

St Monica's Catholic Primary School



Pupil Premium Strategy Statement 2023/24

Our school mission statement is "Success for All within a Christ Centred Community." We seek to live to these values every day and its principles apply to all our children.

This statement details our school's use of pupil premium funding (and recovery premium) for the 2023 to 2024 academic year) 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.

Detail	Data
School name	St Monica's Catholic Primary School
Number of pupils in school	458 (21st November)
Proportion (%) of pupil premium eligible pupils	109 pupils 26.2 % (25.9% National)
LAC	1 pupil
Post LAC	4 pupils
Post LAC Lead	James Gouldbourne (Headteacher)
Service Children	4 SB,AC,JK,JO
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	25th November 2023
Date on which it will be reviewed	April 2024
Statement authorised by	James Gouldbourne (Headteacher)
Pupil premium lead	James Gouldbourne (Headteacher)
Governor / Trustee lead	Claire Roughneen (PP Governor)

2023/24 Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,045
Recovery premium funding allocation this academic year	£13,938
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year	£157,983

Part A: Pupil premium strategy plan

Statement of intent

At St Monica's Catholic Primary School, we have carefully constructed our curriculum by putting children at the centre of everything we do. We are passionate about ensuring all children are guided to fulfil their potential and that they become all-round exceptional citizens with the skills, knowledge and experiences needed to achieve both in school and throughout life.

We have designed our curriculum to ensure it is fully inclusive for all children and that it addresses each aspect of how a child develops, progresses and grows both academically and emotionally. We want our curriculum to support and address the potential barriers that every child, regardless of their circumstances, in our school may encounter. We strive to ensure that all children thrive in a supportive and purposeful environment, which raises their aspirations for their current and future lives.

All members of the SLT, teaching body, governors and support staff are motivated by our mission to give our 'socially disadvantaged' pupils outstanding support and teaching to give them the very best start in life, one that aims to give pupils from disadvantaged backgrounds lifelong learning experiences that create highly motivated pupils who will strive to reach their full potential, regardless of background or context. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges it faces.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

The Key principles underpinning our approach will be:

- Outcomes for disadvantaged pupils are a focus from the very top, including the chair of governors and is a priority at all levels.
- Our plan is based upon what has worked and what has not worked in the past.
- Outcomes for disadvantaged pupils are key: "If they aren't doing well, we aren't doing well" is our approach.
- We will maintain high expectations for the target group.

- We will thoroughly analyse pupils who are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to strategies that have a clear impact.
- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We will be relentless in our pursuit of high level teaching and learning within class and not rely solely on interventions outside class. We use the EEF body of evidence to ensure our interventions are evidence based:
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit>

The intended outcomes are as follows:

- The Pupil Premium funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for pupils who are now defined by the government as disadvantaged pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for pupil premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

We use the EEF body of evidence to ensure our interventions are evidence based:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit>

Challenges to Disadvantaged Pupils in St Monica's

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

Challenge number	Detail of challenge
1. Ensure PP pupils make progress year on year through clear assessment strategies and intervention.	<p>Internal and external data show that attainment among disadvantaged pupils is below that of non disadvantaged pupils in many year groups.</p> <p>Our internal and external data indicate that pupils' progress in RWM attainment for disadvantaged pupils is variable from year to year - our aim is to ensure PP pupils attain the same end of year attainment score or better each year.</p>
2. Improving phonics outcomes for PP pupils across the school.	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Y6 and, in general, are more prevalent among our disadvantaged pupils than their peers.</p>

	<p>We will Implement Read Write Inc across the school in 2023/24 to ensure disadvantaged pupils receive a consistent approach to phonics each year.</p> <p>We want to implement a single phonics provision on a consistent basis to reduce the attainment gap between PP and non-PP pupils.</p> <p>Assessments, observations and baseline tests indicate an attainment and performance gap between disadvantaged pupils and non-disadvantaged pupils in phonic baselines and performance across the school.</p> <p>This issue has been exacerbated by lockdowns not just from EYFS but also for targeted pupils up to Y6. This negatively impacts on the performance of disadvantaged pupils across the curriculum. A consistent fidelity to a SSP will help us ensure PP pupils receive a consistent and high quality.</p>
3. Vocabulary and Oracy.	<p>Limited vocabulary and exposure to classic/high quality texts – this is evidenced by Wellcomm screening and disadvantaged pupils’ outcomes in NFER Reading Assessments.</p> <p>Living in a vocabulary challenged ward can lead to poor Standard English and oral language skills which can negatively impact a child’s chances in both high school and in life.</p> <p>It is a key challenge to us to continue to raise standards and improve outcomes in this area.</p>
4. Wellbeing and Pastoral Care.	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils.</p> <p>Teacher referrals for support increased in 2022/23, both in academic and safeguarding contexts and we are prepared for this in 2023/24 to continue.</p> <p>We view attendance as a core component of Safeguarding and are determined to continue to improve the attendance of our PP pupils.</p> <p>For 2023/2024 - We aim to increase our mental health and pastoral support even further as a reaction to increased numbers of children suffering with mental health issues - such as anxiety or school phobia.</p> <p>This includes Parenting 2000, to help with wellbeing and support pupils with wellbeing workshops to help with emotional regulation.</p>
5. Cultural Capital.	<p>Focus on Cultural Capital Enrichment for PP pupils - Improve Limited Life Experiences. Pupils’ have limited experiences beyond their home life and immediate community.</p> <p>We want to ensure pupils have access to cultural and educationally enriching experiences to broaden understanding of our diverse world and its different cultures.</p>
6. Self Regulation Strategies.	<p>An ineffective ability to learn skills and an increased impulsivity reduces their ability to fully access all curriculum areas – this is evidenced by analysis of pupils’ learning skills</p>

	on entry – we aim to establish effective self-regulation and build metacognitive strategies.
7. Improve Attendance for PP Pupils in 2023/24.	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils was 1.5% lower than for non-disadvantaged pupils.</p> <p>Our attendance data over a four year cycle has shown that attendance for disadvantaged pupils has been lower than non non-disadvantaged pupils. We aim to continue to target this gap and reduce it with clear strategies.</p>
8. Maths Attainment.	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. See Appendix 1.

Intended outcomes and how they will be demonstrated:

Intended Outcome	Success Criteria	Review Date
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure those fallen behind children receive targeted high-quality intervention monitored by the phase leader.</p>	<ul style="list-style-type: none"> End of summer 2023/2024 data will show that disadvantaged children will have made expected progress from the previous summer, and those who did not received intervention. End of summer 23/24 data will also show that 5 – 15% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and helped in accelerating their progress. 	July 2024
Improved maths attainment and progress among disadvantaged pupils.	KS2 maths outcomes in 2023/24 show an increasing number of disadvantaged pupils who have met the expected standard or the higher standard compared to previous years.	July 2024
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show an increasing number of disadvantaged pupils meeting the expected standard or the higher standard compared to previous years.	July 2024
Improved phonics' outcomes for all pupils, particularly our disadvantaged who failed our phonics baseline assessments upon entry. Measured by	<p>Improved Phonics outcomes for PP pupils should be demonstrated by:</p> <ul style="list-style-type: none"> All pupils who failed Y1 phonics check in KS1 to pass the Y1 Phonics Screening Check by the end of Y6 	July 2024

<p>Phonics Screening Check and RWI assessments on a termly basis.</p>	<p>following targeted intervention.</p> <ul style="list-style-type: none"> • Evidence: All pupils will be monitored rigorously and tracked on Insight to ensure all pupils, including new starters, have been baselined and interventions put into place to ensure they make good progress in the phonics screening check by July 2024. • Pupils are grouped according to Read, Write, Inc assessments and targeted intervention is delivered daily. Pupils accessing RWI Phonics are assessed half termly and tracked on Ruth Miskin portal. 	
<p>To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils and their families.</p> <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant reduction in bullying recorded on CPOMS. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Safeguarding Lead /SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. • Identified children are invited to participate in positive play, Lego Therapy sessions with support staff and Pupil Voice/parent questionnaires show that clubs have had a positive impact on the pupil's mental health and wellbeing. • Vulnerable PP pupils will be offered places in our wellbeing services within school. • Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. 	<p>July 2024</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance in 2023/24 should be demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%. • the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers. 	

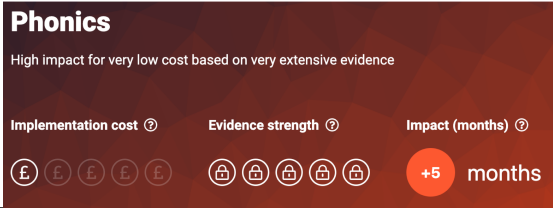
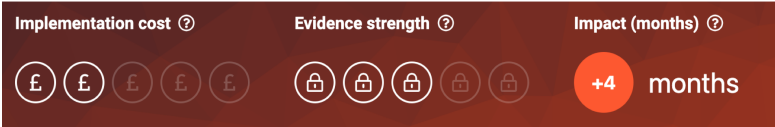
Activity in this academic year 2023/24

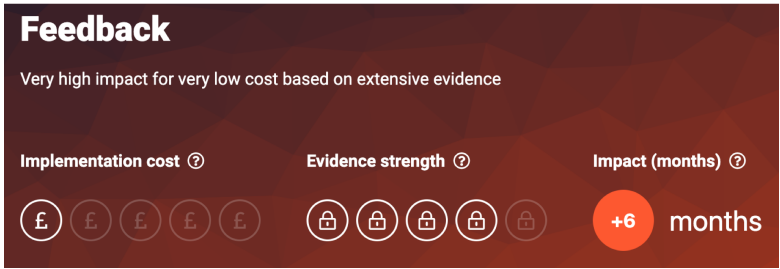
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Recruitment, Retention and Training.	<p>A highly motivated and well trained teaching base is essential in raising standards for PP pupils. We have a key focus on high quality teaching and learning built around research into proven cognitive science.</p> <p>High levels of CPD, successful teacher recruitment and the ability to retain highly skilled teachers means we can offer our PP pupils the best learning environment to achieve and succeed. Leaders embed and monitor a clear and teaching approach that is built around Ofsted's 3 domains (Curriculum -Teaching -Behaviour) to ensure the highest levels of teaching and learning.</p> <p>EEF - Importance of retaining teachers for PP pupils</p>	1, 2, 3, 4, 5, 6, 7
<p>Read, Write, Inc - Implementation</p> <p>Release of Assistant HT.</p> <p>Release time of EYFS Assistant Head teacher for internal skills sharing and modelling/ coaching/collaborative planning with EYFS team. Ensure that EYFS are embedding high quality adult/child interactions in the</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness 	1, 2, 3, 4

<p>early years and across the school.</p> <p>She will continue to ensure the EYFS team is creating and enhancing our language rich learning environments.</p>	<p>and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> 	
<p>Teacher Assistant Provision</p> <p>Intervention and Support Teaching Assistants in each year group to support learning for all pupils (incl. PE department)</p>	<p>Teaching assistants are adults who support teachers in the classroom.</p> <p>Teaching assistants' duties can vary widely, but they are generally deployed in two ways: to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, we deploy them to target the areas of need for disadvantaged pupils:</p> <ul style="list-style-type: none"> • Daily readers to improve RWI, phonic and comprehension skills. • Same day intervention in Maths to improve understanding. • Support for 1:1 pupils. • Small Group Intervention Work. It is important to note that 24% of Disadvantaged pupils have SEND/ learning difficulties in our school. <p>The additional support staff enable small group work EEF - Teaching Assistant Interventions EEF - Evidence for Reading comprehension strategies.</p> 	<p>1, 2, 3, 4, 6</p>
<p>Strong Subject Leadership</p> <p>Subject Leadership teams and Leaders</p>	<p>Subject leaders create and carry out Subject Development Plans which have a positive impact on their subjects so that all subjects have clear and strong leadership across the curriculum.</p>	<p>1, 3, 5</p>

from EYFS, KS1 and KS2 to receive cover throughout the year to establish a high quality curriculum.	<p>Strong subject leadership will ensure our PP pupils receive high quality learning and assessment of that learning across the curriculum:</p> <p><i>EEF: School leaders play a central role in improving education practices through high-quality implementation. They actively support and manage the overall planning, resourcing, delivery, monitoring, and refining of an implementation process.</i></p>	
<p>Assessment and Feedback</p> <p>Assessment and Tracking Purchase of nationally benchmarked standardised diagnostic assessments (NFER).</p> <p>Subscription to Insight for robust tracking of all quantitative data Training of staff in NFER delivery and Insight.</p>	<p>NFER tests enable clear tracking of all pupils across the curriculum to ensure clear identification of need in the PP base, leading to feedback, targets and intervention for those PP pupils who need it.</p> <p>This enables us to diagnose and address pupils who are falling behind on a summative basis. This information is then used within Pupil Progress meetings with teachers to investigate performance and set targets. This meeting will also analyse the link between attendance and attainment.</p> <p>EEF - Assessment and Feedback</p> 	1, 2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Maths Curriculum Development Systematic and tracked CPD for all staff to ensure high</p>	<p>A rigorous and systematic approach to MCPD, monitored by SLT, to ensure leading pedagogy and research is shared, discussed and implemented.</p> <p>Use of INSET days and additional cover provided by SLT for CPD.</p> <p>SC: Maths Team established; Arithmetic tracking established; SIP oversight and challenge; Maths results improve for PP pupils.</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: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 2

quality provision for disadvantaged pupils.		
<p>Wider Reading Curriculum Development.</p> <p>Systematic and tracked CPD for all staff to ensure high quality provision for disadvantaged pupils.</p>	<p>A rigorous and systematic approach to Reading CPD, monitored by SLT, to ensure leading pedagogy and research is shared, discussed and implemented.</p> <p>Use of INSET days and additional cover provided by SLT for CPD.</p> <p>SC: RWI established; Wider Reading Strategies established; Reading Leadership Team established; SIP oversight and challenge; Reading Comprehension strategy established on a whole school basis; Pupil reading strategies established on a whole school basis; results improve for PP pupils in Reading.</p> <div> <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <div> <p>Implementation cost ?</p> <p>Evidence strength ?</p> <p>Impact (months) ?</p> </div> <div> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+6 months</p> </div> </div>	1,2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Interventions</p> <p>Develop more effective reading comprehension skills and strategies for all pupils.</p> <p>Training for all staff on phonics in RWI.</p>	<p>Research from EEF evidences that reading comprehension strategies have a high impact on average (+ 6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p>	1, 2, 3

	<p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.</p> <p>Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	
<p>Wider Effective Interventions.</p> <p>Provide targeted, structured interventions to children across the whole school.</p> <p>Interventions to be monitored and evaluated by HT, relevant subject leadership team and external voice.</p> <p>Interventions to be carried out by experienced teachers and team leaders and Teaching Assistants within school.</p> <p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions).</p> <p>Provide teaching assistant led interventions to those who have significant gaps in their maths attainment.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, particularly any 'fallen behind' disadvantaged children.</p> <p>Teaching assistants will use 'Maths Stacks' materials and subscriptions to support their interventions.</p>	<p>High levels of provision and effective challenge for children identified as needing to catch-up – see www.Gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully.</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>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/phonics/</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p>	1, 2, 3, 6

<p>Delivering Effective Feedback.</p> <p>Provide more targeted and effective feedback to address gaps in learning.</p> <p>Providing small group learning opportunities for pupils across all year groups entitled to pupil premium (PP) funding.</p> <p>One main form this takes is with the provision of experienced teachers focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.</p> <p>There are additional teachers for teaching English and maths every morning in the juniors and in the infants there are additional highly skilled and specially trained teachers and teaching assistants delivering a wide range of intervention programmes every day. These programmes are focussed, time related and designed to enable PP children to achieve or exceed expectations in their learning and rate of progress.</p> <p>Providing 1:1 support for pupils entitled to 1:1 PP funding to help them make improved progress and to raise their standards of achievement.</p>	<p>Research from EEF evidences that feedback strategies have a high impact on average (+5 months).</p> <p>Effective feedback tends to focus on the task, subject and self- regulation strategies: it provides specific information on how to improve.</p> <p>Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly high impacts overall (+7 months). It is important to give feedback when things are correct – not just when they are incorrect. Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science.</p> <p>Low attaining pupils tend to benefit more from explicit feedback than high attainers. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p>	1, 2, 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and Wellbeing Strategies to be employed to support.	Attendance Officer; SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.	4, 6, 7

Release time for SEND leader and Safeguarding Team to support families with high need SEN and Pupil Premium children.	<p>Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions.</p> <p>Creation of new Sensory Room and Quiet Room to support the growing number of children with mental health problems and for those who have difficulties with accessing the curriculum due to home life/problems.</p>	
<p>Attendance Team to ensure PP attendance is monitored and actions are implemented quickly and efficiently.</p> <p>Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. Partnership working with EWO re pupils <90%. Increased rewards for improving and good attendance.</p>	<p>Attendance Officer employed by the school to retain high levels of attendance in PP pupils, forming a key part of the Attendance Strategy.</p> <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-fundingsuccessfully</p>	7
Wellbeing Group and Support	<p>Success Criteria</p> <ul style="list-style-type: none"> Wellbeing clubs started for pupils in need of pastoral care. Teachers can make SEMH (Social Emotional/ Mental Health) referrals to the Safeguarding Team. 	4

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 2022 to 2023 academic year.

Intended outcome	Success criteria	Review
Equip learners with effective learning to learn skills so they can access the curriculum fully to ensure disadvantaged pupils make expected or better progress in all areas of the curriculum. Focus will be on self-regulation-metacognition	PP children who demonstrate limited learning when learning skills will be identified early and receive the correct level of support to encourage their ability to fully access the curriculum to ensure that disadvantaged pupils will be in line with National Expectations for RWM at the end of KS2.	Green

<p>-feedback and questioning – learning dispositions.</p> <p><i>To be measured by termly teacher administered standardised assessments, teacher information analysis of interventions and NFER analysis.</i></p>		
<p>Ensure all disadvantaged learners are accessing high quality texts in school and at home and all staff trained in teaching/interventions strategies aimed at promoting rich communication and language development (Reading graduate programme, Wellcomm, Better Reading, Guided Reading).</p> <p><i>To be measured by reading termly assessments, Wellcomm screening, teacher information and pupil voice/questionnaires</i></p>	<p>Improved reading scores for the lowest 20% of children.</p> <p>Improved love of reading and ability to talk richly about their reading.</p> <p>Pupils achieving age appropriate language development.</p>	<p>Wellcomm screening introduced.</p> <p>Reading in line with National Averages for PP pupils (see below).</p>
<p>Children have high expectations of themselves and realise that they can be aspirational about their futures.</p>	<p>Ensure disadvantaged pupils receive enrichment opportunities to develop 'Cultural Capital' and ensure our learners are equipped with the social, emotional and academic tools to thrive in their current and future lives.</p>	<p>Green - Careers Day established and pupil voice very positive.</p>
<p>Assess gaps in learning to effectively and efficiently meet the children's individual learning needs to recover from the lost learning time, following the pandemic and enforced 'closure' of the school.</p> <p><i>To be measured by termly standardised assessments, teacher information, analysis of interventions and NFER analysis.</i></p>	<p>Ensure each subject has prior learning tasks/quizzes to assess gaps. Use of knowledge organisers to build connections for learners to aid long term memory development.</p> <p>All teaching staff skilled in giving effective and regular feedback to assess and target gaps in learning.</p> <p>Delivery of targeted interventions based on identification of knowledge and skills gaps.</p> <p>Disadvantaged pupils to achieve in line with National Expectations for RWM at the end of KS2.</p>	

Appendix 1: Standards

Impact Data

EYFS GLD	School	School Dis	National All
2022/23	68.3	60%	68%
2021/22	64%	50%	65%

Phonics Screening Check	School 2023	School Dis	National 2023	School all 2022	National all 2022
Year 1 2022/23	85%	70%	N/A	79%	75%
Year 2 2022/23	90%	69%	N/A	64%	87%

KS1 EXP	School 2023	School dis	National 2023	School 2022	National 2022
Reading	67%	47%	67%	68%	67%
Writing	62%	40%	60%	60%	58%
Maths	67%	47%	70%	70%	68%

KS1 GD	School 2023	School Dis	National 2023	School 2022	National 2022
Reading	20%	0%	N/A	15%	18%
Writing	12%	0%	N/A	10%	8%
Maths	18%	0%	N/A	15%	15%

KS1 RWM EXP	2023	School School dis	2023 National	2022	2022 National
EXP	59%	33%	55%	60%	53%
GD	8%	0%	N/A	8%	6%

Y4 MTC	School	School dis	Local	National all	School 2022/23 25/25
MTC 2023	21.4	18	Nov 23	Nov 23	38%
MTC 2022	22.8	19	20.2	19.8	47%

KS2 EXP	School 2023	School Dis	National all 2023
Reading	72%	88%	73%
Writing	77%	81%	71%
Maths	73%	88%	73%
RWM	61%	81%	59%

KS2 GD	School 2023	School Dis	National all 2023
Reading	28%	32%	29%
Writing	9%	6%	13%
Maths	14%	6%	24%
RWM	4%	0%	8%

*Unvalidated data in Tables Checking Exercise, one pupil to remove: all scores will rise by 1.5%

	EXP	EXP Dis	GD	National EXP	National GD	School Dis GD
Grammar	67%	76%	35%	72%	30%	18%
Science (TA)	80%	82%	N/A	N/A	N/A	N/A

	Progress Measures	Analysis	Average Scaled Score
Reading	0.2 (-1.4 to 1.9)	Positive - strong cohort	104
Writing	1.0 (0.6 to 2.5)	Impacted by lower level of GD PAG group	104 (Grammar)
Maths	-0.9 (-2.5 to 0.6)	Impacted by lower level GD PAG group at GD	103

Attendance

Attendance and Punctuality Data

Year	%	% including Nursery	National
2017/18	95.1	94.97	95.8
2018/19	95.55	95.45	96
2019/20	95.49	95.32	-
2020/21	96.42	96.39	96.3
2021/22	94.27	94.08	93.7
2022/23 Term 1	95.04	94.81	-
2022/23 Term 2	96.04	95.67	-
2022/23 Term 3	94.25	94.31	-
Full Year 2022/23	95.09	94.89	93.8% (FFT)

- General Upward trend in attendance over the last 5 years (from 2017/18).
- Would be above 96% were it not for pupils on holiday.

Persistent Absentees

Year	School number & %	National %
2020/21	48 = 10.5%	12.1%
2021/22	69 = 15.7%	N/A
2022/23	40 = 9.5 %	N/A

- PA decrease: Tenacity of Attendance Officer in contacting parents and making them aware of PA and potential PA status

Vulnerable Groups

	2021/22	2022/23
Disadvantaged/ PP	93.3	94.51
SEND	93.13	93.19