

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Biscovey Nursery and Infants Academy
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	37 FSM 2 service (27%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022/2022-2023/2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Katie Bullock
Pupil premium lead	Chanel Sanders
Governor / Trustee lead	Sally Hannaford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51885
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5148
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62398

## Part A: Pupil premium strategy plan

### Statement of intent

At Biscovey Nursery and Infants Academy our aim is for all pupils to have equal opportunities to succeed. Our intent is for the teaching and learning at Biscovey is to support children to reach their full potential, regardless of socio-economic background.

Our pupil premium strategy plan outlines how we aim to support children's communication and language development and social and emotional well-being to enable children to learn. 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. As a result of high-quality teaching, we aim for our children to know more and remember more.

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. Pupils have 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). 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 is a current area for development, this has been highlighted on the School Development Plan. We know that we need to increase the % of children meeting EXS+ for reading at the end of Key Stage One. We aim to continually develop our 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>In our data for maths, at the end of KS1 the percentage of disadvantaged pupils achieving EXS is below national average. Moving into this academic year our aim is to further develop the teaching of mathematics across the school, specifically the systematic teaching of number facts.</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"> <li>➤ Children will be able to communicate verbally and non-verbally confidently. In addition, children will be able to express their wants and needs in an appropriate way.</li> <li>➤ Children will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion. In addition, the TIS approach will enable pupils to develop confident language skills to express their needs.</li> <li>➤ Pupils will be able to apply their reading strategies within lessons.</li> </ul>	<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"> <li>➤ Pupils will be developing emotionally to become confident self - assured learners.</li> <li>➤ 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.</li> <li>➤ Pupils will have access to emotionally available adults that are special to them</li> </ul>	<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> <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.</p>
<ul style="list-style-type: none"> <li>➤ Teaching strategies will allow children to develop their own metacognitive skills.</li> <li>➤ Learners will be aware of their own strengths and weaknesses.</li> </ul>	<p>Teaching strategies will support pupils to be broadly in line with or exceed national averages for Reading, Writing, Maths.</p>

<ul style="list-style-type: none"> <li>➤ Frequent reading of all children working below the expected level will help support and underpin their learning.</li> <li>➤ This will enable them to access quality wave one teaching and learning materials more effectively and with confidence.</li> </ul>	<p>The percentage of children passing the phonics screening test will be at least in line with national average.</p> <p>All pupils will be in line with or exceed national averages for reading.</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>
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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: £22136.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching of phonics through a systematic phonics program: Read Write Inc.</b></p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> <li>➤ To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum.</li> <li>➤ For % of children to pass the phonics screening check at the end of year one to be at least in line with national average.</li> </ul> <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.</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>	1 and 4
<p><b>High-quality mathematics learning</b></p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> <li>➤ To raise attainment of all pupils, including disadvantaged and SEND, to achieve at least in line or exceed national averages in Maths at EXS+</li> <li>➤ To increase % of children meeting GDS, including disadvantaged children.</li> </ul>	<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>	3,5

<p>The teaching of maths will be a focus this academic year. Support will be in place to develop mathematics teaching throughout the school.</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>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>Teaching will meet the needs of all pupils, providing tailored resources for children working below EXS whilst providing additional challenge for pupils working at GDS. 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 Maths 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><b>Talk for Writing teaching</b></p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> <li>➤ Improved outcomes in writing for children, because of the effective delivery of Talk for Writing.</li> <li>➤ 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.</li> </ul> <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 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><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>

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><b>Metacognition and Feedback Strategies</b></p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> <li>➤ Children will be competent learners and will supported to improve their outcomes through effective feedback.</li> </ul> <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>	2,3,4,5

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

Budgeted cost: £39759.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Frequent Reading for disadvantaged children and those working below ARE</b></p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> <li>➤ To ensure that pupils read with fluency and understanding which results in attainment being at least in line or exceed national averages in reading.</li> <li>➤ To develop a love of reading and improve academic outcomes in phonics and reading as a result.</li> </ul> <p>High-quality delivery of RWI sessions will support pupils reading allowing for all pupils, including disadvantaged to read daily.</p> <p>High-quality wave one teaching, incorporating phonics into cross curricular lessons using metacognition approaches.</p> <p>Through reading in school pupils experience a variety of strategies, for example, inferring meaning from context; summarise or identifying key points, develop questioning strategies.</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 reading instruction. (EEF:2021)</i></p>	3,4

<p>Class teachers to identify pupils who need quick 1:1 catch 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><b>Communication and Language Development</b></p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> <li>➤ Identified children will develop rich language and communication skills to facilitate learning across the curriculum.</li> </ul> <p>Quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach.</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 will be supported to develop high-quality early language and communication through interventions- including fully trained staff delivering BLAST program in Nursery to all children. In Reception, the NELI program will be delivered by fully trained staff and a communication and language specialist. These interventions will need to be measured through the use of linked assessments in order to measure impact.</p>	<p><i>In research studies; children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating. (EEF 2020)</i></p>	<p>1</p>
<p><b>Social and Emotional Support.</b></p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> <li>➤ Children will be able to regulate behaviours and this will support children's outcomes.</li> </ul> <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><i>Evidence from the EEF's Teaching and Learning Toolkit suggests that the average impact of successful SEL interventions is an additional four months' progress over the course of a year.. (EEF 2021)</i></p> <p><i>Behaviour management evidence research suggests that both</i></p>	<p>2,3</p>

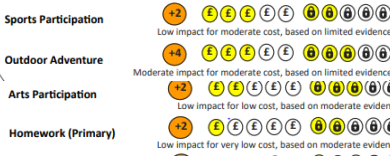


<p>Pupils will have individual plans in place to support their learning. Motional screening will be used to highlight children's barriers and to carefully plan interventions to target their needs.</p> <p>Whole class provision maps will be in place to outline support for all children's social and emotional 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>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><b>Tutoring Program</b></p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> <li>➤ Identified children will be supported to be at least expected in reading, writing and maths.</li> </ul> <p>A highly experienced teacher will lead a tutoring program to support pupils in need of catch up/ keep up support.</p> <p>Children will have access to carefully planned regular tutoring to support them to meet expected levels in reading, writing and mathematics.</p>	<p><i>As part of the Department for Education's (DfE)'s education recovery plan, the Secretary of State for Education is providing financial assistance to eligible local authorities, for their maintained schools, and academy trusts. (DFE:2022)</i></p> <p><i>Class teachers will identify children's needs as the EEF identify that: "small group tuition is most likely to be effective if it is targeted at pupils' specific needs". Effective delivery can have an impact of +4 months. ( EEF:2021)</i></p>	

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

Budgeted cost: **£500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Parental Engagement</b></p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> <li>➤ Home/ school relations will be strong.</li> <li>➤ Parents will feel supported by the school.</li> <li>➤ Those families in need will be supported and receive support from external agencies.</li> </ul> <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><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>	2

<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><b>Improving Attendance</b></p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> <li>➤ To improve attendance and reduce levels of persistent absence</li> <li>➤ Attendance will be good amongst all pupils including disadvantaged.</li> </ul> <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><i>"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)</i></p>	<p>3</p>
<p><b>Provide enriching learning experiences for all, through the delivery of a broad and balanced curriculum.</b></p> <p>Desired outcome:</p> <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ To provide an aspirational curriculum which goes beyond the national curriculum and ensures that all children know more and remember more.</li> <li>➤ Disadvantaged children are supported to be able to attend paid for visits.</li> </ul> <p>All children will experience high-quality learning with the delivery of a broad and balanced curriculum.</p>	<p>The EEF evaluates the effectiveness of different</p>  <p><b>Sports Participation</b> +2 Low impact for moderate cost, based on limited evidence</p> <p><b>Outdoor Adventure</b> +4 Moderate impact for moderate cost, based on limited evidence</p> <p><b>Arts Participation</b> +2 Low impact for low cost, based on moderate evidence</p> <p><b>Homework (Primary)</b> +2 Low impact for very low cost, based on moderate evidence</p>	<p>1,3</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>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: £62396.55**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Activity	Outcome																					
<p>Communication and Language Development</p> <ul style="list-style-type: none"><li>➤ Children will be supported to develop high-quality early language and communication through interventions (BLAST, NELI)</li><li>➤ 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.</li><li>➤ Quality wave one teaching will enable pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach.</li></ul>	<p>-Last year BLAST was delivered to children in the Nursery to support communication and language development, most children made good progress during the duration of the program, shown in entry and exit data. Any children who made little progress were subsequently referred to SALT. We will continue to run BLAST with Nursery children this academic year to continue to strengthen speech and language.</p> <p>-We will continue to promote our Nursery and Two Year Old provision to increase numbers of pupils and disadvantaged pupils starting at the school prior to compulsory school age. This enables us to target children's needs earlier and support families.</p> <p>-Both Reception teaching assistants and selected teachers have received the NELI training and this was successfully implemented this year. We have adapted the program to suit the needs of the school, whilst ensuring best outcomes for the pupils involved. 92% of children involved in the NELI program made good progress throughout the program and were identified at the end of the program as working within the average percentile ranges for language, despite impact from COVID related absences.</p> <p>It was evident that the program started too late in the academic year with us not fully implementing the program until the Spring term. Therefore, we endeavour to carry out assessments at the beginning of the school year to enable us to begin the program in the Autumn term.</p> <p>-Talk for Writing has been embedded this year as a whole school approach to the teaching of literacy. Ongoing support throughout the delivery has enabled us to develop confidence in the delivery of Talk for Writing. This has enabled us to adopt the approach across the wider curriculum, allowing for consistency in teaching and for a broad and balanced approach to teaching.</p>																					
<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"><li>➤ To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum.</li><li>➤ For % of children to pass the phonics screening check at the end of year one to be atleast in line with national average.</li></ul>	<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 75% of disadvantaged children achieved the expected standard. This is slightly below Cornwall and national average.</p> <p><b>Phonics: By the end of Year 2 (Cumulative) - Disadvantaged</b></p> <table><tr><th></th><th>Pupil Total</th><th>Expected Standard Achieved</th><th>School % Achieved</th><th>Cornwall % Achieved</th><th>NCER National % Achieved</th><th>Pupil Diff. School vs. Cornwall</th></tr><tr><td>Dis.</td><td>12</td><td>9</td><td>75%</td><td>81%</td><td>78%</td><td>0</td></tr><tr><td>Non-Dis</td><td>44</td><td>42</td><td>95%</td><td>93%</td><td>90%</td><td>1</td></tr></table> <p>This year for the Phonics screening check, 81% (62% national average) of disadvantaged children passed which is inline</p>		Pupil Total	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	NCER National % Achieved	Pupil Diff. School vs. Cornwall	Dis.	12	9	75%	81%	78%	0	Non-Dis	44	42	95%	93%	90%	1
	Pupil Total	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	NCER National % Achieved	Pupil Diff. School vs. Cornwall																
Dis.	12	9	75%	81%	78%	0																
Non-Dis	44	42	95%	93%	90%	1																

	with the rest of the cohort with 80% of all Year 1 passing the check, compared to national average of 75%.																														
High-quality mathematics teaching <i>Desired Outcome:</i> <ul style="list-style-type: none"><li>➤ To improve pupil mathematical attainment.</li><li>➤ To increase % of children meeting GDS, including disadvantaged children.</li></ul>	The teaching of mathematics has been developed to ensure that all children are actively learning in lessons, this has enabled staff to facilitate progress and clear misconceptions in the moment. We will continue to develop the teaching of mathematics (as outlined above) during 2022-2023 with targeted CPD.  Data shows that disadvantaged children working at EXS was 41.7% which is below the national average of 52%.																														
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Talk for Writing <i>Desired Outcome:</i> <ul style="list-style-type: none"><li>➤ A consistent approach to the teaching of Talk for Writing.</li></ul> High expectations for learners result in good outcomes for children- a higher % of children meet GDS for writing.	Talk for writing teaching has been 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.  Talk for writing approaches have been adopted 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.																														
Metacognition and Feedback Strategies will be used to support high-quality Wave One Teaching.	Talk for writing and teaching approaches allows for children to understand how they learn and supports metacognition. On-going feedback within lessons allows for children to make progress and improve their own work. Into 2022-2023 learning walks and lesson visits will continue to focus on teaching strategies and how metacognition supports learners.																														
Frequent Reading for disadvantaged children and those working below ARE <i>Desired Outcome:</i> <ul style="list-style-type: none"><li>➤ To develop a love of reading and improve academic outcomes in phonics and reading as a result.</li></ul>	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. 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.  Reading data shows that 50% of disadvantaged children achieved EXS (8.3%GDS) which is broadly in line with national average (51%). However, this remains significantly below 'other' (non-disadvantaged) pupils.																														
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Social and Emotional Support. Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners).	Children have been supported through strong relationships in class and where needed by TIS practitioners. We will continue to develop well-being support and provide training to staff on behaviour management in the Autumn term 2022-2023.  The motional assessment tool has been reintroduced to allow for targeted support for children in need of social and emotional support.																														
Parental Engagement	Parental workshops have been successful in developing relationships with parents. Reception parents benefitted from																														

<p>Desired Outcome:</p> <ul style="list-style-type: none"><li>➤ Home/ school relations will be strong.</li><li>➤ Parents will feel supported by the school.</li></ul> <p>Those families in need will be supported and receive support from external agencies</p>	<p>early reading, maths and P.E workshops and KS1 hosted phonics screening a workshop.</p> <p><b><i>In this academic year's parent questionnaire 94% of parents felt that their concerns were dealt with appropriately.</i></b></p> <p><i>"A very happy school with extremely high expectations! A brilliant and visible leadership team. Approachable teachers and support staff who care."</i></p> <p><i>"Teachers genuinely care about the children."</i></p> <p><i>"Such a lovely and welcoming environment by everyone towards my daughter. She's so happy and confident at school and just seems to keep on thriving. All the staff put in so much effort and this is demonstrated by her eagerness to attend and go the extra mile."</i></p>															
<p>Improving Attendance</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"><li>➤ Pupils will access their full-time educational entitlement.</li><li>➤ Attendance will be good amongst all pupils including disadvantaged.</li></ul>	<p>As a school we have identified that raising pupil attendance percentages is an area for development as well as lowering the percentage of persistent absence to be more inline with national averages,(National overall absence rate 4.6% and persistent absence rate 12.1%.</p> <table><tr><th>Group</th><th>Attendance</th><th>Persistent absence</th></tr><tr><td>Whole School</td><td>91.9%</td><td>32.5%</td></tr><tr><td>Disadvantaged</td><td>90.4%</td><td>39.5%</td></tr><tr><td>EAL</td><td>93.5%</td><td>16.7%</td></tr><tr><td>SEND</td><td>90.3%</td><td>37.5%</td></tr></table>	Group	Attendance	Persistent absence	Whole School	91.9%	32.5%	Disadvantaged	90.4%	39.5%	EAL	93.5%	16.7%	SEND	90.3%	37.5%
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<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"><li>➤ To teach an ambitious, broad and balanced curriculum that meets the needs of all learners, including disadvantaged, promoting cultural capital.</li><li>➤ To provide an aspirational curriculum which goes beyond the national curriculum and ensures that all children know more and remember more.</li><li>➤ Disadvantaged children are supported to be able to attend paid for visits.</li></ul>	<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 2022-2023 to ensure that visits remain purposeful and enhance learning.</p> <p>In this year's parent questionnaire, parents commented on the range of opportunities that their children were given:</p> <p><i>"Learning opportunities with visits and outside activities are brilliant. I feel that my child has been supported to make progress in all areas including personal and emotional development."</i></p> <p><i>The school is good at: "Developing creative attitudes, vast improvements in (my child's) artwork since being in school."</i></p>															