

Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Biscovey Nursery and Infants Academy
Number of pupils in school	123 (R-Y2)
Proportion (%) of pupil premium eligible pupils	29% 26% (FSM 32 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022/2022-2023/2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Katie Bullock
Pupil premium lead	Chanel Sanders
Governor / Trustee lead	Mike Brady

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,960
Recovery premium funding allocation this academic year	£5,510
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	£61,470

Part A: Pupil premium strategy plan

Statement of intent

At Biscovey Nursery and Infants Academy every child has the best start through the delivery of an ambitious curriculum. Our aim is for all pupils to have equal opportunities to succeed, regardless of their socio-economic background. Our curriculum offer is specifically designed and enriched with cultural capital to meet the interests of our pupils' background and experience, reflecting the local context and raising aspirations for all.

Our pupil premium strategy plan outlines how we aim to support all children to become competent readers as well as developing children's communication and language skills. All lessons are language rich, to develop children's vocabulary. Furthermore, our strategy highlights how we plan for children to meet age related expectations across reading, writing and maths through a tiered approach. We focus on teaching, targeted academic support and wider strategies with an aim to support our children and the community. As a school we strive for all children to have enriched learning opportunities across a broad and balanced curriculum, exploring learning through key questions. Lessons are sequenced to enable all pupils to know more and remember more. We know that consistently great teaching is paramount in supporting children, particularly disadvantaged to succeed.

The key principles of our plan are that:

- children are supported in their early reading development, delivering and monitoring the teaching of phonics, through the use of the systematic phonics program, Read Write Inc..
- children are given rich opportunities to develop early language and communication skills through high-quality teaching and targeted interventions, where appropriate
- children experience high-quality teaching across the curriculum
- metacognition and self-regulation strategies are embedded to enable children to become well-rounded and reflective learners
- relationships between home and school are strong and families feel supported

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language Development Based on data children enter the setting working below age related expectations. Ensuring children are targeted through high-quality wave one teaching, targeted interventions and speech and language therapy is key to enable all children to make progress.
2	Social and Emotional Well-being of pupils and families The school location deprivation indicator was in quintile 4 (more deprived) of all schools. With this in mind, we are aware of the need in our area and of the support that our children and families need with their social and emotional well-being.
3	Continuing to support recovery as a result of school closures. In 2020-2021 pupils had been absent from school for long periods due the school closures linked to COVID19. Children's progress and attainment has been affected as a result of the pandemic (this includes speech and language and social development as

	well as academically). We recognise the impact that this could have had on our current pupils early development. Therefore, to support recovery metacognition and feedback strategies will be used to support high-quality wave one teaching and to close the gap. For our younger children, there have been limited opportunities for social interactions with others and opportunities to develop in the prime areas.
4	<p>Reading development</p> <p>Across the school, reading outcomes have improved. We continue to recognise the importance of the systematic teaching of phonics. In recent years we have increased the % of children meeting EXS+ for reading at the end of Key Stage One. We aim to continually deliver high-quality teaching of phonics teaching to ensure we are at least in line or better than national averages for the year one PSC.</p>
5	<p>Mathematical development</p> <p>Our data shows, at the end of KS1 that the percentage of disadvantaged pupils achieving EXS has improved to be better than national average. Moving into this academic year our aim is to further develop the teaching of mathematics across the school, specifically developing the vision of mathematics across the school and embedding assessment strategies to underpin targeted teaching.</p> <p>2023 data: Disadvantaged - 61% National – 56%</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
<ul style="list-style-type: none"> ➤ Children will develop rich language and communication skills to facilitate learning across the curriculum. ➤ Improved outcomes in writing for children, because of the effective delivery of Talk for Writing. ➤ Strategies from Talk for Writing will support the teaching of an ambitious, broad and balanced curriculum, that meets the need of all pupils, including disadvantaged and SEND to make strong progress from starting points. 	<p>Children leaving EYFS will meet ARE for Communication and Language.</p> <p>Outcomes for children across all of the curriculum will reflect high quality wave one teaching that enables pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach.</p> <p>Talk for Writing will be delivered through Storytelling. An approach designed by Pie Corbett which allows pupils to learn and internalise language through the act of storytelling. We aim for this strategy to support children to achieve broadly in line with national averages for writing.</p>
<ul style="list-style-type: none"> ➤ Pupils will be developing emotionally to become confident self - assured learners. 	<p>At the end of Reception the percentage of children at the expected level for Personal, Social and Emotional Development will be in line with the national average.</p>

<ul style="list-style-type: none"> ➤ Pupils will be confident and able to self - regulate their behaviour, this will enable them to be equipped with the emotional tools to access wave one teaching. ➤ Pupils will have access to emotionally available adults to support their well-being. 	<p>Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners). Targeted children will be supported to meet their emotional needs. Whole school systems will be effective in supporting excellent behaviour for learning.</p> <p>Children in need of additional TIS support will be identified early and a comprehensive assessment will be completed to inform delivery of bespoke TIS sessions.</p>
<ul style="list-style-type: none"> ➤ Children will be competent learners and will be supported to improve their outcomes through effective feedback. 	<p>Teaching strategies will support pupils to be broadly in line with or exceed national averages for Reading, Writing, Maths.</p> <p>Children will be able to talk confidently about their learning and use self-assessment to evaluate how well they have understood a task.</p>
<ul style="list-style-type: none"> ➤ To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum. ➤ For % of children to pass the phonics screening check at the end of year one to be at least in line with national average. ➤ To ensure that pupils read with fluency and understanding which results in attainment being at least in line or exceed national averages in reading. ➤ To develop a love of reading and improve academic outcomes in phonics and reading as a result. 	<p>The percentage of children passing the phonics screening test will be at least in line with national average.</p> <p>RWI data will show that children are meeting their target group at the expected time to ensure that they are keeping up with the phonics program.</p> <p>Percentage of pupils working at age related expectations will be in line with or exceed national averages for reading.</p>
<ul style="list-style-type: none"> ➤ To raise attainment of all pupils, including disadvantaged and SEND, achieving at least in line or exceed national averages in Maths at EXS+ ➤ To increase % of children meeting GDS, including disadvantaged children. ➤ The Number Sense program to teach number facts from Reception to year 2 will be embedded. ➤ Number Sense intervention will support pupils working below age related expectations. 	<p>The percentage of disadvantaged pupils at expected and greater depth will be inline with national averages.</p> <p>Pupils will be able to rapidly recall number facts, building strong foundations for mathematics-evident in pupil outcomes.</p> <p>Pupils will be able to confidently subitise and develop number fact skills through intervention.</p>

<ul style="list-style-type: none">➤ Home/ school relations will be strong.➤ Parents will feel supported by the school.➤ Those families in need will be supported and receive support from external agencies.➤ To improve attendance and reduce levels of persistent absence➤ Attendance will be good amongst all pupils including disadvantaged.	<p>Responses from parents in parent surveys will be positive. Parents will approach school with concerns openly.</p> <p>Early help will support families in need.</p> <p>Attendance and persistent absence will continue to improve.</p>
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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: £21,538.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of phonics through a systematic phonics program: Read Write Inc.</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum. ➤ For % of children to pass the phonics screening check at the end of year one to be at least in line with national average. <p>High-quality delivery of RWI sessions will support pupils reading allowing for all pupils, including disadvantaged to read daily.</p> <p>Pupil assessment will take place termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support .</p> <p>The program is overseen by a program manager who supports staff daily in the delivery as necessary. Regular phonic assessment enables pupils / staff are supported as required. In addition, regular CPD is delivered with updates to the teaching and delivery of the program. Read Write Inc online resources are used for additional CPD.</p> <p>Staff (including new staff) will receive paid-for training to deliver Read Write Inc teaching effectively. The teaching and learning in Read Write Inc will continue to be monitored rigorously and additional intervention will be used in class to support progress for identified children.</p>	<p><i>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.</i></p> <p><i>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. (EEF: 2021)</i></p> <p>RWI is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the RWI program. In addition, continual monitoring also enables pupils to be identified immediately, RWI teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, RWI trained class TAs' can deliver quick snapshot intervention in class as necessary.</p>	<p>1 and 4</p>
<p>High-quality mathematics learning</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To raise attainment of all pupils, including disadvantaged and SEND, to achieve at least in line or exceed national averages in Maths at EXS+ ➤ To increase % of children meeting GDS, including disadvantaged children. 	<p><i>Metacognition and mastery have been shown to have the greatest impact on outcomes for disadvantaged pupils and are low cost.(EEF 2019)</i></p>	<p>3,5</p>

<p>The teaching of maths will be a focus this academic year. Support will be in place to develop mathematics teaching throughout the school, with external support from the trust maths lead.</p> <p>Delivery of maths CPD, whole school CPD led by maths lead outlining lesson structure and expectations for maths ensuring consistency. Number sense training for all teaching staff to support successful implementation of fluency and fact teaching.</p> <p>Maths lesson visits with feedback to staff to continually improve the teaching of maths, ensuring consistency in teaching approaches and therefore increasing % of disadvantaged children reaching EXS+.</p> <p>Teaching will enable all learners to make progress within lessons, focussing on planning small steps of progression. Within lessons, children will be active participants, using whiteboards and practical maths resources. Consequently, misconceptions will be identified and cleared through adapting teaching 'in the moment'.</p> <p>Keep up sessions will support pupils to be ready to move on the next steps in learning. Children working below EXS will be targeted through precision teaching.</p> <p>Metacognition strategies and an "I do, we do, you do" approach will allow all pupils to practice and apply appropriate strategies and skills to problem solve.</p> <p>Pre-block and end of block assessment will ensure that teaching meets the needs of all pupils, providing tailored resources for children working below EXS whilst providing additional challenge for pupils working at GDS.</p> <p>Parent meetings to be held to support the teaching of maths beyond the classroom. Additionally, Numbots will be actively promoted to increase engagement in maths learning at home.</p> <p>Progress of maths will be tracked for all disadvantaged pupils by PP lead and discussed at pupil progress meetings.</p> <p>Embedding the use of Number Sense for improving systematic teaching of number facts and fluency in mathematics will be a priority.</p> <p>Ongoing support will be provided by the maths lead to ensure successful implementation of new strategies and to allow for continued development.</p> <p>Teaching will promote metacognition skills and maths mastery to develop quality wave one teaching.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. (EEF 2021)</p>	
<p>Talk for Writing teaching</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Improved outcomes in writing for children, because of the effective delivery of Talk for Writing. ➤ Strategies from Talk for Writing will support the teaching of an ambitious, broad and balanced curriculum, that meets the need of all pupils, including disadvantaged and SEND to make strong progress from starting points. <p>High expectations for learners result in good outcomes for children- a higher % of children meet GDS for writing.</p> <p>Ongoing support and support for new staff will foster effective delivery of Talk for Writing. Regular learning walks and professional dialogue will support staff in embedding the</p>	<p><i>The talk for writing approach naturally fosters a strong element of meta-cognition which the EEF has found supports pupils in making an average of 7 months progress.</i></p>	<p>1,3</p>

<p>approach within their classrooms. Outcomes for children will improve.</p> <p>Cold tasks and end of unit outcomes will show progression in writing from starting points. Consistency will be evident throughout the school and progression will be clear.</p> <p>Talk for writing approaches will be adopted across the curriculum to allow for teaching across the wider curriculum to be taught in small, manageable step allowing for pupils to know more and remember more.</p> <p>There will be an emphasis in lessons on explicitly teaching vocabulary throughout the curriculum.</p>		
<p>Metacognition and Feedback Strategies</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Children will be competent learners and will be supported to improve their outcomes through effective feedback. <p>Metacognition and Feedback Strategies will be used to support high-quality Wave One Teaching.</p> <p>Lesson observations and monitoring will focus on quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating metacognition and self-regulation approaches, supporting children to understand how they learn and to be able to overcome challenges.</p> <p>Monitoring including learning walks and lesson visits highlight metacognition approaches and focus on high-quality feedback.</p> <p>Talk for Writing approaches will support metacognition strategies.</p> <p>Number sense maths will be embedded as a tool to support mathematical development. Training will focus on metacognition strategies to support the delivery of maths. "I do, we do, you do" strategy to be embedded.</p>	<p><i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. (EEF: 2021)</i></p> <p><i>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. (EEF 2021)</i></p>	<p>2,3,4,5</p>

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

Budgeted cost: £39,272.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Frequent Reading for disadvantaged children and those working below ARE</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ To ensure that pupils read with fluency and understanding which results in attainment being at least in line or exceed national averages in reading. ➤ To develop a love of reading and improve academic outcomes in phonics and reading as a result. <p>Through reading in school pupils experience a variety of strategies, for example, inferring meaning from context;</p>	<p><i>The DfE (2010) advocates intensive support for reading, suggesting it is highly beneficial to disadvantaged pupils and the EEF (2018) claims it can have an additional six month's progress.</i></p> <p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early</i></p>	<p>3,4</p>

<p>summarise or identifying key points, develop questioning strategies.</p> <p>Class teachers to identify pupils who need quick 1:1 catch up through pupil progress meetings and ensure a robust plan is in place to support these pupils.</p> <p>Those children working below ARE and disadvantaged children will be targeted to make progress through frequent reading and targeted reading support.</p> <p>Clear pupil lists will state / highlight the number of times a pupil needs to be heard read. Clear recording of pupil reading outcomes / points for development.</p> <p>RWI provides daily opportunities to focus on phonological development and the development of reading fluency. Children are assessed and taught in groups that target their next steps.</p> <p>Children to be immersed in reading through the talk for writing 'reading as a reader' focus. Sharing class approaches to reading a text.</p> <p>Pie Corbett's book spine will be introduced to immerse children in a variety of literature, relevant to learning- with new books being purchased to support successful implementation.</p> <p>Dedicated reading time in class ensures pupils are heard to read and supports developing skills in fluency and comprehension. Monitoring to take place each half term so that the correct pupils are supported with reading.</p> <p>The importance for reading at home will be communicated with parents to support children's progress.</p>	<p>reading instruction. (EEF:2021)</p>	
<p>Communication and Language Development</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Identified children will develop rich language and communication skills to facilitate learning across the curriculum. <p>Quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach.</p> <p>All lessons will focus on the teaching of key vocabulary to support children's language development.</p> <p>Talk for Writing will continue to be delivered through Storytelling. An approach designed by Pie Corbett which allows pupils to learn and internalise language through the act of storytelling.</p> <p>Children in Nursery and Reception will be supported through WellComm. Staff will be fully trained in the delivery of Well-Comm and assessments will outline where pupils need to be supported.</p> <p>Progress will be measured through assessment in order to measure impact.</p>	<p><i>"Communication and language approaches typically have a very high impact and increase young children's learning by seven months." (EEF:2023)</i></p>	<p>1</p>
<p>Social and Emotional Support.</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Children will be able to regulate behaviours and this will support children's outcomes. 	<p><i>Evidence from the EEF's Teaching and Learning Toolkit suggests that the average impact of successful SEL interventions is an additional four months'</i></p>	<p>2,3</p>

<p>Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners).</p> <p>Whole school behaviour management CPD will be delivered to enable consistency in approaches to managing behaviours.</p> <p>Pupils will have individual plans in place to support their learning. Motional screening will be used to highlight children's barriers and to carefully plan interventions to target their needs.</p> <p>Whole school provision map will be in place to outline support for all children's social and emotional development.</p> <p>Designated trained TIS practitioners will help support pupils and staff individually, as required, to enable individual pupil's need to be met.</p> <p>Pupils will have opportunities to engage in social and emotional activities which allow for problem solving, team-working, decision making and personal development.</p>	<p><i>progress over the course of a year.. (EEF 2021)</i></p> <p><i>Behaviour management evidence research suggests that both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. (EEF:2021)</i></p>	
<p>Number sense intervention</p> <ul style="list-style-type: none"> ➤ Number Sense intervention will support pupils working below age related expectations. <p>Pupils working below age related expectations will receive a bespoke number sense intervention to enable them to become confident in subitising and solving number facts.</p> <p>A trained member of support staff will deliver the intervention to pupils not able to access number sense within the class.</p>		

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

Budgeted cost: **£500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Engagement</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ Home/ school relations will be strong. ➤ Parents will feel supported by the school. ➤ Those families in need will be supported and receive support from external agencies. <p>Strong relationships between home and school will be established. All staff will work with parents to establish strong relationships. Pastoral lead will support parents throughout the school as part of parent support and to seek help and advice from external agencies, where appropriate.</p> <p>Parent workshops will be used to support parents with learning beyond school, particularly with reading and developing engagement in reading at home. Workshops will support parents to have a shared understanding of the need for continued support at home with home learning.</p> <p>Homework will be carefully planned to suit the needs of the children and to link to learning in class. Numbots will be promoted to increase engagement in maths at home.</p>	<p><i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment... Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months)</i></p> <p>(EEF 2021)</p>	<p>2</p>

<p>Improving Attendance</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ To improve attendance and reduce levels of persistent absence ➤ Attendance will be good amongst all pupils including disadvantaged. <p>Through monitoring of attendance and development of home/ school relations we aim to improve attendance of disadvantaged and non-disadvantaged pupils.</p> <p>Attendance booklets to be given to all parents at the beginning of the year.</p> <p>With the support of the Attendance Officer and the Trust EWO:</p> <p>Good attendance will continue to be promoted through positive recognition and absence reduced, including persistent absence, this will be monitored by the PP lead/ attendance officer. Follow up meetings will be led by class teachers in the first instance, promoting attendance.</p> <p>Early patterns of absenteeism will be acted upon promptly with systems in place to highlight days missed in education.</p> <p>Effective morning procedures will ensure that pupils are punctual to their lessons and letters for persistent lateness will be introduced.</p> <p>Pupils' welfare will always be paramount and safeguarded.</p> <p>We will strive to have strong partnership with families and the wider community.</p> <p>PP lead will hold regular meetings alongside class teachers with parents for pupils with inconsistent attendance and persistent absence.</p> <p>Pupils will be accessing quality wave one teaching for their full-time entitlement. Thus, consistently ensuring that they can reach the best possible academic outcomes.</p>	<p>"For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment." (EEF:2018)</p>	<p>3</p>
<p>Provide enriching learning experiences for all, through the delivery of a broad and balanced curriculum.</p> <p>Desired outcome:</p> <ul style="list-style-type: none"> ➤ To teach an ambitious, broad and balanced curriculum, that meets the need of all pupils, including disadvantaged and SEND to make strong progress from starting points ➤ To provide an aspirational curriculum which goes beyond the national curriculum and ensures that all children know more and remember more. ➤ Disadvantaged children are supported to be able to attend paid for visits. <p>All children will experience high-quality learning with the delivery of a broad and balanced curriculum.</p> <p>A broad and balanced curriculum has been planned and subject leaders will monitor the delivery of their subject in line with the monitoring timetable to ensure quality of teaching and coverage.</p>	<p>The EEF evaluates the effectiveness of different</p> <p>Sports Participation +2 (Low impact for moderate cost, based on limited evidence)</p> <p>Outdoor Adventure +4 (Moderate impact for moderate cost, based on limited evidence)</p> <p>Arts Participation +2 (Low impact for low cost, based on moderate evidence)</p> <p>Homework (Primary) +2 (Low impact for very low cost, based on moderate evidence)</p>	<p>1,3</p>

<p>All children will be provided with equal opportunities to engage in new experiences and enriching activities to support teaching. This will include visits, visiting experts and enhancements to teaching.</p> <p>CPD will be delivered to improve teaching and outcomes for children across the wider curriculum.</p> <p>Using a Talk for Writing approach skills are woven through cross curricular learning which results, where appropriate, in a high-quality written outcome.</p> <p>All planned experiences will be linked to and purposeful to learning.</p> <p>All children, including disadvantaged children, will be included in all learning experiences to ensure that they have equal opportunities.</p>		
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Total budgeted cost: £61,311.05

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.

Activity	Outcome																				
<p>Teaching of phonics through a systematic phonics program: Read Write Inc.</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum. ➤ For % of children to pass the phonics screening check at the end of year one to be at least in line with national average. 	<p>Systematic phonics teaching has been delivered through the Read Write Inc program. Ongoing support to staff in the delivery of the program including planning support, team teaching, monitoring, assessment and targeted support for vulnerable groups has been effective.</p> <p>Last year, by the end of year 2 80.8% of all pupils achieved the expected standard.</p> <p>This year for the Phonics screening check, 85% of disadvantaged children passed compared to 67% nationally. This is above the percentage of non-disadvantaged pupils passing the check (79%), compared to national average of 79.5%.</p>																				
<p>High-quality mathematics learning</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To raise attainment of all pupils, including disadvantaged and SEND, to achieve at least in line or exceed national averages in Maths at EXS+ ➤ To increase % of children meeting GDS, including disadvantaged children. 	<p>Outcomes at the end of KS1 for mathematics are good.</p> <p>We will be focusing on the profile of mathematics across the school throughout 2023-2024, dedicating time to CPD and developing links within the trust to further improve mathematics teaching and learning.</p> <p>In 2023 at the end of KS1 61% of disadvantaged pupils achieved the expected standard in maths this is slightly above the national average of 56%. Additionally, 11.8% of disadvantaged pupils achieved greater depth which is above the national average of 7.7%.</p>																				
<table border="1"> <tr> <td>Disadvantaged</td> <td>Disadvantaged</td> <td>17</td> <td>58.8%</td> <td>11.8%</td> <td>NCER</td> <td>55.8%</td> <td>7.7%</td> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td>Other</td> <td>41</td> <td>68.3%</td> <td>22.0%</td> <td>NCER</td> <td>75.0%</td> <td>19.0%</td> <td>-2</td> <td>1</td> </tr> </table>		Disadvantaged	Disadvantaged	17	58.8%	11.8%	NCER	55.8%	7.7%	0	0		Other	41	68.3%	22.0%	NCER	75.0%	19.0%	-2	1
Disadvantaged	Disadvantaged	17	58.8%	11.8%	NCER	55.8%	7.7%	0	0												
	Other	41	68.3%	22.0%	NCER	75.0%	19.0%	-2	1												
<p>Talk for Writing teaching</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ Improved outcomes in writing for children, because of the effective delivery of Talk for Writing. ➤ Strategies from Talk for Writing will support the teaching of an ambitious, broad and balanced curriculum, that meets the need of all pupils, including disadvantaged and SEND to make strong progress from starting points. 	<p>Talk for writing teaching is embedded and consistency in the teaching of writing is evident. Progression can be seen throughout the school with the key principles and structure of talk for writing embedded.</p> <p>Talk for writing approaches are continuing to be used across the curriculum, allowing for children to produce non-fiction writing linked to the wider curriculum. Furthermore, through this approach children are able to widen and develop vocabulary linked to learning.</p> <p>Writing outcomes in 2023 were broadly in line with national average for disadvantaged pupils with 47.1% of disadvantaged pupils reaching expected level compared to a national average of 44.4%. However, we recognise that this remains significantly below 'other' pupils where 65.9% achieved the expected level.</p>																				
<table border="1"> <tr> <td>Disadvantaged</td> <td>Disadvantaged</td> <td>17</td> <td>47.1%</td> <td>0.0%</td> <td>NCER</td> <td>44.4%</td> <td>3.3%</td> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td>Other</td> <td>41</td> <td>65.9%</td> <td>12.2%</td> <td>NCER</td> <td>65.0%</td> <td>9.7%</td> <td>0</td> <td>1</td> </tr> </table>		Disadvantaged	Disadvantaged	17	47.1%	0.0%	NCER	44.4%	3.3%	0	0		Other	41	65.9%	12.2%	NCER	65.0%	9.7%	0	1
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<p>Metacognition and Feedback Strategies</p> <p><i>Desired Outcome:</i></p>	<p>The marking and feedback policies have been updated to further improve the quality of feedback. CPD has been given to staff to</p>																				

<ul style="list-style-type: none"> ➤ Children will be competent learners and will be supported to improve their outcomes through effective feedback. 	<p>support them with implementing the strategy through 'joint marking' / 'live marking'.</p> <p>This has enabled pupils to respond to next steps immediately facilitating progress.</p> <p>Metacognition strategies are used across the curriculum and enable pupils to be able to understand how they learn.</p>																		
<p>Frequent Reading for disadvantaged children and those working below ARE</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ To ensure that pupils read with fluency and understanding which results in attainment being at least in line or exceed national averages in reading. ➤ To develop a love of reading and improve academic outcomes in phonics and reading as a result. 	<p>Frequent reading has supported children to make progress in reading. A focus in reading will continue so that pupils working below Age Related Expectations (ARE) are targeted effectively, particularly through 1:1 phonics keep up interventions. Furthermore, children working at greater depth (GDS) will be challenged to apply their reading and comprehension skills. Ongoing monitoring will continue and reading remains a high priority focus. This will be conducted through staff meetings, learning walks and monitoring visits. As a school we will focus on developing the love of reading, introducing the Pie Corbett Book Spine linked to Talk for Writing texts and to fully immerse children in a range of literature.</p> <p>Reading data shows that 65% of disadvantaged children achieved EXS (17.6%GDS) which is above national average (54%). However, this remains below 'other' (non-disadvantaged) pupils. Last year we have further closed the gap between disadvantaged and other pupils in reading.</p>																		
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<p>Communication and Language Development</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Identified children will develop rich language and communication skills to facilitate learning across the curriculum. 	<p>BLAST has been used in the Nursery to support early communication and language development. On average pupils made +17 points progress from start to end point of the programme.</p> <p>In Reception NELI has been used with identified children to support language development. Of those receiving the intervention there was an average percentile increase of 22% when comparing start data to end data.</p> <p>This year we have identified the cost and time constraints and the inconsistencies between the BLAST and NELI programme. Therefore, we have opted to implement WellComm from Nursery to the end of Reception as a more cohesive approach. This has been recommended from other schools within the Multi Academy Trust. We will monitor outcomes to ensure that it is effective.</p>																		
<p>Social and Emotional Support.</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Children will be able to regulate behaviours and this will support children's outcomes. 	<p>Children have been supported through strong relationships in class and excellent behaviour for learning has been evident in monitoring visits within the trust. Time has been dedicated to reviewing the behaviour policy and delivering CPD at a whole staff level. Children in need of additional TIS support have had comprehensive emotional assessments to target the intervention.</p> <p>will continue to monitor well-being support and the behaviour management systems throughout 2023-2024.</p>																		
<p>Tutoring Program</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Identified children will be supported to be at least expected in reading, writing and maths. 	<p>The tutoring program targeted children focussing on areas that children were working below ARE. This has supported the outcomes for each year group in reading, writing and maths for disadvantaged, as outlined in the relevant sections of this review.</p>																		
<p>Parental Engagement</p> <p>Desired Outcome:</p>	<p>Parent/ school relations are positive. A wide range of opportunities have supported us getting parents into school. For example; open afternoons and parent workshops.</p>																		

<ul style="list-style-type: none"> ➤ Home/ school relations will be strong. ➤ Parents will feel supported by the school. ➤ Those families in need will be supported and receive support from external agencies. 	<p>Parents in need of support have been supported by staff and where appropriate have had referrals to the Early Help Hub.</p> <p>We will continue to focus on links with parents fostering good outcomes for pupils.</p> <p>Responses from the parent questionnaire are positive , here are a few examples:</p> <p>Parents say that the school provides a: "Safe supportive friendly environment ensuring our child is learning in a happy environment. Our child has settled in so well, he talks positively about school on a daily basis and gets excited about school."</p> <p>"Staff are always happy to answer any queries. The support available to parents has been fantastic."</p> <p>"I'm very happy with all the support the school give to my children and myself".</p>									
<p>Provide enriching learning experiences for all, through the delivery of a broad and balanced curriculum.</p> <p><i>Desired outcome:</i></p> <ul style="list-style-type: none"> ➤ To teach an ambitious, broad and balanced curriculum, that meets the need of all pupils, including disadvantaged and SEND to make strong progress from starting points ➤ To provide an aspirational curriculum which goes beyond the national curriculum and ensures that all children know more and remember more. ➤ Disadvantaged children are supported to be able to attend paid for visits. 	<p>Many visits and enrichments took place this year, broadening opportunities across the curriculum. All children were able to take part in booked experiences and visits regardless of background, this was supported by pupil premium funding. We have mapped out specific trips and visits linked to learning for 2023-2024 to ensure that visits remain purposeful and enhance learning.</p> <p>Furthermore, enrichment opportunities planned into the curriculum have supported children to gain a wide range of learning experiences.</p>									
<p>Improving Attendance</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To improve attendance and reduce levels of persistent absence ➤ Attendance will be good amongst all pupils including disadvantaged. 	<p>There have been improvements in attendance in the most recent academic year. However, we recognise that this is still a priority and we need to further raise attendance for all pupils. Additionally, we need to reduce the percentage of persistent absence.</p> <table border="1" data-bbox="619 1352 1230 1456"> <thead> <tr> <th>Group</th> <th>Attendance</th> <th>Persistent absence</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>93.6%</td> <td>17%</td> </tr> <tr> <td>Disadvantaged</td> <td>92.1%</td> <td>24.1%</td> </tr> </tbody> </table>	Group	Attendance	Persistent absence	Whole School	93.6%	17%	Disadvantaged	92.1%	24.1%
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