

Pupil premium strategy statement 2023-2024

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	40
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Headteachers
Pupil premium lead	Sarah Heaney & Laura Cutts
Governor / Trustee lead	Samantha Gildroy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183 620
Recovery premium funding allocation this academic year	£17 400
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	£201,020

Part A: Pupil premium strategy plan

Statement of intent

Our Primary 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 Boxhall profiled to ensure we are better able to understand and respond to their needs.

A further key objective for our disadvantaged pupils is that they are able to close the gap in attainment between their KS1 targets and improve on this based on the previous year's gap in progress. Ultimately, we aim for all our pupils to meet their KS1 targets but recognise that with the significant impact through consecutive lockdowns this challenge is ambitious. Our strategies are in place to ensure consistency in learning through the use of regular learning routines in all our subjects and build on these strategies for the previous year.

The context of our school means that our lower attaining PP pupils are at a detriment to their higher attaining peers, with roughly 35% of these peers achieving grammar school places at the end of KS2. Generally, they do not have the same levels of support and opportunity as their peers and we want to ensure that they are prioritized in all opportunities and all initiatives within the school are focused around supporting PP and SEND pupils, with the rhetoric "Vital for some, valuable for all."

All of our teaching strategies and systems are focused on ensuring our most vulnerable pupils can access the curriculum, it is embedded throughout the teaching and learning in school and the decisions that we make to ensure that these are continually improved and developed.

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.

By 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.

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"> • 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
2)	<ul style="list-style-type: none"> • Behaviour of SEND pupils with SEMH need.
3)	<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.
4)	<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.
5)	<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.
6)	<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 proportion of needs in in Speech, Language and communication.

Intended outcomes

Intended outcome	Success criteria
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 Boxhall 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 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.
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. • 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 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 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. • The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improved beyond KS1 target for all cohorts

	<p>and demonstrates further closure of the performance gap for each year group.</p> <ul style="list-style-type: none"> 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.
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.

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 £43 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <i>Continuation of Jane C training (English Writing) for teachers and TAs to ensure high quality delivery of models that are effective in our school.</i> <i>Moderation training for Assistant Headteachers with ongoing moderation in school to support teaching and assessment of writing</i> <i>Regular year group moderation of work to ensure outcomes are comparable.</i> 	<p>“Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.”</p> <p>“Fluent writing supports composition because pupils’ cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.”</p> <p><i>Improving Literacy in Key Stage 2, November 2021</i></p> <p>“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.”</p> <p><i>Maximising Learning, High Quality Teaching, EEF Teaching and Learning Toolkit</i></p>	4
Attendance at Maths Hub by HOY 6 and HOY 3 to improve	<i>Improving Mathematics in Key Stage Two and Three EEF Guidance Report</i>	3

<p><i>the quality of planning, teaching and assessment of Maths.</i></p> <p><i>Ongoing monitoring and evaluation of areas of development and improvement by AH's and Curriculum leaders.</i></p> <p><i>Creation of Maths action plan to better support pupils progress and attainment in maths.</i></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 will have significant impact within the school.</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.</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><i>Whole Class Vipers reading model – CPD and observations to ensure high quality delivery.</i></p>	<p><i>Improving Literacy in Key Stage 2, November 2021.</i></p> <p>The approach of our vipers scheme ensures that the key aspects identified (such as prior knowledge, summarising, clarifying) are explicitly identified and taught within the model.</p> <p>By providing tailored CPD to further enhance staff confidence in delivery and supporting pupils, the scheme will continue to best support pupils in their reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF Toolkit : Reading Intervention Strategies</p>	5
<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>	1-5
<p><i>Continued subscription to AR and book corner development to enable pupils to use and enjoy high quality texts.</i></p>	<p>Dfe Reading Framework</p> <p>“Children who become engaged in reading can make high progress in their literacy development simply through their</p>	5

	independent reading, whatever the natures of their early experiences.”	
<i>Release time for curriculum leaders to conduct subject deep dives into subjects with specific focus on learning experience of 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>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>	3,4,5
<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>	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.	3,4,5
<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> • <i>Use of data analysis and profiling to compile list of PP eligible pupils who may require further support and intervention.</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> <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>	3,4,5

<ul style="list-style-type: none"> • 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. • PPR meetings are focussed with key information and lines of enquiry followed up for all classes. • SEN PPRs have clear levels of tracking and data analysis regarding progress of pupils. 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost £103 000

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>Not only is there a focus on reading writing and maths within the groups, the learning is through play to better support these pupils. Progress is reviewed regularly and information is shared regularly with the parents.</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</p>	1,2,6
<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>	1,2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
<i>Elsa 1:1 support</i>	As above – Targeted SEL support evidences progress of +6 months on pupils attainment.	1,2
<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>	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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u> <u>EEF Guidance : Teaching Assistant Interventions</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted amount £88 703

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <i>Attendance focus for PP pupils supported by FLO with associated actions</i> <i>Behaviour lead/ DSL to ensure all behaviour incidents are dealt with inline with behaviour policy with associated preventative actions and restorative approach.</i> 	<p>Regular whole school training and reinforcement of the Paul Dix approach across the whole school.</p> <p>Regular tracking and monitoring of behaviour in schools 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
<i>Boxhall profiling of every child in school to better meet their needs</i>	<p>EEF Toolkit : Social and emotional learning</p> <p>Guidance Report: Improving Social and emotional learning in primary schools.</p>	1,2

<p><i>Counselling services for pupils who require further emotional and wellbeing support.</i></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>	<p>1,2</p>
<p><i>Trauma training for Senior Leaders and associated CPD for staff</i></p> <ul style="list-style-type: none"> • <i>Attachment play for TA’s and 1:1 staff</i> • <i>Zones of Regulation/ PHSE and Random paired activities</i> • <i>Creating an environment with safety cues</i> 	<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, No Outsiders, Kindness week) • Review of approaches through pupil voice <p>https://virtualschool.lea.kent.sch.uk/uploads/vskat-eef-improving-behaviour-in-schools-2021-blue-ficial.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>1,2</p>
<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</p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF Guidance Report: Improving Behaviour in Schools June 2019.</p> <p>“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>1,2</p>

	We monitor the success of interventions and SEL groups by pupil voice interviews, behaviour incidents and whether these have reduced and by Boxhall and pupil data. We are able to ensure the efficacy and appropriateness by use of these softer data factors.	
<i>Playground interventions to support positive behaviour</i>	Daily support for specific pupils on the playground who need extra support when playing games and socialising with peers. The majority of these children are PP.	1,2,6
<i>Full range of afterschool clubs with disadvantaged pupils having priority placement</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,2,6
<i>SEMH sports groups/ SEN groups</i>	Dedicated sports coach to support SEMH pupils in skills such as teamwork, sportsmanship and improvement in skills to grow confidence and resilience.	1,2,6
<i>Subsidised Breakfast afterschool clubs</i>	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Extending the school day and providing a nutritious breakfast have been shown to improve progress in Reading Writing and Maths	1,2,
<i>Subsidised/ paid for places on trips/ residential/ uniform and pantomime.</i>	As a school we prioritise giving our pupils a range of curricular and outdoor experiences that all pupils benefit from. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,

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

Pupil premium strategy outcomes 2022-2023

Challenge	Intended outcome	Measures of success
SEMH pupils 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. <p>Ofsted noted:</p> <ul style="list-style-type: none"> <i>The newly introduced 'zones of regulation' are appreciated by pupils to help them identify and manage their emotions.</i> Every class has been Boxhall profiled and all children who have SEMH requirements have provision in place to support them throughout their school. 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 2023-2024 with year group SEND nurture groups taking place every morning. 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. From terms 4,5 and 6 for academic year 2022-2023 suspensions dropped This trend is continuing for academic year 2023-2024 with a 59% reduction based on the same timescale in the previous academic year . 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. 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. Ofsted recognised :

		<p><i>The vast majority of pupils behave well. Pupils who struggle to regulate their behaviour receive the support they need. Pupils know and understand the school rules, 'ready, respectful, safe'.</i></p> <ul style="list-style-type: none"> • 1:1 Elsa support 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. Waiting list of pupils has been cleared and more pupils supported last academic year than ever before. • Pupil and parent voice on behaviour and safety in school evidenced an improved • Ongoing focus on wellbeing and ready to learn through consistent provision of free breakfast and fruit daily. • Successful ECO school awarded – pupils discussed their leadership roles and positive impact • Ofsted recognised: <p><i>Pupils are proud of their leadership roles in school, acting as eco-councillors and playtime leaders, for instance. They are enthusiastic about their work to support the local community.</i></p> <p>Our approaches for 2022-2023 are very much being continued and built upon for 2023-2024 to continue to embed mental health and support across the school in a variety of ways.</p>
<p>Maths attainment for lower pupils</p>	<p>Improved attainment and progress in maths for disadvantaged pupils at the end of KS2</p>	<ul style="list-style-type: none"> • Statutory Maths data for lowest pupils has decreased for the academic year 2022/2023. • Pupils did not achieve their KS1 targets at the end of year Yr 6. Pupil premium pupils were much further away from their KS1 targets than non-pupil premium pupils. • Pupils were broadly in line with the scaled score achieved in KS1, but this was not represented in attainment scores due to the discrepancy in how these are awarded in KS1 and KS2 • Throughout the school in years 4 and 5 pupil premium pupils met or exceeded their KS1 targets. In year 3 pupil premium pupils were 10% lower than their maths targets at the EXS level, however they exceeded the GDS target. • Maths is an ongoing focus for the school as part of the school action plan for the next three years with a focus on improving the depth of learning through teaching and planning across the school • Improved tracking, monitoring and evaluation in place for this academic year with new system INSIGHT to support this and further release time for Assistant headteachers.

Improved attainment and progress in writing for disadvantaged pupils		<ul style="list-style-type: none"> • Pupil premium pupils did not meet their writing targets from KS1 at the end of year 6. • Pupils in year 5 met their KS1 writing targets. • Pupils in year 3 and 4 did not meet their writing targets. • Jane C model taught consistently throughout the school- the move from modelled to independent writing has made it harder for pupils to evidence work at an expected standard. • Improved tracking , monitoring and evaluation in place for this academic year with new system INSIGHT to support this and further release time for Assistant headteachers.
Improved attainment and progress in Reading for disadvantaged pupils		<ul style="list-style-type: none"> • Statutory Maths data for lowest pupils has decreased for the academic year 2022/2023. • Pupils did not achieve their KS1 targets at the end of year Yr 6. Pupil premium pupils were much further away from their KS1 targets than non-pupil premium pupils. • Pupils were broadly inline with the scaled score achieved in KS1, but this was not represented in attainment scores due to the discrepancy in how these are awarded in KS1 and KS2. • Throughout the rest of the school, in yrs 3,4 and 5 pupils achieved or exceeded their KS1 starting points in Reading. • This was supported by the consistent provision of RWI in the lower years. • Regular reviews of the reading curriculum and monitoring and evaluation of the teaching of reading supported improvement throughout the majority of the school <p>Ofsted commented :</p> <p><i>Most pupils become confident and fluent readers. The reading curriculum is appropriately structured and consistently taught. Pupils are exposed to a good range of good-quality texts that make increasing demands and challenges on the reader. A love of reading is promoted extensively throughout the school.</i></p> <ul style="list-style-type: none"> • The use of Accelerated Reader to support love of reading, access to reading and monitoring of reading will be continued in the forth coming academic year. • Improved tracking , monitoring and evaluation in place for this academic year with new system INSIGHT to support this and further release time for Assistant headteachers.

