ensuring a clear and focused understanding of pupil attainment and progress data will enable all teachers to target and teach individual and whole class gaps in knowledge through whole class teaching.

Pupils who need further support will be identified through the PPR process and focused targeted intervention will ensure that pupils are able to make rapid progress against specific objectives. Identifying pupil wellbeing needs through pupil voice and surveys along with training for all staff on ensuring a nurturing environment will ensure that pupils are able to feel emotionally able to take on the challenges of learning.

Our context

58% of all our SEND pupils are PP. 50% of SEND pupils have an SEMH area of need, 30% C&I

64% of our EHCP pupils are PP

69% of our pupils have an IDACI deprivation indicator.

20% of our EAL pupils are PP

47% of pupils who access all provisions in school are PP

65% of pupils accessing SEND rooms are PP

73% of pupils requiring further more intensive support (1:1) not included in the above are PP

A further key objective this year is to support the SEMH needs of our pupils based on the increasing SEND needs within the school, with a significant proportion of these pupils being PP. Our priority is to ensure the mental health and wellbeing of these pupils so that they are in a position where they are ready to learn, feeling safe and supported in their learning environment. Creating a sense of belonging within our school, so that effective learning can take place is at the heart of our school vision and values. Educating our children to respect and care about themselves, others and the world that we live in will empower our pupils to shape all of our futures. For our disadvantaged pupils, the use of wider strategies to support their emotional wellbeing and improving their regard as a learner are fundamental to ensuring they are able to make progress academically.

All of our pupils in the school have been Boxall profiled to ensure we are better able to understand and respond to their needs. Interventions are put in place within the classroom and as targeted provisions to address these areas of development.



Challenges

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

Challenge number	Detail of challenge
1)	<ul style="list-style-type: none">• Maths: Attainment and progress targets from KS1 starting points for our lower achieving pupils eligible for pupil premium funding are not being met.
2)	<ul style="list-style-type: none">• Reading: Attainment and progress targets from KS1 starting points for our lower achieving pupils eligible for pupil premium funding are not being met.• In addition, children eligible for pupil premium funding are over represented in the group of pupils who are working below age related expectations for reading or require significant support through phonic intervention.
3)	<ul style="list-style-type: none">• Writing: Attainment and progress targets from KS1 starting points for our lower achieving pupils eligible for pupil premium funding are not being met.
4)	<ul style="list-style-type: none">• SEMH needs of pupil premium pupils specifically is having a negative impact on readiness to learn and positive experience within school.• 60% of our SEND pupils are PP• SEMH pupils do not have the tools for self-regulation which impacts on their behaviour and decisions – significantly higher instances of suspensions for PP pupils
5)	<ul style="list-style-type: none">• Attendance – PP is the lowest group of attendance in the school and this is impacting on the learning of these pupils.
6)	<ul style="list-style-type: none">• Access to cultural experiences and trips to raise aspirations.
7)	<ul style="list-style-type: none">• Progress for C&I pupils who are in the SEN groups

Intended outcomes

Intended outcome	Success criteria
Improved attainment and progress in maths for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none">• Assessments and observations indicate significantly improved outcomes against KS1 targets for lowest achieving disadvantaged pupils across all school years. This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice.
Improved attainment and progress in reading for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none">• Assessments and observations indicate significantly improved outcomes against KS1 targets for lowest achieving disadvantaged pupils across all school years. This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice.

	<ul style="list-style-type: none"> • The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improved beyond KS1 target for all cohorts and demonstrates further closure of the performance gap for each year group. • Reduction in the overrepresentation of disadvantaged pupils in the group of pupils who are working below age related expectations for reading or require significant support through phonic intervention. • Work that the school has done to support improvement in reading.
Improved attainment and progress in writing for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved outcomes against KS1 targets for lowest achieving disadvantaged pupils across all school years. This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice. • The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improved beyond KS1 target for all cohorts and demonstrates further closure of the performance gap for each year group.
Improved emotional wellbeing and attitude towards school for more PP pupils, which has a positive impact on their learning experience.	<ul style="list-style-type: none"> • Improved attendance for pupil group. • Improved attitude towards school shown through attitude to learning, work in the classroom and pupil voice within in school • Improved Boxall profile and evidence of progress within nurture groups and specific emotional interventions within school. • Increased opportunities for all pupils to be taught strategies within the classroom which support ability to self- regulate and promote positive mental health and relationships. • Specific Pupil voice evidences an improvement within attitude to school and impact on work and pupils are able to demonstrate a knowledge over how to regulate their emotions and wellbeing. • Evidence that all strategies and systems within the SEMH offer in the school are in place through observation and regular monitoring and evaluation.
Improved behaviour/ wellbeing of disadvantaged pupils	<ul style="list-style-type: none"> • Reduced number of fixed term suspensions. • Clear tailored plans of support for pupils and behaviour intervention where needed, including engagement with external services. • Reduced physical behaviour incidents. • Specific case studies evidencing where targeted support has resulted in improvement. • Boxall profiles of pupils • Work with existing Nurture schools to use effective strategies to support these pupils.
Improved outcomes for SEND pupils who are working below Key Stage	<ul style="list-style-type: none"> • Clear progress tracking measures for pupils who are working below Key stage. Evidence of improved engagement with learning through improved outcomes and behaviour for these pupils. • Clear evidence of pathways for pupil and support in place
Improved attendance for targeted group of pupils	<ul style="list-style-type: none"> • Effective process for meetings , follow ups and referrals to pupils who have low attendance • Case study of areas of improvement • Clear menu of strategies to improve attendance

Pupil premium pupils enjoy a range of trips, clubs and experiences in the school.	<ul style="list-style-type: none"> • Clear evidence of what is offered to pupils in school. • Pupil voice around what they have enjoyed/ would like for the future. • Evidence of impact of the experiences within the school.
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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 and Whole class £50,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance at Maths Hub by HOY 6 and HOY 3 to improve the quality of planning, teaching and assessment of Maths. A year 4 and 5 representative now also attends to further embed the teaching of maths throughout the school.</i></p> <p><i>Ongoing monitoring and evaluation of areas of development and improvement by AH's and Curriculum leaders.</i></p> <p><i>Review and implementation of maths action plan – evidence of impact and improvement in specific areas</i></p>	<p><i>Improving Mathematics in Key Stage Two and Three</i> <i>EEF Guidance Report</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>White Rose as our endorsed scheme enables all of the key evidence-based recommendations to be delivered. Attendance at the Maths Hub – teaching for Mastery over the course of 3 years (we are in yr 2) has had significant impact within the school. Every year group is consistent in their planning based on the vision for maths in the school. Ensuring that all year groups are now part of maths hub attendance will mean that teachers are better able to meet the needs of pupils in their planning of individual learning steps.</p> <p>A separate maths action plan focusing on related steps to improve maths teaching across the school is part of the monitoring and evaluation cycle. Maths leaders have time to review planning and teaching and work with Assistant heads to ensure fidelity to maths vision and support in areas where needed.</p> <p>Key areas of focus are on the planning and teaching of maths to ensure pupil engagement and in depth understanding as well as focusing on improving times table knowledge across the school.</p> <p>Peer observations throughout the school are focused on PP pupils and maths to better identify good practice to share along with areas of development</p>	1
<p><i>Whole Class Vipers reading model – embedded throughout the school –</i></p>	<p><i>Improving Literacy in Key Stage 2, November 2021.</i></p>	2

	<p>teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p>Maximising Learning, High Quality Teaching, EEF Teaching and Learning Toolkit</p> <p>Discrete teaching of SPAG in year 6 to support pupil readiness for secondary school.</p>	
<p><i>ECT scheme to ensure that new teachers are supported in their journey to deliver high quality teaching.</i></p>	<p>“Good Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>EEF Guide to the Pupil Premium 2019</p> <p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving in the key ingredient of a successful school...”</p> <p>EEF Guide to the Pupil Premium 2021</p> <p>ECT’s and mentors follow the framework and are heavily supported by their year groups in terms of consistency of planning.</p>	1-3
<p><i>Release time for curriculum leaders / HOY’s to review outcomes for pupils eligible for PP, their outcomes, assessment and ability to ‘know and remember more’ as a result of effective diagnostic assessment and curriculum design.</i></p>	<p>EEF Evidence Insights – Diagnostic Assessment Document</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory</p> <p>Clear planning framework is embedded across the curriculum with a focus on recalling prior learning and the use of symbols and key vocabulary to embed new learning. The use of Widget is in every lesson to support pupils who need it.</p>	1-3
<p><i>Assistant Head release time to ensure high quality teaching and learning across phases and to ensure that PP is an ongoing and consistent focus in monitoring and evaluation, tracking and PPR process.</i></p>	<p>Internal monitoring and evaluation logs demonstrate the impact of having a regular and sustained focus on resources, strategies and identification of barriers to learning for pupils.</p>	1-3
<p><i>Assistant Head and HOY release time for each assessment window in the year to ensure the following:</i></p> <ul style="list-style-type: none"> • <i>Tracking and monitoring of attainment and progress of our pupils eligible for PP.</i> • <i>Creation of individualised class profiles to enable all teachers to be aware of progress flags in subject areas against KS1 data.</i> 	<p>The introduction of INSIGHT tracking has ensured a more effective tracking system across the school, clearly highlighting pupil premium performance. This means that resources are effectively used to support gaps across the school and in specific year groups.</p> <p>Teachers have evidenced an accurate understanding of pupils next learning steps to ensure that actions are put in place to support target progress.</p>	

<ul style="list-style-type: none"> • <i>Use of data analysis and profiling to compile list of PP eligible pupils who may require further support and intervention.</i> • <i>Ensuring that data captures and progress trends are considered alongside softer data captures with Wellbeing Team to identify improvements and progress that is not at an assessment point level.</i> • <i>PPR meetings are focussed with key information and lines of enquiry followed up for all classes.</i> • <i>PPRs have clear levels of tracking and data analysis regarding progress of pupils.</i> 	<p>Through reviewing data and progress targets for pupil premium and SEND pupils three times a year there is opportunity to review the effectiveness of intervention and suggest proactive next steps to support progress.</p> <p>Clear identification of trends impacting on our PP pupils</p>	
<ul style="list-style-type: none"> • <i>Whole school focus on teaching regulation, nurture and PHSE.</i> 	<p>PHSE jigsaw teaching and fidelity to scheme.</p> <p>Nurture and regulation strategies taught within whole class setting.</p> <p>Trauma informed class environment and strategies to support all pupils.</p> <p>Teaching pupils about how to look after their own physical health and mental wellbeing .</p>	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost £62,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Daily morning SEND intervention groups to support pupil progress both academically and emotionally for each school.</i></p> <p><i>Planned, monitored and tracked by the SENCO</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1705478447</p> <p>Reading writing and Maths is taught in these groups at a level which can be accessed by these pupils.</p> <p>Progress is reviewed regularly and information is shared regularly with the parents. Targets are tracked on INSIGHT.</p> <p>SEND classroom learning environments are developed on the nurture approach and support pupils cognitively, socially and emotionally.</p> <p>The majority of pupils in these classes are pupil premium and working below the Key stage.</p>	4,8

	<p>There is a focus on learning through play/ nurture and social emotional support within the groups to better support pupils in being ready for learning.</p> <p>There is a focus on communication and interaction within the groups and pupil targets are tracked against this.</p>	
<p><i>Whole class Forest school sessions</i></p>	<p>“Social and emotional learning approaches have a positive impact on average of 4 months additional progress in academic outcomes of the course of an academic year.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4,8
<p><i>RWI intervention for all pupils requiring further phonic support. Regular review and assessment by RWI leader to ensure high quality sessions and good levels of progress across each year group.</i></p> <p><i>Fresh start reading intervention groups</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>EEF Guidance : Teaching Assistant Interventions</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2
<p><i>Focus target groups for maths in Yrs 5 and 6</i></p>	<p>Maths intervention to support pupils in upper school tracked and supported by Maths leaders to ensure gaps in pupil attainment are closing.</p> <p>Appropriate curriculum taught at the right level for pupils to support their next maths steps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted amount £90,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> • Attendance focus for PP pupils supported by FLO with associated actions • Behaviour lead/ DSL to ensure all behaviour incidents are dealt with in-line with behaviour policy with associated preventative actions and restorative approach. 	<p>Targeted approach to attendance to focus on persistent absentees. Evidence of impact from previous academic year shows this approach was successful. PP attendance is in line with local comparators. 70% of our PA are pupil premium.</p> <p>Regular whole school training and reinforcement of the Paul Dix approach across the whole school – termly training to take place.</p> <p>Regular tracking and monitoring of behaviour in school and associated proactive responses and interventions.</p> <p>Family support and referrals to Emotional Wellbeing team to support behaviour at home.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1705453394</p>	1,2,3,4,5
<p>Boxall profiling of every child in school to better meet their needs</p>	<p>EEF Toolkit : Social and emotional learning</p> <p>Guidance Report: Improving Social and emotional learning in primary schools.</p> <p>Interventions are put in place based on Pupils Boxall profiles and identified needs.</p>	4
<p>Counselling services for pupils who require further emotional and wellbeing support.</p>	<p>“The mental health and wellbeing of children and young people is everyone’s business. The benefits to the individual and to society in preventing problems from arising, and intervening early where they do, are significant. For schools this can result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient pupils.”</p> <p>‘Counselling in Schools: A blueprint for the future.’</p> <p>Dfe advice for school leaders and counsellors. February 2016.</p>	4
<p>Trauma informed approach in school</p> <ul style="list-style-type: none"> • Attachment play for TA’s and 1:1 staff • Zones of Regulation/ PHSE • Creating an environment with safety cues 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Information from the EEF toolkit and approaches have been adopted in school:</p> <ul style="list-style-type: none"> • Focus on teaching social and emotional learning on a daily basis • Explicit teaching of SEL skills • Consideration around SEL tasks • Whole school approach of specific days – (Antibullying, Child mental health, Kindness week) • Review of approaches through pupil voice 	4

	<p>https://virtualschool.lea.kent.sch.uk/uploads/vskat-eef-improving-behaviour-in-schools-2021-blue-fiscal.pdf?_cchid=2a5107c7c3313737a80c04c7d36db329&_cchid=2a5107c7c3313737a80c04c7d36db329</p> <p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.' (Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges June 2021</p>	
<p><i>Building cultural understanding of diversity, belonging and community within the school</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>Regular focus on belonging and “No outsiders” to teach all pupils about diversity, inclusion and understanding others.</p> <p>Regular focus on a termly basis to embed the theme of belonging.</p> <p>Wide use of easily accessible texts to teach the key messages across the whole school</p>	7
<p><i>Pastoral interventions such as Lego Therapy, Drawing and talking, Anger Management getting on and falling out in place for vulnerable pupils.</i></p>	<p>EEF Summary & Findings Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#nav-key-findings</p> <p>EEF Toolkit / Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF Guidance Report: Improving Behaviour in Schools June 2019. “Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.”</p> <p>We monitor the success of interventions and SEL groups by pupil voice interviews, behaviour incidents and whether these have reduced and by Boxall and pupil data. We are able to ensure the efficacy and appropriateness by use of these softer data factors.</p>	4
<p><i>Playground / Wellbeing interventions to support positive behaviour</i></p>	<p>Daily support for specific pupils on the playground/ in the wellbeing centre who need extra support when playing games and socialising with peers. The majority of these children are PP.</p>	4
<p><i>Full range of afterschool clubs with disadvantaged</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	7

<p><i>pupils having priority placement</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Running a full range of clubs, and prioritising pupil premium attendees ensures all our pupils can access these clubs.</p>	
<p><i>Subsidised/ paid for places on trips/ residential/ uniform and pantomime.</i></p>	<p>As a school we prioritise giving our pupils a range of curricular and outdoor experiences that all pupils benefit from. Disadvantaged pupils are subsidised where needed to ensure that they are able to benefit from all of the experiences at school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>7</p>

Total costs - £203,400

Part B: Review of outcomes in the previous academic year 2022- 2023

Pupil premium strategy outcomes 2023- 2024

Challenge	Intended outcome	Measures of success
SEMH pupil wellbeing	Improved emotional wellbeing and attitude towards school for more PP pupils	<ul style="list-style-type: none"> • Pupil voice highlights that pupil can use the language of zones of regulation and identify their own toolkit in managing their emotions. The language and strategies is throughout the school. • Nurture accreditation has been applied for and further work is taking place for this this academic year. • Trauma training for Headteacher and associated training for TA's/ Teachers on key approaches. • DSL is part way through Senior Mental Health Training – Anna Freud. • Every class has been Boxall profiled and all children who have SEMH requirements have provision in place to support them throughout their school. This is reviewed twice a year. • Specific rooms and areas within the school have been developed to create safe/ sensory nurturing spaces. This is part of further development for academic year 2024-2025 with SEND groups being created to focus on area of need. • Improved lunchtime provision for SEMH pupils with key adults and variety of supervised activities and spaces to support a variety of play. This has resulted in more pupils being ready to learn and positive experience within school. This is ongoing in academic year.
Behaviour of SEND pupils with SEMH need	Improved behaviour of SEND pupils	<ul style="list-style-type: none"> • Reduction in suspensions happened throughout the academic year. Last years suspensions were lower than previous year by 60% based on days lost / number of suspensions • All pupils at risk of suspension have clear plans and support in place with progress measures, parents are met regularly which has had a positive impact on plans, provision and expectations. • Attendance an ongoing focus for PP/SEND pupils, we are yet to see % increase on these figures. There are a small number of pupils last year who were persistently absent, 3 out of the 4 of these pupils are no longer at school. However we have take significant action and steps in terms of targeting specific families and seen individual improvements in this area. • There has been a reduction in physical incidents within the school. Staff have received rigorous training in the Paul Dix approach and this continues to be part of the regular CPD offer. There are monthly updates and workshops in terms of supporting behaviour which staff have responded positively to.

		<ul style="list-style-type: none"> • 1:1 Drawing/ talking support and Anger Management for key pupils has had a positive impact for pupils who have improved attachment with adults and positive engagement within school. • School counsellor has had a positive impact on pupils providing them with a safe space to discuss issues and an opportunity. • EWT have regular referrals and caseload of pupils in the school. • Pupil and parent voice on behaviour and safety in school significantly improved from the previous year. • Ongoing focus on wellbeing and ready to learn through consistent provision of free breakfast and fruit daily. • Staff and parent voice evidences improved perception of behaviour in school • Reduction of physical instances within the school.
Maths attainment for lower pupils	Improved attainment and progress in maths for disadvantaged pupils at the end of KS2	<ul style="list-style-type: none"> • Maths leaders are part of the Maths Hub and have completed phase 1 of this throughout last year. Maths leaders are currently in the embed phase of this process. • Key training and support has been give to all teachers to ensure planning and teachers supports pupils to keep up in their learning. • Monitoring and evaluation supports improved quality of teaching – leaders are given time out of class to ensure Maths across the school is a continued focus. • Maths action plan is clearly focused and identifies ongoing areas of development. • Maths attainment for all pupils has improved, although there is still a significant gap between PP pupils and their peers. PP pupils are closer to their KS1 starting points than the previous year. • INSIGHT tracking supports clear identification of gaps in learning and this is addressed • Data in the school supports that two year groups are working much closer to their KS1 targets in maths, than previous years, (yrs 5 and 6)
Writing: Attainment and progress targets from KS1 starting points for our lower achieving pupils eligible for pupil premium funding are not being met.		<ul style="list-style-type: none"> • Pupil premium pupils exceed their writing targets by 12% This was a significant improvement on the previous year, although PP pupils starting points were lower • A small percentage of PP pupils achieved the Greater depth standard in writing. • PP Pupils throughout the school are performing closer to their KS1 starting points in writing • Consistency of teaching in Writing is an ongoing focus – the modelled is followed throughout the school children know the rules and routines of writing and how it is taught. The models and routines ensure that all pupils can access the models.

<ul style="list-style-type: none"> • Reading: Attainment and progress targets from KS1 starting points for our lower achieving pupils eligible for pupil premium funding are not being met. 		<ul style="list-style-type: none"> • Reading attainment at the end of KS2 did not achieved KS1 targets for Pupil Premium pupils. • In Yr 5 PP (YR 4 Last year) PP pupils have caught up with their Ks1 targets and are only 3% points away from achieving this. The current year 4 are a priority year group in terms of Reading, they are 15% away from their Ks1 starting points. • RWI is an ongoing focus children in these groups have made good progress 57% of the children attending this provision are PP • 82 % of pupils on RW program have made above good progress (classified as moving 2 groups or more) • Fresh start groups have taken place to support pupils in Yr 5 and will continue. The majority of the children receiving this intervention are pupil premium. • Reading curriculum is planned by reading leaders in the school to ensure it supports pupils cultural capital, along with consistent teaching routines to support all pupils with pre taught vocabulary, working independently, memory recall, paired activity and opportunity to review. This is part of the monitoring and evaluation cycle in school. • The use of Accelerated in every classroom ensures that children are regularly accessing and understanding a text at the appropriate level. • Introduction of Reading diaries to support pupils reading at home and monitor this within school
<ul style="list-style-type: none"> • Pupils who are working below age related expectations have access to high quality bespoke tailored provision to better support their needs, highest 		<ul style="list-style-type: none"> • Within the SEN groups language through colour is taught effectively to support pupils with communication and interaction need. • A small amount of pupils access speech and language through a practioner who visits the school. • SEN groups support daily communication and interaction targets in a nurturing environment – these pupils targets are focused on ensuring they have regular practical application of this. • Pupils working below age related expectations in class are fully supported with LTM supports, widgets and consistency of routine in lessons. All lessons follow Main Stream Core Standards

