

# Riverside Primary 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	Riverside Primary
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	68% (154 / 227)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024 To be reviewed annually and adapted to ensure it meets the needs of our children.
Date this statement was published	21 <sup>th</sup> December 23
Date on which it will be reviewed	December 24
Statement authorised by	C Lahive
Pupil premium lead	C Lahive / G Parsley
Governor / Trustee lead	Emma Liddy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,415 £213,540 Last year *
Recovery premium funding allocation this academic year	£5,614 3/12 = £22,456 £6,013 3/12 = £24,051 Last year *
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> funding, state the amount available to your school this academic year	£229.029 £219553 Last year *

# Part A: Pupil premium strategy plan

## Statement of intent

### **HIGH EXPECTATIONS FOR ALL LEARNERS**

The reality of our situation at Riverside Primary is such that there are severe limitations to the life experiences of some of our disadvantaged children. We believe that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way. Despite the social barriers that exist, placing our children's emotional, moral, social and cultural development at the heart of our creative curriculum is how we strive to unlock their dreams. Our core values: Be Kind, Be Safe, Be A Great Learner were written before the pandemic. Covid 19 has not altered that passion and focus. Our intent is to pinpoint what our disadvantaged children need to flourish, grow and to rebuild from their individual experiences of lockdown so that they continue to meet their potential through our nurturing and aspirational curriculum. This strategy plan aligns with our School Improvement Plan and is driven by a commitment to improve the quality of our curriculum which we are continually adapting to address the learning gaps of our disadvantaged children, which we have identified post lockdowns, with a number of strategies including targeted support of Academic Mentors and through The National Tutoring Programme.

The DFE reports, *'Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn'*. It is therefore our intent to address the core challenges of our disadvantaged children and that there is a balance between the academic needs and the increased need for social and emotional support. We will continue to adopt a tiered approach as advocated by The Education Endowment Foundation (June 2019). The EEF Toolkit plays a key role in our spending plans for Pupil Premium. Collaboration and coaching are key principals of our approach; supplemented by early intervention, social & emotional learning, meta-cognition & self-regulation – all of which score highly on the EEF Toolkit. Our spending is focused on providing high quality teaching which addresses areas in which our disadvantaged children need the most support. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time is mutually beneficial for the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that all children's progress will be sustained and improved.

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Head teacher and DHT responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The SLT regularly evaluates pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Literacy Challenge</u></b></p> <p>The Education Endowment Fund has reported, '<i>It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place.</i>'</p> <p>Assessments, observations, and discussions with our disadvantaged children show that Lockdown 20-21 interrupted rapid progress the children had been making from their extremely low starting points in becoming readers, writers and talkers of the future. ( SIP Priority 2a)</p> <p>Low attainment on entry especially in communication, language &amp; literacy &amp; weak oracy skills</p> <p>EEF Research materials, 'Improving Literacy in Key Stage 1' has guided our practice.</p>
2	<p><b><u>Mathematical Challenge</u></b></p> <p>On entry to Reception class in the last 3 years, between 97% - 100% of our disadvantaged pupils arrive below age-related expectations. Throughout their school journey, this gap decreases so by the end of Key Stage 2 this group is doing better than other disadvantaged children do nationally and closing the gap with attainment with all pupils. The challenge in Key Stage 2, prior to Covid, was to improve the outcomes for our more able children and for all our children including the disadvantaged children to be in line with national expectations of all children.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
3	<p><b><u>SEND Challenge</u></b></p> <p>Due to our inclusive practice and having a LA funded Inclusion Base we have seen an influx of disadvantaged children with complex SEND needs new to school both in F1, F2 and in year transfers. These children have extremely low baselines on entry in F1 and F2 (SIP Priority 2c) SEND is presently at 37 % ( 43% C&amp;L, 28% SEMH and 28% C&amp;I) Of the 37% of children on the SEND 48/95 (51%) are disadvantaged.</p>

4	<p><b><u>Social and Emotional Challenge</u></b></p> <p>Mental health, resilience and emotional regulation: COVID lockdowns have increased the number of children struggling with these aspects, this is evidenced through Pupil Progress Meetings, Leuven Scales, Boxall Profiles, SEND register, learning walks, pupil voice and Attachment Trauma and Mental Health Audit</p> <p>High level of emotional and mental health issues such as ACES in children and parents (SIP Priority 3b)</p>
5	<p><b><u>Cultural Capital Challenge</u></b></p> <p>Limited experiences of life outside immediate environment (SIP Priority 4c) has been exacerbated by Covid lockdowns. Many of our families face many social and economic challenges particularly as the cost of living has increased resulting in lack of cultural capital and wider experiences.</p>
6	<p><b><u>Attendance Challenge</u></b></p> <p>Data shows that our disadvantaged children are persistently absent more than non-disadvantaged children Nationally and the percentage of children who are persistently absent is higher than National Expectations (SIP Priority 3c)</p> <p>IDSR: Persistent absence in autumn 2020 (20.6%) was in the highest 20% of all schools.</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
<p>High quality EYFS and KS1 provision and will improve reading attainment among disadvantaged children: Percentage of children attaining the expected phonics pass mark, Key Stage 1 reading SATS to be above National Average.</p>	<p>Phonics and KS1 reading outcomes in 2024 show that the % of disadvantaged pupils meeting the national standard is at least at in line with national expectations with their none disadvantaged peers</p>
<p>Improved oral language skills and vocabulary among disadvantaged children means that they are able to access the curriculum and make at least good progress to achieve ARE. To improve all children's oracy skills and empower all children to use their voice for success in school and in life.</p>	<p>The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children to make progress in the four strands of oracy and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.</p>

<p>Improved writing skills among the disadvantaged children &amp; raise attainment in writing across the school with a higher % children achieving 'Greater Depth' at the end of KS2.</p>	<p>Writing across the whole curriculum improves and this is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Writing activities carefully planned to meet interests of children. Clear progression in writing skills planned and taught by all staff Steady increase in percentage attaining age related expectation by 2024 so the percentage of disadvantaged pupils is at least in line with all pupils nationally.</p>
<p>Improved maths progress for disadvantaged pupils throughout the key phases.</p>	<p>Adopting a consistent Maths Mastery approach and a small group / 1-tuition throughout the school from EYFS upwards will improve outcomes for all our disadvantaged children and that our high attainers will reach greater depth by the end of KS2 in line with their non-disadvantaged peers nationally.</p>
<p>Improved SEND provision, which has high expectations and clearly identifies needs of pupils with SEND across the whole school.</p>	<p>All disadvantaged children with SEND make good progress because of high quality teaching, assessment and interventions.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Sustained high levels of wellbeing from 2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a sustained reduction in fixed term exclusions</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being diminished.</li> <li>• the percentage of all pupils who are persistently absent being below the national average.</li> <li>• Evaluations and parent questionnaires show that parents welcome support with their child's learning.</li> </ul> <p>Reduction of persistent absenteeism for PP pupils to below national.</p>

## 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. (New activities in yellow)

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£96,090**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and Retainment of High Quality Phonics Leaders: Appointment of an outstanding, experienced national RWI (<a href="#">DfE validated Systematic Synthetic Phonics programme</a>) trainer to support Assistant Head for 3 days a week(0.6) to secure stronger RWI phonics teaching for all pupils. Assistant HT Reading Leader (0.6)</p>	<p><i>“Raising attainment of disadvantaged children, closing the gap, improving their attendance and behaviour, increasing the participation of their parents in their education and so on these are all worthy targets to pursue. However, underpinning all this has to be high-quality teaching. Evidence shows that disadvantaged children are disproportionately hampered by bad teaching.”</i> Sir John Dunford</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">EEF Research materials, ‘Improving Literacy in Key Stage 1’ has guided our practice</a></p>	1
<p>Implement high impact learning approaches, based on Cognitive Science Evidence CPD for all staff in understanding memory, metacognition and cognitive science research. Implement: retrieval practices, spaced practice, activating prior knowledge, application of Cognitive Load Theory. Staff coaching and monitoring focus.</p>	<p>The EEF states: <i>‘Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.’</i></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/self-regulation-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/self-regulation-strategies/</a> <a href="https://evidencebased.education/whole-staff-cpd/">https://evidencebased.education/whole-staff-cpd/</a></p>	1,2,3,4,6
<p>Whole school focus on extending children’s vocabulary across all curriculum subjects “Voice 21”. Welcomm assessments in EYFS. Speech &amp; Language. Oracy Leads and Oracy Champions in</p>	<p>EEF Communication and Language Approaches (EYFS Toolkit) +6 months EEF Oral Language Interventions (Teaching &amp; Learning Toolkit) +6 months. Voice 21 research and EEF teaching toolkit both highlight key evidence regarding the impact of</p>	1,3

<p>each key stage- leading CPD and coaching.</p>	<p>oracy as a driver for learning. Voice 21 project had an independent review by EEF.</p> <ul style="list-style-type: none"> <li>• Whole school CPD to develop pedagogy and practice.</li> <li>• Revised subject aims with explicit essentials for oracy.</li> <li>• Use of oracy assessment</li> <li>• Feedback that evaluates the impact of that work.</li> </ul>	
<p>Structured approaches to vocabulary and language acquisition – Word Aware, WalkThru and EBE blend of strategies</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,3
<p>Work with the NW maths hub and embed a consistent teaching for mastery approach across the school</p> <p>High Quality CPD Tara Loughran Total Maths.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance</p> <p>Introduce Maths Dictionary The children will retain maths facts due to the repetition of key knowledge. The children's fluency will improve as mathematical vocabulary will be embedded</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2
<p>High quality provision for our SEND children with complex needs and ACES in Early Years for early identification.</p> <p>Senco/Assistant Head (0.5) – EYFS base / forest school during first term to support transition and assessments. Improving Mental Health, Wellbeing and learning behaviours amongst pupils training all staff in Attachment and Trauma and use of validated screening tools to identify needs.</p>	<p>EEF research indicates that highly skilled and qualified teachers deliver the most effective SEND provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/</a></p> <p>EEF Effective Professional Development (Guidance Report)</p> <p>EEF Special Educational Needs in Mainstream Schools (Guidance Report)</p>	3,4

	<p>EEF Improving Social &amp; Emotional Learning in Primary Schools (Guidance Report)</p> <p>EEF Improving Behaviour in Schools (Guidance Report) Children and Young People's Mental Health Coalition Annual Report 2020 highlights the detrimental impact of the Covid-19 pandemic on disadvantaged children.</p> <p>Chester University Attachment, Trauma and Mental Health audit.</p>	
<p>Introduce our Jigsaw scheme as a whole school approach to improving the quality of social and emotional (SEL) learning and embed our MyhappyMind programme.</p>	<p>EEF Teaching and Learning Toolkit – Review of 54 studies. Updated July 2021. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads</a></p>	<p>3,4</p>



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

Budgeted cost: £43,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Mathematics Academic Mentor 1-1 and small group work. Use diagnostic testing and tracking to address specific gaps in their learning as required which may be presenting as a barrier to progression</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>            Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3 and 4</p>
<p>2. Phonics Academic Mentor for 1-1 and small group phonic intervention lowest 20%</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3 and 4</p>
<p>3. Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic including those who are PP and high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>4. Talk About Town Speech and Language Specialists - Children with speech and language will be age appropriate</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>            EEF Guidance Report 'Preparing for Literacy' recommends that high quality targeted support can ensure that children falling behind catch up quickly as possible.</p>	<p>2,3</p>

5. Nuffield Early Language Intervention (NELI) No cost DfES funded  (Highly skilled TA 3 0.3)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3 and 4
6. Orrets Meadow Outreach support for children with reading and spelling SEND difficulties.	High quality SEND specialist teaching using the principles of effective implementation described in the EEF's guidance report  <a href="http://educationendowmentfoundation.org.uk">Putting Evidence to Work: A School's Guide to Implementation</a>	2,3 and 4
7. Gilbrook Outreach support for EHCP children with SEMH (from main budget top spliced)	Highly skilled SEND specialist targeted interventions have a positive effects on behaviour:  <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2

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

Budgeted cost: **£81,235**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce, 'The Thrive Model' as a whole school approach to self-regulation focusing on the emotional needs of different age groups.	Informed by established neuroscience and attachment research, as well as child development studies and research into risk and resilience factors  Research based on 4 pillars: Attachment Theory: Child Development Theory Neuroscience Play, Creativity and the Arts	3,4
Attendance Lead and HT to run incentives and support plans for disadvantaged Persistent Absentees and those with low attendance – Attendance Avengers Tree/ Mr Potato Head Parties  Introduce Studybugs online system to streamline start of the day procedures	The DFE published research in 2012 and 2016 on the negative impact on absence from school for children and how this leads to lower achievement and attainment.  The EEF has also reported, <i>'there is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.'</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads</a>	6

<p>Targeted Coffee mornings throughout the year for parents to promote supporting their children in school e.g. phonics, reading, maths and behaviour</p>	<p>EEF promote strong parent partnerships</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads</a></p>	<p>6</p>
<p>Additional Educational Psychologist time to improve the provision of our children who need the support of an EHCP.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads</a></p>	<p>6</p>
<p>Access to an enriched curriculum will broaden our disadvantaged children's cultural capital.</p>	<p><i>'No activity or planned activity in schools should identify, exclude, treat differently or make assumptions about those children whose household income or resources are lower than others.'</i></p> <p>EEF states that arts participation including music activities that are part of the curriculum do have a positive impact. There is some evidence of a positive link between music and spatial awareness. There are also wider benefits such as more positive attitudes to learning and increased wellbeing.</p>	
<p>Purchase PE kits and uniforms for disadvantaged children.</p>	<p>Poverty Proofing Audit identified that our disadvantaged children would like support with uniform and PE kits. There has been extensive research into the negative effect not having these basic items can have on a child.</p> <p><i>'Schools broadened horizons but the stark differences it exposed were a source of shaming: smartly dressed or not, more than one set of uniform or not, hungry or not, pocket money or not, calculator or not, the list was endless'</i></p> <p>Walker et al (2013)</p>	

**Total budgeted cost: £221,174**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. 2021-22 results will not be published.*

		<b>IMPACT</b>
<b>2022 Outcomes</b>	<b>EYFS</b>	<ul style="list-style-type: none"> <li>➤ <b>All PP children without SEND achieved their ELG</b></li> <li>➤ <b>Disadvantaged children outperformed non-disadvantaged children. PP gap was closed from 21% to 50% Autumn to Summer</b></li> <li>➤ Emphasis on PSED and early language skills both in quality first teaching and in interventions such as WellComm, Talk Boost and NELI had a positive impact on progress.</li> <li>➤ Senco ran EYFS nurture group provision, due to the number of children with complex needs, offered high quality teaching for our most vulnerable children and ensured CL and SEMH needs identified and met- 3 children new to school (EYFS Nurture group: 1 LAC, 2 children in CP (PP), 2 children gained an EHCP and have a now a place in specialist education,1 PP child previously CP re-integrated and achieved GLD</li> </ul> <p>Additional Speech Therapy Sessions - all nurture group children assessed and programmes delivered - on going support from this to the children not yet within their age band for language development</p>

	Year 1 Phonics Screening	<ul style="list-style-type: none"> <li>➤ <b>Rapid progress from low starting points resulted in our Y1 PP children outperforming this group and all pupils nationally.</b></li> <li>➤ <b>SEND PP children made good progress from 0% on track to 60% achieving the PSC.</b></li> </ul>
	Year 2 Phonics Screening Check	<ul style="list-style-type: none"> <li>➤ <b>PP children outperformed PP children nationally and all pupils nationally</b></li> <li>➤ <b>Only one child did not pass the resit - she has complex SEND but made good progress towards her individual targets.</b></li> <li>➤ Y2 PSC Dec 21: 80% and 85% of our disadvantaged children</li> <li>➤ Y2 PSC resits 7/8 88% PP 100% and SEND 88%</li> </ul>
	End of Key Stage 1	<ul style="list-style-type: none"> <li>➤ <b>The disadvantaged children outperformed this group nationally in reading, writing and maths</b></li> <li>➤ <b>PP children exceeded national GD in reading and was in line with GD nationally in mathematics</b></li> <li>➤ <b>PP SEND children attained higher than this group Nationally in R, W and M.</b></li> </ul>

		<ul style="list-style-type: none"> <li>➤ Progress from low starting points is rapid -only 28% of this cohort passed their ELG</li> <li>➤ Externally moderated by LA - agreed with all school judgements commended GD work in mathematics</li> </ul>
	End of Key Stage 2	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>➤ <b>Disadvantaged pupils performed significantly higher than National. 73% vs 57%N</b></li> </ul> <p>For low prior attainers progress in mathematics (4.6) was significantly <b>above</b> national and in the <b>highest 20%</b> in 2022.</p> <p>Low pri or attaining group significantly above national for attainment in maths 53% vs 25% N.</p> <p>1:1s for six LPA (5 PP) children who made outstanding progress- 4 girls/ positive role model Academic Mentor.</p> <p>All year groups taught number and place value for an extra two weeks- whole school focus. This success was reflected in maths SATS papers in QLA - surpassing national for this strand.</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Disadvantaged pupils' attainment was significantly higher than National: 73% vs 56%N.</b></li> <li>➤ <b>Disadvantaged pupils achieving GD was higher than National this is a consistent 3 year trend. (9.8 -9.7) (GD disadvantaged pupil moved out of area in the autumn term 21 which would have increased this further)</b></li> <li>➤ <b>Key stage 2 progress in writing (2.8) was significantly above national and in the highest 20% in 2022.</b></li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Disadvantaged pupils performed better than their peers nationally: 68% vs 63%N</b></li> <li>➤ <b>Disadvantaged pupils achieving GD was higher than National - (GD pupil moved out of area in the autumn term which would have increased this further)</b></li> <li>➤ <b>PP SEND attainment in reading and writing was higher than National for this group and for combined RWM also higher.</b></li> <li>➤ <b>Progress was higher than LA awaiting National</b></li> </ul>
	Pastoral Support linked to attendance and behaviour	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>➤ <b>Attendance above Nat for Homegrown PP children</b></li> <li>➤ <b>Autumn Census - Summer 22 in line with National Persistent Absentees Spring Term 44.% reduced to 21% Summer term</b></li> <li>➤ <b>Autumn Term 22 - PP children significantly above National 93.2 % v 91.4%</b></li> <li>➤ <b>No PP children with extreme absenteeism</b></li> <li>➤ <b>Case study children- previous PA improved e.g. Y6 PP pupil raised attendance from 88.8% to 97.5% in the summer term</b></li> <li>➤ <b>LA 360 review highlighted many areas of exemplar practice '<i>... school staff work tirelessly to inform and educate the whole family on the expectations surrounding attendance</i>'</b></li> </ul>

			<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>➤ No suspensions or exclusions of PP children since the introduction of Pivotal behaviour system</li> <li>➤ Early Help Support, decrease in referrals</li> <li>➤ DH NPQH -Pivotal Behaviour Trainer Qualification</li> <li>➤ RAG rating system for all KS2 children after completing EDUKIT survey. All cases reviewed.</li> </ul>	
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read, Write, Inc	Ruth Miskin
MyhappyMind	MyhappyMind
Accelerated Reader	Renaissance
MYON	Renaissance
Mathletics	3P Learning
TT Rockstars	Maths Circle
Read to Write	Literacy Counts
Steps to Read	Literacy Counts
IDL	IDLS group - Ascentis
Cracking Comprehension	Rising Stars
Mark	Rising Stars
Switched on Science	Rising Stars
Active Learn	Pearson
Jigsaw PSHE	Jigsaw PSHE
Mathsframe	Mathsframe
Spag.com	Orchard
Purple Mash	2 Simple
Travel Tracker	Living Streets
White Rose Maths	White Rose Maths
Evidence Based Education	Evidence Based Education
Walkthrus	John Catt
CPOMS	CPOMS
Edukit	Edukit Solutions
Testbase	Testbase / Exampro

## Further information (optional)

Covid 19 has had an enormous impact on the education of our children. It has resulted in unprecedented challenges and has brought intense pressure, high levels of stress and anxiety and radical changes to the way in which we work and live. The closure of schools has had a considerable impact for all pupils, but the largest impact is likely to fall on those from the poorest families. Every child's experience has been different and some children have been impacted far more than others have. It is clear that children have had access to different levels of learning during the lockdown. Some children have parents/carers who have been able to take on the role of 'teacher' and oversee the home learning. For many others, a whole range of issues have impacted on their ability to learn at home: space to work, overcrowding, parents/carers having the time/ skills to commit to home learning. The health of some children has been impacted by poor nutrition and a lack of physical exercise or access to the outdoors. Many families have experienced serious illness and bereavement and there are ongoing anxieties for children, parents/carers and staff about getting back to "normality". There was a significant increase during this time in the amount of Operation Encompass call outs – 24 over the last year with domestic violence being the main reason for Police involvement.