

# Pupil premium strategy statement – Portswood Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	126 (29%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026 (Year 2 of 3)
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Anthony Head (Headteacher)
Pupil premium lead	Jeavon Leonard (Deputy Headteacher)
Governor / Trustee lead	Jo McKeown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	152,440
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>152,440</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives for disadvantaged pupils are:

- To deliver at least good or better learning for all
- To diminish the attainment gap between the school's disadvantaged pupils and all others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To increase the academic progress of disadvantaged pupils

Economic disadvantage should not be a barrier to academic attainment.

## Challenges

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

Challenge number	Detail of challenge
1	<p>English as an additional language (EAL)</p> <p>A learner of English as an additional language (EAL) is a pupil whose first language is other than English. First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community.</p> <p>59% (74) of disadvantaged pupils at Portwood Primary School are registered as EAL learners 20 home languages, other than English, are spoken by our pupil premium recipients.</p>
2	<p>Special Educational Needs (SEND)</p> <p>SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>30% (38) of disadvantaged pupils at Portwood Primary School are registered as SEND learners.</p> <p>5 of these disadvantaged pupils have an EHCP 16 disadvantaged pupils have Speech, Language and Communication Needs. 7 disadvantaged pupils have autistic spectrum disorder. 11 disadvantaged pupils have cognitive processing needs. 6 disadvantaged pupils have social and emotional needs.</p>
3	<p>Persistent low attendance causes gaps to develop within pupil subject knowledge.</p> <p>Pupil Premium attendance 23-24 = 93.2% (whole school 95.0%) 26 disadvantaged pupils had an attendance figure below 90% for the 2023-24 academic year. 18 disadvantaged pupils had an attendance figure below 90% for the 2022-23 academic year. 26 disadvantaged pupils had an attendance figure below 90% for the 2021-22 academic year.</p>

4	<p>Communication and Language</p> <p>Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant impact on future school performance.</p> <p>16 disadvantaged learners at Portswood Primary School have an identified speech and language need.</p>
5	<p>Parental/Carer engagement</p> <p>Parents and carers of disadvantaged children are under-represented at parental events e.g. parents' evenings, consultation meetings, learning workshops, assemblies</p> <p>In 2023-24 – 28 recipients of pupil premium had no parental engagement at parent consultation events.</p> <p>A further 22 pupils only had representation at 1 out of 3 parent consultation events.</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
Progress and attainment in Reading	Achieve above national average progress scores in KS2 Reading Attainment in reading should be in-line with national non-disadvantaged standards at the expected standard
Progress and attainment in Writing	Achieve above national average progress scores in KS2 Writing; Attainment in writing should be in-line with national non-disadvantaged standards at the expected standard.
Progress and attainment in Mathematics	Achieve above national average progress scores in KS2 Mathematics. Attainment in maths should be in-line with national non-disadvantaged standards at the expected standard.
Phonics	Attainment is above that of national non-disadvantaged standards
Year 4 Multiplication Tables Check	Attainment is above that of national non-disadvantaged standards
Other	Improve attendance of disadvantaged pupils to be in-line with school average (95%+)

## 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: £92440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deliver high quality teaching, assessment and a curriculum for phonics and early reading	<p>Teaching and Learning toolkit – Phonics  <a href="#">Click here</a></p> <p>EEF Guidance report: Improving Literacy in Key Stage 1: Recommendation 3: Effectively implement a systematic phonics programme.  <a href="#">Click here</a></p> <p>DFE: The reading framework - Teaching the foundations of literacy: Sections 3 -5.  <a href="#">Click here</a></p> <p>EEF Guidance report: Improving Literacy in Key Stage 2: Recommendation 7: Use high quality structured interventions to help pupils who are struggling with their literacy.  <a href="#">Click here</a></p>	1,2,4
Develop the school's provision for handwriting and curriculum for grammar, punctuation and spelling	<p>EEF Guidance report: Preparing For Literacy Recommendation 3: Develop children's capability and motivation to write  <a href="#">Click here</a></p> <p>EEF Guidance report: Improving Literacy in Key Stage 1:            Recommendation 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling            Recommendation 7: Use high quality information about pupils' current capabilities to select the best next steps for teaching  <a href="#">Click here</a></p> <p>EEF Guidance report: Improving Literacy in Key Stage 2 Recommendation 5: Develop pupils' transcription and sentence construction skills through extensive practice            Recommendation 6: Target teaching and support by accurately assessing pupil needs  <a href="#">Click here</a></p>	1,2

<p>Professional development. To include: handwriting, language Intervention (NELI), emotional support, wellbeing and SEND support (Attention Autism)</p>	<p>EEF Guidance report: Effective Professional Development</p> <p>Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. <a href="#">Click here</a></p> <p>EEF Guidance report: Preparing For Literacy</p> <p>Recommendation 1: Prioritise the development of communication and language</p> <p>Recommendation 3: Develop children's capability and motivation to write <a href="#">Click here</a></p> <p>EEF Guidance report: Improving Literacy in Key Stage 1:</p> <p>Recommendation 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling</p> <p>Recommendation 7: Use high quality information about pupils' current capabilities to select the best next steps for teaching <a href="#">Click here</a></p> <p>EEF Guidance report: Improving Literacy in Key Stage 2 Recommendation 5: Develop pupils' transcription and sentence construction skills through extensive practice</p> <p>Recommendation 6: Target teaching and support by accurately assessing pupil needs <a href="#">Click here</a></p> <p>EEF Guidance Report: Improving Social and Emotional Learning in Primary Schools</p> <p>Recommendation 5 Reinforce SEL skills through whole-school ethos and activities <a href="#">Click here</a></p> <p>EEF Guidance Report: Special Educational Needs In Mainstream Schools</p> <p>Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs <a href="#">Click here</a></p> <p>EEF Guidance Report: Making Best Use Of Teaching Assistants</p> <p>Recommendation 4: Ensure TAs are fully prepared for their role in the classroom <a href="#">Click here</a></p>	<p>1,2,4</p>
<p>Development of Early Years curriculum</p>	<p>EEF Guidance report: Preparing For Literacy</p> <p>Recommendation 1: Prioritise the development of communication and language</p> <p>Recommendation 3: Develop children's capability and motivation to write</p>	<p>1,2,4</p>

	<p>Recommendation 6: Use high quality assessment to ensure all children make good progress</p> <p><a href="#">Click here</a></p> <p>Teaching and Learning toolkit – Communication and Language approaches</p> <p><a href="#">Click here</a></p> <p>Teaching and Learning toolkit –Physical development approaches</p> <p><a href="#">Click here</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £58000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition led by experienced teaching staff.	Teaching and Learning toolkit – Small Group Tuition. <a href="#">Click here</a>	1,2
Teaching assistant led intervention to support phonics learning, retention and reading	Teaching and Learning toolkit – Teaching Assistant Interventions <a href="#">Click here</a> EEF Guidance report: Making Best Use of Teaching Assistants - Recommendation 5 and 6: Use TAs to deliver high quality one-to-one and small group support using structured interventions <a href="#">Click here</a>	1,2,4
Nuffield Early Language Intervention (including Whole Class NELI) Whole class, small group and individual sessions to develop vocabulary and narrative skills in nursery and reception aged pupils;	EEF Project: Nuffield Early Language Intervention <a href="#">Click here</a>  EEF Guidance report: Preparing For Literacy Recommendation 1: Prioritise the development of communication and language <a href="#">Click here</a>	1,4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop school's approach to communicating and supporting parents through programme of parental workshops, resources being made available to support learning at home supporting families to be appropriately prepared for school.</p>	<p>EEF Guidance report: Working With Parents To Support Children's Learning: Recommendations 1-3: Critically review how you work with parents; Provide practical strategies to support learning at home; Provide practical strategies to support learning at home  <a href="#">Click here</a>                      Teaching and Learning toolkit – Parental Engagement  <a href="#">Click here</a></p>	<p>3,5</p>
<p>Develop school's approach to supporting and challenging attendance. Increased communication and awareness of pupil attendance rates and expectations.</p>	<p>DFE Case Study – Improving attendance: good practice for schools and multi-academy trusts  <a href="#">Click here</a></p>	<p>3,5</p>
<p>Develop school's approach to understanding and supporting pupil wellbeing.</p>	<p>EEF Guidance report: Improving Social And Emotional Learning In Primary Schools: Recommendations 1-2: Teach social and emotional literacy skills explicitly; Integrate and model these skills through everyday teaching                      Recommendations 5: Reinforce SEL skills through whole-school ethos and activities  <a href="#">Click here</a></p>	<p>2,3,5</p>

**Total budgeted cost: £ 125319**

## Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### Summary

#### Outcomes for disadvantaged pupils

Good Progress                       Average progress                       Minimal progress

The attainment of our disadvantaged pupils at the end of Key Stage 2 continues to be favourably comparable against the national attainment of non-disadvantaged pupils. This pupil group has continued to make good progress within school. Positive attainment is also repeated in Year 4 Multiplication Tables Check outcomes. There is a gap between the attainment of disadvantaged pupils and non-disadvantaged pupils' phonic outcomes; the progress being made by this group of pupils towards the expected standard is significant. Retention of phonics needs to be a continued focus.

#### Teaching

Good Progress                       Average progress                       Minimal progress

There has been excellent progress in ensuring that the systematic synthetic phonics teaching program provided for pupils is of high quality and is taught with fidelity. Internal and external evidence suggests the focus on good phonic outcomes for all pupils is making a difference to early reading outcomes. Thorough systematic checks for understanding, targeted support and effective CPD for staff have contributed to this. Assessment of writing is secure across the school and supports the effective identification of pupil needs. Handwriting remains a potential barrier to pupil attainment and new approaches have been rigorously researched. Staff training has ensured that progress towards developing effective provision in this area will be rapid and will develop pupils' fluent transcription. The development of Early Years curriculum to ensure that opportunities for pupil engagement and are prioritised is making good progress.

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

Good Progress                       Average progress                       Minimal progress

There is evidence that pupils in small group intervention led by experienced teaching staff make good progress and attain well. Intervention based on early language acquisition continue to have positive impact on pupils' retention of foundational language. The National Tutoring fund and interventions for phonics were used to support significant work in targeted areas however the nature of pupils supported does not always transfer into wider attainment.

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

Good Progress                       Average progress                       Minimal progress

Despite the best efforts of the school to support pupil attendance there is still some progress to be made in tackling the attendance of disadvantaged learners, particularly in terms of the number of persistently absent disadvantaged pupils. In relative terms, there has been a small improvement in attendance for all pupil groups, including disadvantaged, and these are broadly comparable to national attendance patterns. The school's approach to engaging with the parental/carer community is making good progress. Both of these areas need to be a continued focus for the school.

**See section below for further details of activity and progress in the 2023-24**



## Outcomes for disadvantaged pupils

**NB: No progress measures will be published in 2024 as an after effect of the Covid 19 pandemic; All progress measures indicated for the 2023-24 academic year will be based on the last assessment data that was collected in the spring term of 2019.**

<b>Progress towards intended outcomes by the end of our current strategy plan</b>		
<b>Intended outcome</b>	<b>Success criteria</b>	<b>Current position</b>
Progress in Reading	Achieve above national average progress scores in KS2 Reading; Attainment in reading should be in-line with national non-disadvantaged standards at the expected standard.	<p>Based on a cohort of 14 pupils:</p> <p>2024: Reading at the expected standard: Disadvantaged: 93% National other (2023) 78%</p> <p>Internal progress measures indicate that: All disadvantaged pupils made expected or better progress from their relative KS1 starting points. A significant minority (42%) made better than expected progress.</p> <p><u>Reading Attainment:</u> <u>Previous pupil premium progress in reading:</u> 2023: -1.6 based on a group of 12 pupils. National other progress (2023) = +0.43</p> <p>2022: +5.03 2019: +4.96</p>
Progress and attainment in Writing	Achieve above national average progress scores in KS2 Writing; Attainment in writing should be in-line with national non-disadvantaged standards at the expected standard.	<p>Based on a cohort of 14 pupils:</p> <p>2024: Writing at the expected standard: Disadvantaged: 86% National other (2023) 77%</p> <p>Internal progress measures indicate that: All disadvantaged pupils made expected or better progress from their relative KS1 starting points. A significant minority (42%) made better than expected progress.</p> <p><u>Previous pupil premium progress in writing:</u> 2023: +1.17 based on a group of 12 pupils. National other progress (2023) =+0.36</p> <p>2022: +3.11 2019: +0.60</p>

<p>Progress and attainment in Mathematics</p>	<p>Achieve above national average progress scores in KS2 Mathematics. Attainment in maths should be in-line with national non-disadvantaged standards at the expected standard.</p>	<p>Based on a cohort of 14 pupils: 2024: Mathematics at the expected standard: Disadvantaged: 93% National other (2023) 79%</p> <p>Internal progress measures indicate that: All disadvantaged pupils made expected or better progress from their relative KS1 starting points. A significant minority (42%) made better than expected progress.</p> <p><u>Previous pupil premium progress in maths:</u> 2023: Pupil premium progress in maths +1.31 based on a group of 12 pupils. National other progress (2023) =+0.51</p> <p>2022: +5.71 2019: +3.14</p>
<p>Phonics</p>	<p>Attainment is above that of national non-disadvantaged standards</p>	<p>Pupil premium attainment in Year 1 phonics is 64% based on a group of 14 pupils. School attainment = 85% National other attainment (2023) = 83% This represents a difference of -3 pupils.</p> <p>By the end of Year 2 disadvantaged attainment = 85% (17/20 children) School attainment = 93% National other (2022) = 90% This represents a difference of -1 pupils.</p> <p><u>Previous attainment:</u> 2023: Y1: 80% Y2: 73% 2022: Y1: 55% Y2: 88% 2021: Y1: 75% Y2: 79%</p>
<p>Year 4 Multiplication Tables Check</p>	<p>Attainment is above that of national non-disadvantaged standards</p>	<p>Based on 17 pupils Pupil premium average score = 21.3; % scoring 25 = 41% 2023 National 'other pupils' = 20.9; % scoring 25 = 30% This represents a difference of +2 pupils.</p> <p><u>Previous attainment:</u> 2023: Average = 22.5 % scoring 25 = 30% 2022: Average = 22.0 % scoring 25 = 23%</p>
<p>Other</p>	<p>Improve attendance of disadvantaged pupils to be in-line with 2022 school average (95% -</p>	<p>2023-2024 Attendance figures: Change from 2022-23 shown in brackets All Pupils = 95.0% (+0.6%) Disadvantaged = 93.2% (+0.4%)</p>

	<p>gov.uk – school performance tables)</p>	<p>Non disadvantaged = 95.7% (+0.8%)</p> <p>2022-2023 Attendance figures:  All Pupils = 94.4%  Disadvantaged = 92.8%  Non disadvantaged = 94.9%</p> <p>2021-2022 Attendance figures:  All Pupils = 93.4%  Disadvantaged = 91.6%  Non disadvantaged = 93.4%</p>
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## Review of outcomes of activity in this academic year

### Teaching

Activity	Impact of this approach
<p>Developing high quality teaching, assessment and a curriculum for phonics</p>	<p>Little Wandle SSP has been implemented throughout school. All staff have received relevant training for the delivery of this and there is a fidelity to the requirements of the SSP.</p> <p>Regular assessment of phonic retention is in place, and this allows for rapid identification and deployment of appropriate support and intervention for pupils. This assessment has been developed to include analysis of success and areas for further embedding of learning at a word/sound level for both individual pupil and cohort level. This provides powerful information to support effective adaption and support and to allow for adaptation to the teaching and learning received by pupils. This use of assessment, to determine where revisiting of prior learning needs to occur, has led to greater phonic retention across the cohort.</p> <p>We have also been able to use this assessment intervention to summarise the position of phonics learning across the school and use this to deploy staff to the best effect.</p> <p>All assessment information is now shared with parents as assessments are completed and parents are signposted to online videos, and other resources, that they can use to support additional phonics practise at home.</p> <p>Phonics training has been sustained and there is a regular weekly programme of short meetings to ensure all TAs are able to get support with issues and their groups from the lead teachers. This includes the teaching teams within KS2 who still have a combination of high needs pupils receiving phonic support or who are building on from direct phonic instruction to build fluency through our phonic schemes attached guided reading programme or are implementing phonics for spelling.</p> <p>Assessment processes have been developed and are now in place for assessing the reading fluency as pupils move beyond direct phonic instruction. This allows for pupils reading texts to be skilfully matched to their current stage of reading.</p> <p>MAT – school improvement review (July 2024) stated:            “The in-depth knowledge of each pupil (supported by half termly assessments) is clear, this leads to appropriate support and adaptations for those children such as rapid catch up and adjusted groupings.”</p> <p>“Precise analysis of assessment data informs groupings. The training is high quality and ensures that the team have consistency in approach.”</p> <p>“Leaders confidently articulated the journey of strengthening fluency and comprehension and its impact on Year 5 and Year 6 outcomes. The precision and clarity of the assessment gained through Little Wandle supports personalised approaches for children to drive progress.”</p>

<p>Develop the teaching of writing; Quality of teacher assessment and school's provision for handwriting</p>	<p>As a school work was required to determine whether teacher assessment of writing was accurate. Is accurate assessment information, and therefore accurate teaching and learning priorities and decisions, being presented?</p> <p>As a school we used No More Marking (NMM) comparative judgment software to enable all staff to be engaged with the moderation and judgment of writing from Year 1 to Year 6. This model allowed for benchmarking of standards at both a school and a national level.</p> <p>At the culmination of work across the year we have learned the following:</p> <ol style="list-style-type: none"> <li>1) Through the use of No More Marking (NMM) comparative judgment, we can identify that the vast majority of our judgments, made across the whole school teaching staff, are accurate</li> <li>2) There is, rightly, some caution around the assessment of writers at the GDS standard; as a staff, we refocused on the definition of 'greater depth within the standard'</li> <li>3) Teachers have a strong knowledge of the position of learners at the boundary of judgments: They know when a child is a border-line writer and can skilfully assess the areas which need to be developed in order to secure future attainment.</li> <li>4) Some re-visiting of the assessment criteria for writing was required to ensure that the criteria for curriculum development effectively matched the assessable outcomes and that developments allowed for practice and refining of these key skills.</li> <li>5) There is skilled leadership across the school to support development of writing assessment, including two fully trained LA moderators being on the teaching staff.</li> <li>6) Staff are now able to utilise the premise of comparative judgment to effectively assess pupil writing at a class and phase level.</li> <li>7) Follow up moderation and standardisation exercises within and without of the school showed that teacher assessments were accurate; judgments were agreed.</li> <li>8) As part of the pupil progress review process NNM identified GDS pupils were discussed and barriers to marking judgements identified.</li> </ol> <p>MAT – school improvement review (March 2024) stated:</p> <p>“Leaders articulate clearly the significant impact that NMM has had on the confidence of the staff to accurately identify strengths and gaps in their pupils’ writing. Systems for moderation followed by pupil progress meetings have been implemented which support teacher identifying barriers and then planning teaching accordingly. It supports with ensuring that the right students are targeted for support.” (SIP Review March 2024)</p> <p>As part of the development of writing, it became apparent that handwriting was becoming a increasingly frequent barrier to assessment of writing being at age related expectations, particularly at the end of Key Stage 1 and Key Stage 2.</p>
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	<p>We ascertained that we needed to develop handwriting across the school, starting with a focus on both fine and gross motor skills in the Early Years Foundation Stage.</p> <p>Research, including referencing : Telling the story: the English education subject report (Ofsted March 2024) suggested we need to develop handwriting which would support:</p> <ul style="list-style-type: none"> <li>• developing transcription skills that are accurate and can be performed automatically.</li> <li>• give sufficient teaching and practice to become fluent with transcription early enough.</li> <li>• give pupils enough teaching and practice to gain high degrees of fluency in handwriting.</li> <li>• overcoming weaknesses in letter formation and pen grip which make it difficult for pupils to learn to join their handwriting and can be significantly harder to address at a later stage</li> </ul> <p>Rigorous research was carried out to identify the handwriting scheme that would address these areas, and benefit the pupils in our school. The scheme selected is Kinetic Letters.</p> <p>The selection of a handwriting scheme has taken place and this has now been introduced to staff as part of the recent INSET training. Preparatory work has commenced with both staff and pupils to place the school in a position to effectively launch the new scheme in September 2024.</p> <p>The resourcing and training required to do this has been purchased using the school's Pupil Premium funding.</p>
<p>Professional development. To include: handwriting, assessment of writing, language Intervention (NELI), emotional support, wellbeing and phonics.</p>	<p>Handwriting: As part of this professional development work English leaders have been released from teaching to: research handwriting schemes available; visit school's to see handwriting schemes in action; meet with representatives of the handwriting schemes; work together to develop implementation plan.</p> <p>INSET was provided to all staff introduce the selected scheme and to complete initial training to place the school in a position to effectively launch the new scheme in September 2024</p> <p>Assessment of writing: Increased moderation of writing activity was completed across 9 professional development meetings.</p> <p>Emotional Support: A member of school staff has now completed ELSA training (funded through PP grant) and is bring used to support the emotional needs of pupils across the school. During the 2023-24 academic year 7 pupils accessed this support. 4 of these were disadvantaged pupils.</p> <p>MAT – school improvement review (March 2024) stated: “The emotional support offer has been enhanced through formal ELSA and informal mentoring that is taking place to support the more vulnerable pupils.”</p> <p>Wellbeing:</p>

	<p>Staff development work has included the generation of an ethos statement look like for wellbeing; linking of school 'learner qualities' and curriculum to promoting wellbeing; Strategies for promoting well-being in teaching and learning.</p> <p>This work culminated in the school determining 5 ways to wellbeing which is now central to all wellbeing messaging and work across the school and an increased personal development visibility of the topic of wellbeing.</p> <p>An experienced teacher completed the Senior Mental Health Leaders qualification and lead this work with support from SLT across the school community.</p> <p>Mental Health Support Team also lead work on professional wellbeing with all staff.</p> <p>MAT – school improvement review (March 2024) stated: "Children were particularly articulate around what wellbeing means to them and to Portswood. This has been developed with PSHE sessions across the school and features in every celebration assembly. Each assembly now also contains a 'challenge' related to improving your wellbeing and that of those around you. Children can articulate that 'wellbeing is feeling happy, safe or healthy and the ability to cope with challenges in life'.</p> <p>Phonics: Weekly timetabled phonics meeting for all teaching and support staff. 4 professional development meetings were used to ensure that key messages and developments including developments in assessment were shared. (impact: see page 10 and 12)</p> <p>BLAST/NELI early language intervention: Blast training has been completed by 3 additional members of staff. NELI training has been completed by 3 additional members of staff who are now able to deliver the NELI programme. (see pg.17-18 for impact).</p>
<p>Development of Early Years curriculum</p>	<p>SLT have worked alongside the Early Years leader and wider Early Year staff to:</p> <ul style="list-style-type: none"> <li>• Develop more robust curriculum planning and assessment.</li> <li>• Prioritise the alignment of children's interest and curriculum, to develop explicit writing and talk opportunities, and target the engagement of more reluctant learners.</li> <li>• Use the pupil progress process to carefully consider the needs of individual pupils, and the assessment requirements of the EYFS curriculum, to tailor the approaches used.</li> <li>• Develop continuous provision to incorporate a greater breadth of National Curriculum subjects, ensuring that Early Years effectively prepares pupils for entry into Key Stage 1.</li> <li>• Develop strong foundational knowledge, and the assessment of its retention, to build pupil schema to support their effective transition into Key Stage 1.</li> </ul>

	<ul style="list-style-type: none"> <li>• Review group sizes, and wider provision to ensure increased opportunity for effective interaction between adult and pupils during guided and discovery learning.</li> </ul> <p>Throughout the year CPD has been provided for all staff to:</p> <ul style="list-style-type: none"> <li>• developing subject leader’s knowledge of the EYFS.</li> <li>• developing subject leader’s knowledge of assessment in EYFS.</li> <li>• identify strengths and areas of development within the EYFS. curriculum EYFS support effective transitions into KS1.</li> <li>• develop a coherent progression of skills from EYFS to national Curriculum years.</li> <li>• experience teaching and learning in the early years setting</li> </ul> <p>“Leaders are taking a considered approach to training ensuring that expertise is developed which is resulting in a strengthened delivery of the curriculum. Learning walks evidenced, meaningful experiences across all levels of learning and staff’s clear understanding of prioritising sequencing of the curriculum from Early Years.” MAT – school improvement review (March 2024)</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13284

Activity	Impact of this approach
Small Group Tuition led by experienced teaching staff.	<p>Booster provision for Y6 pupils in place from October 2023 to June 2024 – The cohort included 14 disadvantaged pupils.</p> <p>28 pupils received small group tuition for English (10 of these pupils were pupil premium recipients) 27 pupils received small group tuition for maths (10 of these pupils were pupil premium recipients)</p> <p>Attainment of these pupils was as follows: Reading: EXS+ 82% (PP pupils = 93%) Writing: EXS+ 83%% (PP pupils = 86%) Maths: EXS+ 92% (PP pupils = 93%)</p> <p>Running these interventions also allowed for smaller class size for lower/mid attaining pupils, with an additional adult to support SEND pupils to access learning. This allowed these pupils to secure EXS+ standard and/or make good or better progress.</p> <p>The additional adult in Y6, was then used to run further small group intervention sessions based on identified needs, external to taught sessions.</p>
National tutoring program – small group; 1:1 intervention to support attainment in Phonics, English and Maths	<p>87 pupils received 4500 hours of additional learning support across the school in the 2023-24 academic year. 39 of these pupils were disadvantaged. (37% of entire disadvantaged cohort)</p> <p>Interventions were needs based, identified and led by the child’s class teacher. The support of children was delivered with regularity and consistency of timetable for a sustained period of time, as recommended by the NTP.</p>



(funded through Catch Up Premium)	<p>Interventions, across all school year groups, were used to support:</p> <p>English reading and writing  guided reading  reading comprehension  phonics: rapid catch-up intervention, precision teaching, blending and 'tricky word' reading  Maths fluency and times table retention  Nuffield Early Language Intervention (NELI) in the reception year. Intervention has supported the attainment, or progress towards attainment, for all pupils supported.  They have contributed to the outcomes for pupils identified on pages 8-10 of this document.</p>
Teaching assistant led intervention to support phonics learning, retention and reading	<p><b>Year R:</b>  11 pupils in total received intervention for phonics and early reading (5 of which are PP recipients)  4/11 attained ELG for word reading (1 PP recipient)</p> <p><b>Year 1:</b>  36 pupils in total received intervention for phonics and early reading (10 of which are PP recipients)  29/36 attained 32+ in Phonic Screening Check (8/100 PP children attained 32+)  Average score of pupils below 32 = 25.6</p> <p><b>Year 2:</b>  14 pupils in total received intervention for phonics and reading (5 of which are PP recipients)  10/14 pupils had met expected standard in phonics by the end of Year 2. The average score for those pupils within this group not attaining the standard was 26.5  There are 3 disadvantaged pupils who had not attained the expected standard in phonics by the end of year 2.  4/14 pupils attained the expected standard in reading at the end of Key Stage 1.</p> <p><b>Year 3:</b>  12 pupils in total received additional intervention for reading/phonics (7 of which are PP recipients)  1 of these pupils is now meeting ARE for the end of Year 3.</p> <p><b>Year 4:</b>  10 pupils in total received 1:1 intervention for reading (6 of which are PP recipients)  3 of these 10 pupils are now meeting ARE for pupils at the end of Year 4, including 2 PP recipients.</p> <p><b>Year 6:</b>  15 pupils in total received intervention for reading/phonics (3 of which are PP recipients)  5 of these pupils have now met ARE for pupils at the end of Key stage 2, including 2 out of 3 PP recipients. The average scaled score for the pupils working below ARE is 94.</p>
Boost Language Auditory Skills and Listening (BLAST) Nuffield Early Language	BLAST language intervention has been running throughout the nursery setting for the 2023-24 academic year.

Intervention (NELI):  
Small group and individual sessions to develop vocabulary and narrative skills in nursery and reception aged pupils;

Pupils received structured speech and language sessions, led by a qualified teacher, in small sized groups on each day they attended the setting.

20 out of 26 pupils were demonstrating age related milestones as set out in the Development Matters framework (including 3 out of 5 EYPP recipients)

NELI intervention was run for 9 pupils in Yr R; 6 of these pupils are disadvantaged.

All pupils began the intervention being assessed as 'clear concern' using Oxford Ed. Language Screen.

By the end of the intervention 6 of 9 pupils were assessed as having 'no concern' and all other pupils as having 'slight concern'.

5 of 6 disadvantaged pupils are now assessed as 'no concern'.

Language Screen Average Centile Rank	
Start of NELI intervention – All pupils	6.3
End of NELI intervention – All pupils	39.4
Start of NELI intervention – Disadvantaged	6.6
End of NELI intervention – Disadvantaged	40.0

Language Screen assesses using standardised scores in the following areas:

Expressive vocabulary

Listening comprehension

Receptive vocabulary

Sentence repetition

In each area progress was seen. This was significant in all areas but sentence repetition where some limited progress was identified.

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

Budgeted cost: £5 000

Activity	Impact of this approach
<p>Develop school's approach to communicating and supporting parents/carers through programme of parental workshops, resources being made available to support learning at home supporting families to be appropriately prepared for school.</p>	<p>Uniform giveaway event held twice during the 2023-2024 academic year to support families.</p> <p>The provision for parental engagement has been prioritised through the use of a parent workshop overview. Each year group committed to one parent workshop and one parent open event to support learning within the classroom.</p> <p>National curriculum YR- 6 held parental presentation to offer opportunities to meet class teachers and share expectation for the academic year for all. Presentations shared online for parents unable to attend in person</p> <p>To further develop the 'love of reading' message from previous academic year, the school library has been made available after school for parent and child drop in at least once each week. This has been led by teaching staff and has been built into the school's extra-curricular offering. Each class also held a library event for parents to come and visit the library with their child's class.</p> <p>All year groups held a parental workshop on core subject development for parents. This focused on phonics and reading in Nursery, Year R, Year 1 and Year 5 and Maths in all other year groups.</p> <p>Creative art and design activities, where parents and pupils could work together, or celebrate pupil work, were held in all year groups.</p> <p>To ensure the successful completion of secondary transfer applications, Local Authority admissions team held an information and parental question workshop. All pupils had appropriate secondary application plans in place by the relevant deadlines.</p>
<p>Develop school's approach to supporting and challenging attendance. Increased communication and awareness of pupil attendance rates and expectations.</p>	<p>Termly attendance update letter for all pupils; comparing pupil rate of absence to year group average. Word count of less than 120 words for ease of communication.</p> <p>New system of attendance letters sent to parents to communicate if attendance is below school's target of 95%.</p> <p>Attendance communication sent out early in academic year to highlight the importance of attendance.</p> <p>Parental and Attendance Lead communicates with all families below target attendance of 90% to challenge and support attendance. Early help referrals made as appropriate.</p> <p>Strong liaison with Education Welfare Officer to ensure EWO attendance challenge and support if school requires greater interventions to be in place and to support vulnerable families.</p> <p>School provided greater challenge for persistent poor attendance e.g. asking to see medical proof for non-attendance.</p>

	<p>A small increase in pupil attendance occurred in the 2023-24 academic year (see page 10-11)</p> <p>In the 2023-24 academic year there were 26 disadvantaged pupils with a school attendance below 90%. This is an increase from previous academic year (see pg.2) There were 61 disadvantaged pupils with an attendance above 95%.</p> <p>The school's level of persistent absence of disadvantaged pupils (20%) is smaller than that of disadvantaged persistent absentees nationally (29%). (source: fft aspire)</p>
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## Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention	Nuffield Foundation
Little Wandle Letters and Sounds	Wandle Learning Trust