

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (including recovery premium and local-led tuition grant) 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 | Christ the King Catholic Voluntary Academy |
| Number of pupils in school | 630 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | Autumn 2024 |
| Statement authorised by | Annie Carter - Head |
| Pupil premium lead | Roisin Knight |
| Governor / Trustee lead | Ann Valente |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £122,399 |
| Recovery premium funding allocation this academic year | £11,491 |
| 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 | £133,890 (+ £5063 School led tuition grant) |

Part A: Pupil premium strategy plan

Statement of intent

The objective of the Pupil Premium strategy at Christ the King is to narrow any attainment gap between those pupils categorised as disadvantaged and the school population as a whole. We aim to ensure that these children are able to make progress that is in line with their peers and, where possible, accelerated in order to reduce any attainment gap.

In line with guidance and advice from the Education Endowment Foundation (EEF), our policy focusses over half of our premium funding on quality first teaching with the remaining funding being split between targeted interventions and wider opportunities.

The key principles of the strategy are that disadvantaged children have access to opportunities, teaching and support that allows them widen their aspirations, develop their confidence and increase their cultural and STEM capital. We also aim to reduce barriers to learning by developing relationships with families, providing for the SEMH needs of the children and minimising lateness and absence.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | 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 Year 6. |
| 2 | Observations and records from the SENCo and Learning Mentor indicate an increase in children with SEMH needs, including some of those from adopted families. 23% of children on the pastoral register are also Pupil Premium. |
| 3 | Pupil voice indicates that some children do not have the wider opportunities outside of school to develop holistically and build high aspirations for their future |
| 4 | Our attendance data indicates that whilst Pupil Premium attendance is in line with all pupils, there are more instances of persistent absence. |
| 5 | 27% of our pupil premium children are also on the SEN register. |
| 6 | Teacher monitoring indicates that pupil premium children are reading less at home. Assessment data at the end of KS2 indicates a larger attainment gap between pupil premium and their peers. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| <p>1) To increase the confidence of all staff to encourage aspirational and varied vocabulary use from all children.</p> | <p>Continue performing above average in the Phonics Screening Test.</p> <p>Increased staff confidence in highlighting the key vocabulary within each lesson and knowing how to encourage use of this.</p> <p>Increased support staff confidence in using and encouraging the key vocabulary for each lesson.</p> <p>Children have embedded strategies (through explicit teaching in shared reading) for approaching a new word and understanding its meaning and context.</p> <p>All staff to be aware of children in their class who have barriers to embedding and using new vocabulary and know a range of strategies (such as dual coding) and how to use these within a lesson to support these learners.</p> <p>Staff are using a range of strategies within lessons to encourage and incentivise the explicit use of selected new key vocabulary.</p> |
| <p>2) Parents and children have access to a range of support and strategies to help with SEMH needs and concerns.</p> | <p>Pastoral register has been coded to identify common SEMH needs.</p> <p>Common SEMH issues are addressed within the SEL within whole class teaching.</p> <p>Increased attendance at FIT team parent events.</p> <p>Children in need have access to regular, structured group or individual SEMH intervention.</p> <p>Staff and student voice shows an increased ability in the children to self- regulate independently in order to overcome problems and concerns.</p> |
| <p>3) To increase the children’s awareness of the CtK experience and ensure ongoing participation for all with a particular focus on disadvantaged children.</p> | <p>Children are able to reference and talk about their ‘CtK experience’ in class, at home and during pupil voice.</p> <p>Families access subsidies and support for children’s involvement in trips and extra-curricular activities.</p> |

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| | <p>Increased number of Pupil Premium children attending extra-curricular activities.</p> <p>PP children's participation in extra-curricular opportunities is tracked.</p> <p>Teachers monitor the value of all trips taking place and these are reviewed by curriculum leads and adaptations made where necessary.</p> <p>All year groups have three aspirations visits throughout the year. Children are able to talk about these and their learning is evidenced in informal homework projects.</p> |
| <p>4) To achieve and sustain attendance above national average from all pupils, particularly our disadvantaged children and to reduce persistent absence and lateness among highlighted PP families.</p> | <p>The overall absence rate for all pupils to be no more than 4%.</p> <p>To ensure there is no attendance gap between disadvantaged pupils and their peers.</p> <p>To reduce the gap between PP and non-PP children for persistent absence and lateness.</p> <p>To analyse data in order to identify PP families with persistent absence and lateness in order to put tailored support in place.</p> <p>Establish a chain of support for families with persistent absence.</p> <p>Individual attendance plans in place for PP children/families with persistent lateness and absence.</p> |
| <p>5) To ensure that all staff have strategies to scaffold and support SEND learners both within the classroom and in targeted interventions.</p> | <p>Maintain and monitor a centrally organised programme of targeted, evidence-based interventions which are followed regularly and with fidelity.</p> <p>To identify suitable interventions for the specific needs of SEND pupils and those not reaching age-related expectations.</p> <p>To increase the confidence of support staff to scaffold SEND learners within classroom lessons.</p> <p>All teachers to target 'PP-first' by considering their PP children in their planning and in their ongoing assessment through PP targeted questioning.</p> |
| <p>6) To improve reading progress amongst disadvantaged pupils – particularly those identified as being able to achieve greater depth.</p> | <p>All staff are aware of the data for their PP children and know where they need to be.</p> <p>PP engagement in reading initiatives is monitored and reported.</p> |

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| | PP GD children have access to increased opportunities for book talk. |
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 81,949

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Teaching assistants in each class every morning.</i> | <p>The EEF research review suggests that TAs, well trained and used in structured settings with high-quality support and training, can boost learning by as much as an extra term. Classroom TAs at CtK support the teacher in the morning during the teaching of core subjects (reading, writing and maths).</p> <p>Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>This year we are providing INSET training to both teachers and TAs on strategies supported by this EEF review to help to strengthen the impact of TAs in the classroom. TAs are also included in our programme of Instructional Coaching ensuring that they are upskilled with specific and up-to-date strategies for use in the classroom. These are the same strategies used in the teachers' Instructional Coaching programme ensuring a consistent and high quality approach for all children.</p> | 1,5 and 6 |
| <i>Take home phonics packs provided to all children in EYFS</i> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>We have implemented this approach for the past three years alongside support and training for parents both in person and in video format. Over this time we have consistently performed well above the national average on the year 1 phonics screening check.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | 1 and 6 |

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| <p><i>The CTK Experience including subsidised trips.</i></p> | <p>We continue to develop and embed the 'CtK experience' as a promise to our children that they will have access to a range of opportunities and experiences both within and outside of the curriculum that will support their holistic development and aspirations. This includes opportunities for outdoor learning experiences, arts participation and spiritual development. In line with the EEF, we also feel that raising aspirations will help to incentivise improved academic attainment.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> | <p>3</p> |
| <p><i>Vocabulary development</i></p> | <p>Recommendations from the EEF Guidance report on Preparing for literacy specify that the development of communication and language should be prioritised in the early years as <i>'Language provides the foundation of thinking and learning.'</i> Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>In his 2018 book, <i>Closing the Vocabulary Gap</i>, Alex Quigley states: <i>Evidence shows that, alongside socio-economic status, vocabulary is one of the significant factors that proved relevant to children achieving grades 9 to 4 in Mathematics, English Language and English Literature. Such achievement, and the failures that are associated with a limited vocabulary, are inextricably linked to a child's home postcode, along with the pay packet and level of academic qualification of their parents.</i></p> | <p>1</p> |
| <p><i>Dual coding through widget resource</i></p> | <p>In 1991 Allan Paivio's Dual-Coding theory suggested that we have two processing systems: visual and verbal. He proposed that if the information (in this case vocabulary) is presented in both a visual and a verbal way the chances for learners to acquire the new knowledge is doubled.</p> <p>In his book on Memory Activities for Language Learning (2011), Nick Bilbrough also highlighted that <i>'Visualisation is central to the storage of new information in the long-term memory.'</i></p> <p>Because there can be several pitfalls with dual coding, including the split-attention effect or misconceptions arising from the selection of too-complicated an image, we have invested in a widget resource that provides simple, graphical representations of words that can be used in teaching new vocabulary.</p> | <p>1</p> |

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| <i>Zones of regulation and wellbeing warriors</i> | <p>The EEF Guidance report on Social and Emotional Learning in Primary Schools recommends that SEL skills such as self-awareness and self-regulation are explicitly taught: Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>A list of research into zones of regulation is available here: The Zones of Regulation: Research and Scholarly Articles</p> | 2 |
|---|---|---|

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

Budgeted cost: £12,000 (+ £10,295 recovery premium + £13,446 Local-led tuition grant)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Wellcomm</i> | <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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>This year we are investing in both the early years and primary toolkits to assess children with speech and language delays / difficulties. The SENDCo is undertaking additional training in the use of the Wellcomm toolkits before training select support staff to deliver this as an intervention to those who need it.</p> | 1 |
| <i>Year 5/6 Coaching</i> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Following proven results in Key Stage 2 assessments, we are continuing to use highly-experience members of the SLT to provide coaching to year 5 and 6 children to support them to achieve their targets in writing, reading comprehension and maths.</p> | 6 |
| <i>Reading Recovery and specialist led 1-2-1 reading intervention</i> | <p>We are using our School-led tuition grant to ensure that a member of SLT is also a qualified Reading Recovery teacher who is supporting lower level readers in KS1 using this 'high impact' strategy.</p> <p>School's Extranet (leicester.gov.uk)</p> <p>In KS2 we employ a teacher with a specialism in reading to provide 1-2-1 support for lower level</p> | 6 |

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| | readers and effective and accurate Benchmarking assessment to support teachers to target their reading support for these learners. | |
| <i>Reading Crew</i> | <p>The EEF teaching and learning toolkit states: <i>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</i></p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Crew is a 'before school' intervention where higher level readers from year 5/6 support low ability readers in years 3/4. Training is provided to the UKS2 'tutors' to ensure that their LKS2 tutees benefit from the additional reading opportunities that the intervention provides.</p> | 6 |
| <i>Dyslexia Gold and Irlen syndrome screening testing</i> | <p>We have 52 children on our SEND register with either diagnosed dyslexia or suspected dyslexic tendencies. We are using the online tool Dyslexia Gold to ensure that children with diagnosed or suspected dyslexia can follow a tailored programme to improve their reading and spelling ages. This utilises some of the teaching methodology (such as small cumulative steps, training in learning strategies and frequent repetition, ample practice and revision) advocated below:</p> <p>handy-little-guide-to-dyslexia (pearsonclinical.co.uk)</p> <p>About Dyslexia (dyslexiagold.co.uk)</p> <p>We are also investing in Irlen Syndrome screening and will be using this to support children (who may or may not also be dyslexic) with coloured overlays.</p> <p>What is Irlen Syndrome? Irlen Syndrome Foundation</p> <p>Irlen vs Dyslexia Irlen Syndrome Foundation</p> | 5 and 6 |
| <i>Greater depth reading book clubs</i> | <p>The EEF Guidance report on Improving literacy in KS2 highlights that purposeful speaking and listening activities such as reading books aloud and discussing them supports pupils' language development. It also states that the promotion of high-quality dialogue between teacher and pupils and pupils and pupils supports pupils to develop their thinking and use of language. The use of small book groups aims to promote this discussion and high quality dialogue.</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | 1 and 6 |

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

Budgeted cost: £ 28,450

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Subsidised trips programme</i></p> <p><i>Planned programme of extra curricular activities (including subsidised places for PP)</i></p> | <p>We continue to develop and embed the 'CtK experience' as a promise to our children that they will have access to a range of opportunities and experiences both within and outside of the curriculum that will support their holistic development and aspirations. This includes opportunities for outdoor learning experiences, arts participation and spiritual development. In order for all children to benefit from a carefully planned programme of trips, most linked to our knowledge-base curriculum, we have set aside a proportion of the pupil premium to subsidise these visits.</p> <p>This year we have also given an experienced member of staff responsibility for the development and coordination of a rigorous programme of extra-curricular opportunities. Each extra-curricular club has a designated number of spaces reserved for Pupil Premium children free of charge. Our emphasis on extra-curricular opportunity is in line with the DfE's encouragement of 'Activity Passports' and their supporting statement stating the importance of these experiences for children's wellbeing and character development : My activity passport: foreword from the Secretary of State and how to use the activity checklist - GOV.UK (www.gov.uk)</p> <p>Arts participation Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> | 3 |
| <p><i>ELSA training and small group intervention</i></p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>At the end of last academic year we had 62 children on our pastoral register who were receiving support from our ELSA-training Learning Mentor. 53% of these children are Pupil Premium. There is a need to train a further member of staff to run group sessions for children on the register who require group SEMH support and intervention.</p> | 2 |

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| <p><i>Drawing and talking therapy (delivered 1-2-1 by the learning mentor)</i></p> | <p>Once we have a further member of staff trained to deliver SEMH intervention, our learning mentor will be able to provide more 1-2-1 mentoring and support for children who are currently experiencing difficult circumstances such as family illness and bereavement.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Having found the drawing and talking elements of the ELSA training particularly effective, our Learning Mentor will be undertaking specific training in this approach.</p> <p>Drawing and Talking helps teachers tackle children's mental health issues Primary Times</p> | <p>2</p> |
| <p><i>Pupil Premium register</i></p> | <p>We have developed a register of the Pupil Premium children to track and monitor academic attainment, participation in extra-curricular activities, intervention, home support and any areas of concern. This register is updated three times a year and allows Pupil Premium leads and SLT to monitor these children closely and avoid assumptions when implementing intervention or developing policy. This is also a highly effective tool during transition from one year group to the next.</p> | <p>all</p> |
| <p><i>FIT Team and parent coffee mornings</i></p> | <p>Our Family Inclusion Team (FIT) continue to support families and carers academically, socially and emotionally. The FIT team provide a first point of contact for a range of issues and this year will be hosting coffee mornings to encourage families to interact with the school. Evidence from the EEF finds that parental engagement has a positive impact of 4 months additional progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | <p>2 and 3</p> |
| <p><i>Attendance EWO</i></p> | <p>DfE research shows that 'overall absence has a negative link to attainment'. The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</p> <p>We will continue to work with the Education Welfare Officer to ensure that there continue to be no significant gap between the attendance of our Pupil Premium children and their peers.</p> | <p>4</p> |
| <p><i>Free breakfast club places for PP</i></p> | <p>We are supporting families by ensuring that Pupil Premium children have access to free places at our school Breakfast Club in order to improve attendance and minimise lateness. Children also have access to a nutritional breakfast ensuring that they do not start their school day hungry. Although our Breakfast club is not part of the National School Breakfast Programme (NSBP) or <i>Magic Breakfast</i>, it is still the case that (in line with the EEF impact evaluation):</p> <p><i>offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</i></p> <p>National School Breakfast Programme EEF (educationendowmentfoundation.org.uk)</p> | <p>4</p> |

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| <p><i>Live music opportunities</i></p> | <p>We are ensuring that all children have access to the opportunity to hear live music. This is to increase children’s cultural capital and aspirations not to directly impact on their educational attainments gains. Although some research looks into correlations between arts education and academic attainment, this is not the purpose of our inclusion of this within our strategy. In his forward to the EEF evidence review of the <i>Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children</i> (See and Kokotsaki), Sir Kevan Collins asserts that:</p> <p><i>In my view, schools should still find space in their day to ensure all children benefit from a stimulating arts education. We should continue to investigate links to other outcomes we value, but we shouldn’t expect everything to link tightly to academic attainment. Instead, we should teach the arts for their own sake – for the intrinsic value of learning creative skills and the enjoyment they bring – while at the same time doing our level best to ensure our children and young people leave school with a good level of literacy, numeracy and scientific curiosity.</i></p> <p><u>Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children/ EEF</u></p> | <p>3</p> |
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Total budgeted cost: £122,399

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.

| Our identified challenges last year were: | |
|---|---|
| 1 | 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 Year 6. |
| 2 | Observations and records from the SENCo and Learning Mentor indicate an increase in children with SEMH needs, including some of those from adopted families. |
| 3 | Pupil voice indicates that some children do not have the wider opportunities outside of school to develop holistically and build high aspirations for their future |
| 4 | Our attendance data indicates a good recovery from COVID, which we aim to maintain and continue to improve upon. |
| 5 | 27% of our pupil premium children are also on the SEN register. |
| 6 | Teacher monitoring indicates that pupil premium children are reading less at home. Assessment data at the end of KS2 indicates a larger attainment gap between pupil premium and their peers. |

By the end of the 22/23 policy our outcomes were (success criteria has been RAG rated, Green - achieved, yellow – partially achieved, pink – incomplete):

| Intended outcome | Success criteria |
|--|---|
| 1) Improving children's confidence in using and understanding varied vocabulary. | <p>Continue performing above average in the Phonics Screening Test.</p> <p>Increase staff confidence in teaching vocabulary strategies. (TAs)</p> <p>Curriculum planning – including vocabulary to explicitly teach and the use of knowledge organisers.</p> <p>Teaching staff to continue to identify gaps and organise interventions/pre teaching where appropriate.</p> <p>Move towards a 'whole class shared reading' approach to teaching reading in KS2.</p> |
| 2) Children and parents know where to turn to for help and support. Lost learning time due to these factors is minimised. | <p>To have a clear referral process for Learning Mentor support.</p> <p>To indicate pupil premium children on the pastoral register.</p> <p>To provide 1:1 and group intervention for children with SEMH needs.</p> <p>To communicate effectively with parents and provide opportunities for drop-ins for support and advice.</p> <p>To sustain high levels of wellbeing as demonstrated by qualitative data from student voice, parent surveys and teacher observations.</p> |
| 3) To have a significant increase in participation in enrichment activities (CTK Experience), particularly among disadvantaged children. | <p>Appoint a designated member of staff for extra-curricular activities and holistic development (GO).</p> <p>Begin to track PP children's participation</p> |

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| | <p>Families know how to access subsidy and support for children's involvement in trips and extra-curricular activities.</p> <p>Subject leaders to ensure that the curriculum provides opportunities from the CTK experience.</p> |
| 4) To achieve and sustain attendance above national average from all pupils, particularly our disadvantaged children. | <p>The overall absence rate for all pupils to be no more than 4%.</p> <p>To ensure there is no attendance gap between disadvantaged pupils and their peers.</p> <p>To have an awareness among children and families of what our aims are for attendance (96%) and a shared vision and responsibility for achieving this.</p> <p>Establish a chain of support for families with persistent absence.</p> |
| 5) To further tailor our curriculum planning to become more inclusive of SEN learners. | <p>Increase staff confidence in adapting planning for SEN learners.</p> <p>Subject leaders to focus on SEN accessibility for their subject.</p> <p>To ensure SEN learners have opportunities to experience the curriculum at their own level.</p> |
| 6) To improve reading attainment amongst disadvantaged pupils. | <p>More evidence of pupil premium children reading at home.</p> <p>More KS2 children engaging with Accelerated Reader.</p> <p>Higher teacher awareness of suitable texts to engage reading across all groups.</p> |

Challenge and outcome 1

We made good progress with this outcome last year so have adapted it for the current strategy to focus on staff confidence and training. We have examined the successful approach used within our EYFS team for communicating key vocabulary and how to teach this to support staff. This has then been used to support and train teachers in effective 'team planning time' which all year groups will now have during Monday assemblies. Children are now more confident using and understanding varied vocabulary and this will continue to be monitored, particularly in the new shared reading sessions. To increase this further, we will also be rolling out the use of a widget resource to improve the dual coding that takes place when new vocabulary is introduced. We aim to progress this target next year to incorporate oracy as well as just vocabulary.

Challenge and outcome 2

Children and parents are now more aware of where to turn for SEMH support and help and systems around the pastoral register and the role of the Learning Mentor have improved. Two new ELSA have been appointed and training complete meaning that this year we are able to about the outcome to ensure that parents and children have access to a wider range of support. The new ELSAs will now focus on group SEMH intervention whilst the Learning mentor focusses on 1-2-1 sessions for children more in need. These will often deploy the 'drawing and talking' strategies learnt as part of training last year. We will continue to build on the popularity of FIT team coffee mornings by rebranding these as 'Come and... read/play/talk/craft' and communicating that these are open to all. Zones of regulation

training for staff and children will allow children to self-regulate independently and well being warriors are being introduced.

Challenge and outcome 3

Last year there was a significant increase in children participating in the CtK experience (our enrichment activities programme) and this year we aim to track this better. We will be focusing on raising children’s awareness of the opportunities available and on promoting these and making them as accessible as possible for Pupil Premium children. The trips programme has been reviewed and amended where appropriate. This year there will be a focus on live music opportunities.

Challenge and outcome 4

In line with our target, attendance last year was above national average for all pupils, including disadvantaged children. This year we aim to sustain this but we will also focus on persistent absence and lateness among key highlighted disadvantaged families by offering tailored support.

Challenge and outcome 5

Last year, staff training and support ensured that confidence in adapting lessons for SEND learners increased. This year we have narrowed the target to specifically focus on techniques to scaffold and support SEND learners in both the classroom and interventions. Further training will be provided to TAs in using the pyramid of support and we will focus on SEND questioning. Teachers are being encouraged to target ‘PP-first’ by using the PP children in their class as a lens to focus their planning and ongoing assessment through targeted questioning.

Challenge and outcome 6

This year’s target has been adapted to focus on identifying and supporting disadvantaged children who have the potential of achieving greater depth in reading. Teachers will be more aware of who these children are and book clubs will be available in UKS2. Star reader booklists will be purchased for PP children to take home and read.

Review of outcomes in the previous academic year

Outcomes at EYFS and Key Stage 1

| Reception | All School | All National 2023 | Disadvantaged School | Disadvantaged National 2022 |
|-----------|------------|-------------------|----------------------|-----------------------------|
| GLD | 74% | 67.2% | 62.5% | 49% |

| Year 1 Phonics | All School | All National 2023 | Disadvantaged School | Disadvantaged National 2022 |
|----------------|------------|-------------------|----------------------|-----------------------------|
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| Phonics Screen | 96% | 79% | 100% | 62% |
|----------------|-----|-----|------|-----|

| Key Stage 1 Year 2 | All School | All National 2023 | Disadvantaged School | Disadvantaged National 2022 |
|---|---------------|----------------------|-------------------------|--------------------------------|
| Achieving expected standards in Reading | 74% | 68% | 60% | 51% |
| Achieving expected standards in Writing | 64% | 60% | 40% | 41% |
| Achieving expected standards in Maths | 73% | 70% | 50% | 52% |
| Achieving expected in R/W/M | 59% | | 30% | |
| Exceeding expected standard in Reading | 26% | 19% | 0% | 8% |
| Exceeding expected standard in Writing | 17% | 8% | 0% | 3% |
| Exceeding expected standard in Maths | 21% | 16% | 0% | 7% |
| Exceeding in R/W/M | 10% | | 0% | |

Outcomes at Key Stage 2

| Key Stage 2 Year 6 | All School | All National 2023 | Disadvantaged School | Disadvantaged National 2023 |
|--|---------------|----------------------|-------------------------|--------------------------------|
| Achieving expected standard in Reading | 89% | 73% | 76% | 60% |
| Achieving expected standard in Writing | 87% | 71% | 76% | 58% |

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| Achieving expected standard in SPAG | 85% | 72% | 70% | 59% |
| Achieving expected standard in Maths | 89% | 73% | 81% | 59% |
| Achieving Expected in R/W/M | 75% | 60% | 57% | 44% |
| Achieving the higher standard in Reading | 31% | 29% | 24% | 17% |
| Achieving the higher standard in Writing | 35% | 13% | 43% | 6% |
| Achieving the higher standard in SPAG | 39% | 30% | 50% | 17% |
| Achieving the higher standard in Maths | 34% | 24% | 29% | 12% |
| Exceeding in R/W/M | 17% | 8% | 14% | 3% |

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

| Programme | Provider |
|---------------|----------|
| Dyslexia Gold | |
| ELSA | |
| Welcomm | |