



# Yarnfield Primary School

## Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Yarnfield Primary School
Number of pupils in school	593
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Davinder Jandu
Pupil premium lead	Davinder Jandu
Governor / Trustee lead	Adeela Shaheen and Janaid Karim

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,245
Recovery premium funding allocation this academic year	£35,453
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£360,698

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Yarnfield Primary has high ambitions for all pupils. Our aim is to provide a high-quality education that meets the needs of all our pupils and enables them to become successful, confident citizens, who are able to think critically and creatively. As part of this, we aim to provide engaging experiences to broaden pupils' horizons, raise their aspirations and build their cultural capital.

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We believe that, with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those who are experiencing difficult family circumstances, have a social worker or are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our objectives are to:

- Narrow the attainment gap between disadvantaged pupils and their peers, when compared to national data.
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts.
- Ensure all pupils are able to read fluently, with good understanding, to enable them to access the breadth of the curriculum.
- Ensure all pupils are fluent in the fundamentals of mathematics so that they can develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Ensure all pupils attend school regularly.
- Ensure all pupils have access to a wide range of opportunities to develop their knowledge and understanding of the world.
- Ensure all pupils have access to pastoral and academic support.

In order to achieve our objectives and overcome some of the identified barriers to learning we will:

- Provide staff with high quality CPD that develops and enhances their skills, knowledge and pedagogical understanding of teaching and learning across the curriculum. This will ensure that all pupils, disadvantaged or not, will have access to high-quality teaching. This is proven to have the greatest impact on closing the

disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

- Provide targeted academic support to quickly address the identified gaps in learning including small groups and 1:1 tuition.
- Robustly tackle poor attendance and persistent absence.
- Target funding to ensure that all pupils have access to visits, workshops and first-hand experiences.
- Provide opportunities for all pupils to participate in enrichment activities including the arts.
- Provide support to pupils and their families to help them meet their emotional and physical well-being needs.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other and are underpinned by current research in relation to helping pupils excel. To ensure our approach is effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Oracy</u></b></p> <p>Many of our disadvantaged pupils have low oracy skills and language acquisition skills. Their language acquisition skills of technical and higher-level vocabulary are limited in comparison to other pupils nationally. This is evident from Nursery through to Year Six. Post lock down observations and discussions with pupils indicated regressed oral language skills and increased gaps in vocabulary.</p>
2	<p><b><u>Phonics and Early Readers in Key Stage 2 (KS2)</u></b></p> <p>Internal monitoring and data highlights many of our disadvantaged pupils have greater difficulties with learning phonics than their peers. This impacts on their development as readers. Many pupils read at home. However, not all pupils receive the regular support they require. There is a noticeable gap between the pupils that read widely and those who do not.</p>
3	<p><b><u>Maths</u></b></p> <p>Some pupils are not able to recall basic number facts quickly and others lack the confidence in their ability to solve more complex mathematical problems.</p>

4	<p><b><u>Writing</u></b></p> <p>Pupils find it hard to maintain their stamina for writing and therefore a significant number of pupils are not writing at age expected. Diagnostic writing assessments show weaknesses in spelling, punctuation, grammar and limited vocabulary.</p>
5	<p><b><u>Attendance, Persistent Absence and Lateness</u></b></p> <p>Pre-lockdown attendance for the disadvantaged pupils was 93% and post-lockdown data is currently showing a sharp decline. The difference between disadvantaged pupils' attendance and their peers differs by 1.6%.</p> <p>Persistent absence pre-lockdown for disadvantage pupils was 8.4% and post lock down there has been a sharp increase. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.</p>
6	<p><b><u>Cultural Capital</u></b></p> <p>Many of our disadvantaged pupils have a limited range of first-hand experiences and enrichment activities, such as educational visits and extra-curricular activities Many of our families have limited experiences outside of our school community. This results in gaps in pupils' knowledge and skills.</p>
7	<p><b><u>Pupil Well Being and Pastoral Support</u></b></p> <p>During lockdown 28 of our families suffered a bereavement/s. These families need continued support. Some pupils are also suffering financial hardship. There has been a significant increase in the number of families being rehoused into temporary accommodation further from school. These circumstances have unsettled pupils and affected pupils' social interaction skills. It has also affected their learning.</p>

## 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
1. Improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>– Observations indicate significantly improved oral language among disadvantaged pupils.</li> <li>– Pupils are able to transfer their spoken vocabulary into their written work. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
2. Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>– The number of disadvantaged pupils passing Key Stage 1 Phonics Screening Check is in line with national.</li> </ul>

	<ul style="list-style-type: none"> <li>– The number of disadvantaged pupils at the end of Key stage 2 working at or exceeding the age expected standard is in line with national.</li> <li>– Pupils are confidently able to apply their phonics knowledge and reading skills to read a range of texts. They are showing increasing enjoyment and engagement.</li> </ul>
3. Improved maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>– The number of disadvantaged pupils at the end of Key stage 2 working at, or exceeding, the age expected standard is at least in line with national.</li> <li>– Observations indicated a significant improvement in pupils' confidence linked to number fluency and application across all year groups.</li> </ul>
4. Improved writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>– The number of disadvantaged pupils in KS2 working at, or exceeding, the age expected standard is at least in line with national.</li> <li>– Pupils' outcomes for writing have improved across the school. Pupils show improved stamina and a greater use of vocabulary and correct grammar and punctuation.</li> </ul>
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>– Sustained and improved attendance from 2021/22</li> <li>– Attendance of all pupils, including disadvantaged pupils, will be like the national.</li> <li>– The percentage of all pupils who are persistently absent will be in line with or below national.</li> </ul>
6. To increase opportunities of cultural capital for our pupils.	<ul style="list-style-type: none"> <li>– Pupils are able to talk confidently about experiences and show that they have an appreciation of human creativity.</li> <li>– Qualitative data from pupil voice and pupil surveys will show pupils are benefiting academically and personally from these experiences.</li> <li>– Evidence of the impact of visits and experiences in writing and the wider curriculum.</li> <li>– A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
7. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2021/22 demonstrated by:

	<ul style="list-style-type: none"><li>– Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li><li>– A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li><li>– Analysis of safeguarding data and in-school provision indicates that support is being provided to those in greatest need.</li></ul>
--	--

## Activity in this Academic Year

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

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

Budgeted cost: £96,500 (including £3,000 pooled funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A systematic programme of CPD including coaching for all staff in reading, writing and maths</p> <p>We will seek the support of external consultants and providers</p> <p>We will fund staff release time for training and coaching</p>	<p>EEF Attainment Gap report states that high quality CPD has the biggest impact on pupil outcomes (The EEF guide to supporting school planning: A tiered approach to 2020-21, EEF guide on Covid 19 support guide for schools)</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</a></p> <p>EEF report states that taking a mastery approach adds 5 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>2,3 and 4</p>
<p>Train staff in using a dialogical teaching approach across all areas of the curriculum</p> <p>Purchase resources to support dialogical teaching</p> <p>Seek support of external consultants and providers ( the cost of this is from the pooled funds) including Voice 21</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: +6 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1</p>

<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly (Services for Education)</p> <p>Cover cost of training staff</p> <p>Purchase Testbase materials to support assessment in R/W/M</p>	<p>Standardised tests can provide reliable insights into the specific strengths and areas for development for each pupil to help ensure they receive the correct additional support through interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	<p>2, 3 and 4</p>
<p>Train teachers in delivering Mastering Number</p> <p>Coach staff in delivering the mastery approach to maths</p> <p>Cover cost of training and coaching teachers</p> <p>Cost of additional maths resources</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612223/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>3</p>
<p>Additional teachers to support smaller classes in Years 5 and 6</p> <p>Cost of additional staffing and resources</p>	<p>Reducing class size has a small positive impact of +2 month, on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>2,3,4</p>



## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £143,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and training of Wellcomm and Helicopter Stories programme</p> <p>Additional Speech and Language therapist time</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two, show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1,</p>
<p>Additional reading and phonics sessions before and after school, targeted at disadvantaged pupils who already have poor spoken language skills</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 5</p>
<p>Phonics intervention for KS2 pupils</p> <p>Purchase of additional reading resources – phonetically decodable books for older pupils</p> <p>Dedicated TA to deliver phonics to identified KS2 pupils</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>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>The research also highlights the importance of phonological knowledge and application. Daily phonic intervention supports pupils to close the gap in reading</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a></p>	<p>2</p>
<p>Reading and writing intervention at KS2</p> <p>Including Echo reading and Beanstalk readers</p>	<p>EEF research on literacy at KS2 makes reference to 7 recommendations for addressing the literacy gap for KS2 pupils on structured intervention for reading and writing. Recommendation 7 centres around a carefully structured intervention.</p>	<p>2</p>

Purchase additional reading materials	<a href="https://educationendowmentfoundation.org.uk/news/ee-f-blog-supporting-reading-comprehension-in-key-stage-2">https://educationendowmentfoundation.org.uk/news/ee-f-blog-supporting-reading-comprehension-in-key-stage-2</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a>	
Purchase of online educational programmes (Accelerated Reader, TTRockstars/Numbers) and laptops/Ipads (2) for each class to ensure regular access  Cost of subscriptions	EEF research states that various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback. Evidence indicates that online learning can be effective, providing approximately four additional months' progress on average.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	2,3 and 4
After-school and before school boosters/Engagement with the National Tutoring Programme  Cost of adults to support the booster sessions	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.  The average impact of the small group tuition is four additional months' progress, over the course of a year. Evidence indicates that one to one tuition can be effective providing approximately five additional months' progress on average.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,3 and 4
Purchase of CPG revision guides and workbooks	EEF reports have found that homework has a positive impact on average (+ 5 months)	2,3 and 4

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £123,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional hours of Educational Welfare Officer support	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	All
Purchase and launch initiatives and rewards for attendance	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	All
Train staff to deliver thrive programme to aid pupils' mental health and well-being and attendance	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> On average pupils make 4 months progress as part of this programme	All
Working with parents e.g., workshops	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	All
Employ an additional learning mentor and counsellor	Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	All
Purchase the Hippodrome Educational Network project	Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. The average impact for the use of an arts-based approach is an additional 3-month progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4 and 6
Ensure educational visits and experiences are identified and organised	Exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	4 and 6

<p>Support for pupils' mental health and wellbeing</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Thrive provides an effective, early intervention tool that evidences incremental progress made by children, helping them to overcome barriers to learning (evidence for Ofsted and pupil premium)</p> <p>Thrive provides direct and clear evidence of the child's progress and of the impact of the spending in relation to Thrive training and the cost of the software licence. The outcomes of the Thrive results in pupils making +4 months progress</p>	<p>7</p>
<p>Fund the National School Breakfast Programme</p>	<p>The programme has been noted to provide a high degree of support to schools and enabled effective targeting of pupils in need.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a></p>	<p>All</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total Budgeted Cost: £ 360,698**

## 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 2021 to 2022 academic year.

#### Teaching

##### Impact

- A focus on quality first teaching helped disadvantaged pupils to know more and remember more and build successfully on their existing knowledge and skills. This focus on teaching impacted positively on outcomes for this groups of learners in reading, writing and Maths. See table below for the impact on learner outcomes.
- The use of external consultants contributed to improved subject knowledge and pedagogy. The support provided by the external consultants helped teacher to refine the next steps for pupils to build on the skills and knowledge pupils had already acquired. This helped pupils to make further improvements with their learning from their starting points.
- Staff have been supported by the English Hub and have observed good practice within school as well as in other schools. Outcomes in reading at the end of Key Stage One for disadvantaged pupils exceeded their peers by 3.3%.
- The analysis and use of assessment information from NTS standardised assessments contributed towards high quality professional conversation between leaders and staff about pupils' learning. Staff addressed gaps in pupils' knowledge and skills. This resulted in improved outcomes for disadvantaged pupils from their starting points.
- Smaller class sizes in Year 6 gave teachers the opportunity to work closer with pupils and aided them to address misconceptions and gaps in their learning through same day interventions.
- Consistency in delivering 'Mastering Number' contributed to pupils' understanding of early number including subitising. This provided a firm foundation for pupils to build on, and particularly in developing pupils' future maths skills.
- Internal assessments show that the achievement of disadvantaged pupils is rising, with increasing numbers reaching the standards expected for their age term on term.
- A systematic approach to teaching phonics impacted positively for all pupils including the disadvantaged.

##### Lessons Learnt

- The work with high quality consultants contributed towards improving outcomes for disadvantaged learners. This initiative will continue into the next academic year.
- Smaller size classes resulted in pupils, including the disadvantaged, to benefit from tutoring in smaller groups. This enabled tutors to quickly address gaps and misconceptions. We will be rolling this initiative into Year 5.

## **Targeted Academic Support**

Percentage (Number of learners in brackets)			
	All Learners	Disadvantaged	In School Gap
EYFS – GLD	57.9% (22/38)	58.3% (14/24)	0.4
Phonics Year 1	78.7%	77.8% (37/48)	-1.1
Phonics Year 2 (December)	87% (58/67)	83% (25/30)	- 4.0
Phonics Year 2 (re-sit)	86.6%	83.9%	- 2.7
<b>Key Stage 1</b>			
Combined	53.7 (36/67)	55% (22/40)	1.3
Reading	56.7 (38/67)	60% (24/40)	3.3
Writing	58.2% (39/67)	57.5% (23/40)	-0.7
Maths	71.6% (48/67)	70% (28/40)	-1.6
Y4 Multiplication (25 marks)	62% (49/80)	64% (27/42)	2.0
<b>Key Stage 2</b>			
Combined	56.7% (51/90)	62.5% (30/48)	5.8
Reading	63.3% (57/90)	68.8% (33/48)	5.5
Writing	60% (54/90)	66.7% (32/48)	6.7
Maths	64.4% (58/90)	68.8% (33/48)	4.4

- Carefully planned additional reading and phonics sessions provide pupils, including the disadvantaged with the support they needed to catch up with their peers. 87% of all Year 2 pupils passed the phonics screening and 83% of disadvantaged pupils passed their phonics screening. 79% of all year 1 pupils passed their phonics screening, above the national for all pupils. 77.8% of disadvantaged pupil in year 1 their phonics, which above national for all pupils and 1.2% in school gaps between disadvantaged and their peers.
- Additional reading resources and teaching assistant support for pupils in Key Stage 2 helped to improve pupils early reading skills. Reading age data showed that reading ages for disadvantaged pupils were closer to or in line with their chronological age compared to the past.

- Pupils in Years 1-6 benefitted from additional learning sessions through before and after school and holiday booster lessons. These sessions contributed to improved outcomes for pupils, including the disadvantaged. Pupils also received targeted support in reading and maths which contributed to improved outcomes. Internal data shows disadvantaged pupils in Years 2 and 4 outperformed their peers in maths. The additional booster support helped improve pupil's self-confidence and resilience improved.
- Online learning and personal competition motivated pupils in Year 4 to improve their scores in preparation for the Multiplication Times Table check. 62% of all pupils achieved 25/25 for this check with 64% (27/42) of disadvantaged achieving 25/25.

### **Lessons Learnt**

- Pupils benefitted from extended learning opportunities offered by the before and after school booster sessions. The Easter Booster helped to maintain the momentum of learning. A similar approach will be taken next year.
- Healthy competition coupled with online learning benefitted all pupils to improve their maths and reading knowledge and skills.
- A systematic approach to addressing and resourcing phonics gaps in KS2 ensured reading gaps for the older pupils are addressed. This needs to continue for pupils who did not pass their phonics screening at the end of Year 2. Ensure pupils who are not heard to read at home do so in school.

### **Wider Strategies**

- As a result of remote learning during Covid-19, parents have a greater understanding of their child's achievements and recognise when their child is not in line with their peers. This has resulted in an increasing number of parents of disadvantaged pupils wanting to know how to support their child. Attendance of parents of disadvantaged pupils at parents' consultations and learning workshops has shown a marked increase when compared to previous years.
- The relationship between parents and the school has improved and is now very positive with all parents including those of pupils who are disadvantaged. Parent surveys and the recent OFSTED report capture this accurately.
- The work of the learning mentors and pastoral lead have led to improved relationships with families and targeted support for identified pupils including the disadvantaged pupils. This has resulted in a slight improvement in attendance for this group of learners, even so attendance remains a priority.
- Strengthened relationships between the Pastoral Team, pupils and their families has ensured that Early Help referrals have been completed in a timely manner, allowing families to get the support they needed.
- The number of positive Covid results and the outbreak of norovirus impacted on the attendance of all pupils including the disadvantage. This resulted in parents becoming over cautious in sending their child to school if they showed signs of not feeling well.
- The attendance of our youngest pupils was impacted due to pupils contracting chickenpox.
- Pupils responded positively to attendance rewards. The rewards led to improved attendance including for the disadvantaged.

- Parents were informed regularly of their child’s attendance through RAG rated letters. These were well received and opened a dialogue between home and school.
- Educational visits have motivated and inspired the pupils. The visits provided a creative source for writing and help pupils to have a greater understanding of the world they live in. Pupils’ Cultural capital is improving.

**Lessons Learnt**

- Assisting parents with bringing their children into school lead to parents taking less responsibility. We need to ensure future initiatives for improving attendance include the parents being more pro-active.
- Rewards and incentives motivate the pupils who then ensure that the parents brought them to school.
- Parents wanted to help their children learn more and remember more. We will be continuing with initiatives which support parents to support their children with their learning.
- Contributing towards trips and visits enabled pupils to experience a greater number of first-hand experiences. A greater contribution towards visits and visitors will be made.

**Externally Provided Programmes**

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

<b>Programme</b>	<b>Provider</b>
Accelerated Reader and MYON	Renaissance
TT Rockstars	Maths Circle LTD
Welcomme	GL Assessment
Breakfast Club	Magic Breakfast