

Pupil premium strategy statement – Westgate CP School

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	302 (288 Oct 24 census)
Proportion (%) of pupil premium eligible pupils	26.8% (81 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 -2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rhonda Kidd Headteacher
Pupil premium lead	Rhonda Kidd
Governor lead	Paul McGoochan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£135,000

Part A: Pupil premium strategy plan

Statement of intent

Westgate CP Primary is a primary school in Bury St Edmunds. Many of our children come from our catchment. However, we have a number of pupils who come from out of catchment, including those who are part of our Deaf Resource Base and come to school in a taxi.

At Westgate, we strive to ensure that we understand and support the needs of **all** pupils and implement strategies and opportunities so that every child reaches their full potential.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We consider the individual and collective barriers to learning faced by our pupils. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. This statement also covers those pupils who are considered to be more vulnerable, such as those receiving additional support through early help, social care and/or young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

All members of staff and our governing body take full responsibility for our socially disadvantaged pupils and are fully committed to supporting their pastoral, social and academic needs within a caring and nurturing environment. We take time to fully understand the strengths of each child along with the needs and challenges that each pupil faces and we ensure that we deploy funding in order to narrow the gap between socially disadvantaged pupils and their peers. We are forensic in our approach so that we know what the gaps are for each child and address them within focused teaching sessions and bespoke interventions. We believe that **all** pupils are the heart of what we do and are valued, respected and entitled to develop to their full potential.

We ensure that the Pupil Premium is spent on improving the life chances of the poorest and most vulnerable pupils in our care by planning to provide a high-quality education and levels of support that will enable our pupils to be the best they can be, to engage positively in their learning and flourish in all aspects of their school life. High-quality teaching is at the very heart of our approach and we enable this through a robust CPD programme that clearly focuses on ensuring that all staff know how to support and scaffold learning through carefully planned teaching strategies and approaches.

Our strategy also focuses on areas that are known to particularly support disadvantaged pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

At Westgate, we put reading at the heart of the curriculum and believe that ensuring all pupils become confident readers through the rigorous and systematic teaching of phonics, fluency and comprehension is key to improving their life chances. We will focus on the key challenges which are preventing attainment of pupils: depth and breadth of vocabulary, the ability to articulate ideas and develop

reasoning, and a lack of wider life experiences that build background knowledge and understanding of the world around them.

We provide additional support to meet the individual needs of our children including targeted support in class, group and individual intervention, emotional and social support, as well as wider family support. We ensure that disadvantaged pupils have access to a full and wide academic and experiential curriculum, subsidising costs where appropriate.

Our school's approach is based on the need to:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Employ a unified, whole school strategy for raising expectations and improving outcomes for all children
- Closely analyse performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all pupils including those entitled to benefit from the Pupil Premium.
- Evaluate and monitor Pupil Premium spending to measure impact and spend it in ways shown to be most effective (with reference to the Sutton Trust-EEF teaching and Learning Toolkit which summarises the evidence for different approaches to raising attainment). Act early to intervene at the point need is identified

Provision - We do this through:

- Early intervention - we identify children vulnerable to under-achievement in EYFS or as soon as they are admitted to the school.
- Having high expectations and a determination that no child is 'left behind'.
- Teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning ('learning to learn') through our whole school Learning Behaviours – pride, resilience, courage and teamwork.
- Termly pupil progress meetings to track and discuss pupils vulnerable to underachievement to ensure we are doing all we can to accelerate progress and monitor the impact of the support in place.
- Giving effective feedback on learning – Assessment for learning: ensuring that children know where they are in their learning journey and to work with them to plan their next steps and recognise their successes.
- Small group bespoke interventions to address identified needs
- Providing experiences in order to broaden horizons and provide enrichment
- Funding after school clubs and extra-curricular activities where appropriate – looking at health and wellbeing and providing new opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments show that pupils often start school lower than pupils nationally. Many pupils need to make accelerated progress. On entry, screening demonstrates that pupils often start school with limited speech and language skills, which impacts on their learning.
2	Assessment data, writing moderation and work scrutiny have identified that writing is a whole school priority.
3	Assessment data has identified that reading is an area for development in KS2.
4	Assessments and class-based observations have identified gaps in some pupils' number sense in maths when using known facts and place value understanding to solve related questions.
5	In some cases, pupils' physical, social, emotional and mental health needs often impact on their readiness to engaged with learning.
6	In some cases, pupils do not have access to wider life experiences. This restricts their knowledge and understanding of the world. Some of our pupils have limited aspiration and/or positive role models.
7	There is not consistency in the support and/or resources available to continue learning at home.

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
Improved oral language skills and vocabulary acquisition in EYFS, KS1 and then into KS2	<p>Improved oral language and communication skills.</p> <p>Children will demonstrate improved understanding and use of vocabulary within class discussions and within their writing across the curriculum.</p> <p>Metacognitive strategies and Walkthrus techniques are used to support language and vocabulary acquisition within lessons. These are seen being deployed consistently across the school.</p> <p>Vocabulary is introduced and explained to pupils in lessons. Key vocabulary is mapped across the curriculum over time so that children's knowledge of language builds sequentially and cumulatively.</p> <p>Parents/families know the vocabulary the children are learning through information sent home to them. Pupils are identified quickly</p>

	and are given opportunities beyond those offered by the class teacher through intervention and booster sessions.
Improved writing outcomes with pupils showing greater writing stamina and are able to improve their writing by demonstrating accurate sentence punctuation, coherence, handwriting and spelling.	<p>Writing moderation and work scrutinies show an improvement in:</p> <ul style="list-style-type: none"> • Accurate sentence punctuation in all pieces of writing. • Confident use of ambitious vocabulary • Children’s ability to write at length with consistency and coherence. • Children use age-related sentence structures correctly and appropriately • Consistent handwriting following the 3 handwriting rules (All letters sit on the line / Tall letters touch the line / Short letters are short) • Accurate spellings of CEWs and Statutory words
Improved fluency and comprehension, with pupils able to discuss what they have read, across the curriculum.	<p>NFER assessments show individual progress in decoding, fluency and comprehension skills from individual starting points.</p> <p>End of KS2 reading outcomes is at least in line with the national average.</p> <p>NFER reading assessment outcomes in Year 3, 4 and 5 will be in line with age-related expectations and will show sustained progress from individual starting points.</p> <p>Regular assessment identifies pupils with gaps in their knowledge of reading and phonics. Action is taken to address the gaps and intervention is timetabled immediately.</p> <p>Teachers make effective use of AfL and assessment data to inform planning, looking at prior knowledge expectations as well as current expectations to ensure no gaps in knowledge and skills remain.</p> <p>Pupil attainment review meetings allow for gaps to be identified and teaching adjusted to meet the needs of children. Class teachers are able to easily identify pupils at risk of underachievement and who have been identified receive targeted intervention.</p> <p>On-line resources, such as Lightning Squad, are utilised to share strengths and target practice around gaps. Families have information sessions and reference material to be able to support their children at home.</p> <p>Reading lessons are tailored to the stage of reading each child is at and focus on building fluency and comprehension.</p> <p>Reading for pleasure is integrated into daily life at the school.</p> <p>All children are read to daily and are able to discuss what they are reading and make recommendations to others.</p>

<p>Identified gaps in maths are identified and successfully addressed leading to improved learning outcomes and sustained progress.</p> <p>Improved understanding of mathematical vocabulary, ability to reason and strategies needed to solve mathematical problems.</p>	<p>Daily Flashback 4 starters are embedded so that they develop fluency and vocabulary through direct teaching, which supports understanding and model language and thought process.</p> <p>Improved number sense and use of known number facts and place value understanding to solve related questions.</p> <p>NFER assessments assessment outcomes in Year 3, 4 and 5 will be in line with age-related expectations and will show sustained progress from individual starting points.</p> <p>End of KS2 Maths outcomes is at least in line with the national average.</p> <p>Greater fluency and recall of multiplication facts</p> <p>Regular assessment identifies pupils with gaps in their knowledge of place value and number.</p> <p>Teachers make effective use of AfL and assessment data to inform planning, looking at prior knowledge expectations as well as current expectations to ensure no gaps in knowledge and skills remain.</p> <p>Pupil attainment review meetings allow for gaps to be identified and teaching adjusted to meet the needs of children. Class teachers are able to easily identify pupils at risk of underachievement and who have been identified receive targeted intervention.</p> <p>On-line resources, such as TT Rockstars, are utilised to target practice around gaps. Families have information sessions and reference material to be able to support their children at home.</p> <p>Children experience mathematical enrichment opportunities which enhance their understanding of the purpose of maths and links across subjects</p>
<p>Improved social and emotional well-being for our pupils promotes greater self-regulation, resilience, ability to develop and build relationships and greater engagement, independence and participation in learning.</p>	<p>Observations, discussions, pupil perceptions and assessed outcomes from ELSA/ nurture baseline assessments sessions indicate:</p> <ul style="list-style-type: none"> • Children display greater self-regulation in class and the ability to manage their emotions, handle frustration and resist impulsive behaviour • Children have the confidence to articulate their emotions using the Mood Monsters and seek support when needed • Children show greater independence and organisation in their learning • Children show a greater sense of self as a learner, knowing their strengths and areas for development • Improved and sustained levels of engagement in learning resulting in progress across the curriculum • ELSA pre and post monitoring show positive impact on the emotional wellbeing of pupils. • Children increasingly use metacognitive strategies in their learning. • Fewer incidents of pupils' physical, behavioural, emotional and social needs impacting on the learning of them and others around them. • Class teachers use the 'free' PSHE lessons to support identified needs for their class.

<p>Increasing range of wider opportunities offered to pupils</p>	<p>Participation in the breakfast club and high-quality extracurricular activities leads to improved attendance and fewer pupils are identified as Persistently Absent.</p> <p>Children will engage in enrichment activities which will create aspiration and inspiration, leading to greater engagement and interest in learning.</p> <p>More pupils in receipt of Pupil Premium funding access trips and visits.</p> <p>Each year group to have one paid trip for the year and to then offer free visits or in-house opportunities that link to the curriculum.</p> <p>Parents given at least a year's notice on residential trips and are offered a payment plan to support. Venues are carefully chosen to offer best value for parents.</p> <p>Links to local school (high schools, Bury School Games) allow opportunities for children to be offered wider opportunities e.g. sporting competitions, curriculum workshops (ICT, Drama, Science, Maths), experiences e.g. Christmas and Summer performances.</p> <p>Increased range of wider opportunities offered to pupils e.g. Rocksteady, African Drumming, Skipping Workshop, Doorstep Theatre,</p> <p>HAF use Westgate during the holidays and free places are offered to a number of our pupils. We also benefit from free taster sessions for at least two-year groups each term.</p> <p>Introduction of a Careers Day to create aspiration and inspiration.</p>
<p>Improved engagement from parents</p>	<p>Return to face to face parents' evenings.</p> <p>Half Termly informal 'meet the teacher' opportunities planned – Open Classroom Sessions.</p> <p>Build in regular opportunities for the parents to come into school, including opportunities for parents to work alongside their children and see what work they are doing/have done.</p> <p>Annual parental survey to assess satisfaction. Analysis of surveys to review strengths and, where issues are raised, actions are taken to address (as appropriate).</p> <p>Actions taken to increase parental participation are able to demonstrate impact.</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.

Teaching

Budgeted cost: £27,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring teaching of phonics and early reading is excellent through investing in professional development, including FFT training sessions for the Phonics Leads.</p> <p>Providing access to families to fully decodable home reader books and e-books.</p> <p>Supporting families to understand early reading strategies.</p>	<p>EEF Toolkit Phonics</p> <p>EEF Improved Literacy in KS1</p>	1 and 3
<p>Purchase of NFER assessments (standardised diagnostic assessments)</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.</p>	1, 2, 3 and 4
<p>Purchase of a DfE validated Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p>	1 and 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance</p> <p>We will find teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD, including Maths Mastery training.</p> <p>Introduction of daily Flashback 4 (FB4) starter activity to support / improve fluency and vocabulary.</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: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1 and 2

<p>To implement staff training to address specific aspects identified as gaps for learning or to support aspects identified as specific weaknesses in learning and pupil outcomes.</p> <p>CPD Programme: To implement a bespoke EEF training programme for teaching and support staff in order to address identified needs and impact on whole class quality first teaching w</p> <p>Implement the EEF Metacognition and Self-Regulation Guidance report: Recommendations 1, 2, 3 and 5</p> <p>Implement Walkthrus through an Instructional Coaching approach in order to ensure that explaining and modelling/ retrieval practice and questioning and feedback strategies are fully embedded and support high-quality teaching and learning strategies.</p>	<p>Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teaching</p> <p>EEF Evidence advocates that spending funding on improving teaching might include professional development, training and support.</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a priority for PP spending.</p> <p>EEF Effective Professional Development Guidance Report recommendations, using the key mechanisms to plan and implement an effective CPD programme that equips all staff with the skills and knowledge to provide quality first teaching and to support identified needs. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF Self-Regulation and Metacognition Guidance Report: Recommendation 1: Teachers should acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge Recommendation 2: Explicitly teach pupils metacognitive strategies – planning, modelling and evaluating their learning. Recommendation 3: Select an appropriate level of challenge to develop pupils’ self-regulation and metacognition Recommendation 5: Promote and develop metacognitive talk in the classroom.</p>	<p>1, 2, 3, 4, 5 and 6</p>
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Targeted academic support

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to targeted and precise intervention, in reading, writing and maths enabling pupils to make accelerated progress and the most able pupils to learn at greater depth which includes:</p> <ul style="list-style-type: none"> • High pupil-staff ratios in EYFS and KS1 to support CP model / focused groups and intervention. • Additional hours to support the professional development of LSAs (on non-pupil days) <p>Access to specific interventions to support reading and maths e.g. TTR, Lightning Squad</p>	<p>EEF suggests, ‘there is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.’</p> <p>The EEF also suggests that teaching assistants can provide a large positive impact on learner outcomes when:</p> <ul style="list-style-type: none"> • deployment is targeted • it supplements teaching (but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class) <p>there is investment in professional development for teaching assistants</p>	<p>1, 2, 3, 4 and 5</p>
<p>Identification of and support for language and communication needs :</p> <ul style="list-style-type: none"> • Sp & Lang LSAs to screen all EYFS pupils in entry to school using Wellcomm assessment tools. • Staff implement speech and language programmes to individuals, groups or pairs of pupils as directed by a speech and language therapist employed 1.5 days a week by the school. 	<p>A number of pupils in EYFS and Year 1 have weak language and communication skills.</p> <p>Oral language is often called a "bedrock" of reading and writing. Children with poor language skills struggle across many areas. The impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk of poor mental health and offending. <i>“Good communication is one of the most important skills anyone could have.”</i> (I Can Trust)</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Self-Regulation and Metacognition Guidance Report:</p> <p>Recommendation 5: Promote and develop metacognitive talk in the classroom</p>	<p>1, 2 and 5</p>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>

Research shows a big difference in language development of disadvantaged pupils in relation to non-disadvantaged pupils. The early catastrophe research report shows significant differences in vocabulary acquired.

EEF Early Years Toolkit found that: “Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.

On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.

Wider strategies

Budgeted cost: £85,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Boost pupils' self-esteem, self-confidence and resilience through the school's Early Help strategies and SEMH ELSA support programme, nurture group.</p> <p>Ongoing ELSA training and supervision for designated ELSAs</p> <p>Weekly ELSA sessions in place for identified children after assessment and monitoring</p>	<p>Children learn better and are happier in school if their emotional needs are also addressed. This programme is an educational psychology led intervention for promoting the emotional wellbeing of children and young people.</p> <p>EEF 'Improving Social and Emotional Learning in Primary Schools' Guidance Report cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours.</p> <p>Recommendation 1: Teach SEL skills explicitly</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>5 and 6</p>
<p>To enhance pupils' cultural capital and development of language and vocabulary by providing a breadth of enriched life experiences:</p> <ul style="list-style-type: none"> • Enable pupils to take part in school visits both virtually and in school, which build on the skills and knowledge from our curriculum. • To provide enrichment opportunities for disadvantaged pupils such as participation in sports and creative arts activities/clubs • To provide themed curriculum days to deepen children's understanding of specific subject themes and aspects of learning 	<p>Based on our experience cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than those from less privileged backgrounds.</p> <p>We have seen that cultural and arts opportunities support the wider learning of all children, including disadvantaged pupils. Schools can have an important role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum and developing a wider vocabulary.</p>	<p>1, 5, 6 and 7</p>
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>5</p>

<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Support fund for families in acute need in order to ensure children feel part of the school, to improve school attendance and to have full access to curriculum activities.</p>	<p>Based on our experiences, and feedback (from staff, pupils and parents), we have identified a need to set aside funding to support families in financial need:</p> <ul style="list-style-type: none"> • Funded places at Breakfast Club to support daily attendance • Fund school uniform for all PP children • Establishment of food and clothing initiatives that remove pressure from families and support our families in challenging financial circumstances. <p>The five levels of needs as demonstrated in Maslow's hierarchy of need show the importance of:</p> <p>Physiological needs – food, water, clothing...</p> <p>Safety</p> <p>Love and belonging</p> <p>Esteem</p> <p>Self-Actualisation - becoming the most that they can be.</p>	<p>5, 6 and 7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 135, 000

Part B: Review of the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Aim	Outcome											
To ensure pupils experience high quality first teaching.	<table border="1" data-bbox="564 539 1396 763"> <thead> <tr> <th data-bbox="564 539 751 595">GLD</th> <th data-bbox="751 539 975 595">Y1 Phonics</th> <th data-bbox="975 539 1193 595">KS1 SATs:</th> <th data-bbox="1193 539 1396 595">KS2 SATs:</th> </tr> </thead> <tbody> <tr> <td data-bbox="564 595 751 763">70%</td> <td data-bbox="751 595 975 763">69% compared to national of 80% 75% for Y2</td> <td data-bbox="975 595 1193 763">R = 58% W = 44% M = 60% RWM = 42%</td> <td data-bbox="1193 595 1396 763">R = 70% W = 54% M = 54% RWM = 39%</td> </tr> </tbody> </table> <ul data-bbox="564 763 1396 1355" style="list-style-type: none"> • Live marking used to support Writing and being used more consistently in other subjects. Instant feedback allows misconceptions to be addressed immediately. • Staff have had CPD to facilitate development and high-quality teaching e.g. Metacognition, walkthrus, IAACW, Maths, Reading, Assessment and EEF training which has contributed to positive outcomes and increased teacher confidence. • IAACW, Shared Reading/WCR and Flashback 4s allow pupils to consolidate key skills in maths, phonics and reading and have helped developed vocabulary and language. . • Monitoring has shown that there is consistency across the school and that teachers know what should be taught and when. • Monitoring has shown that teachers are consistently following the Modelled Handover (I do, we do, you do) approach across the curriculum. 				GLD	Y1 Phonics	KS1 SATs:	KS2 SATs:	70%	69% compared to national of 80% 75% for Y2	R = 58% W = 44% M = 60% RWM = 42%	R = 70% W = 54% M = 54% RWM = 39%
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To respond rapidly with targeted teaching for pupils at risk of underachievement	<table border="1" data-bbox="564 1406 1396 1630"> <thead> <tr> <th data-bbox="564 1406 751 1462">GLD</th> <th data-bbox="751 1406 975 1462">Y1 Phonics</th> <th data-bbox="975 1406 1193 1462">KS1 SATs:</th> <th data-bbox="1193 1406 1396 1462">KS2 SATs:</th> </tr> </thead> <tbody> <tr> <td data-bbox="564 1462 751 1630">70%</td> <td data-bbox="751 1462 975 1630">69% compared to national of 80% 75% for Y2</td> <td data-bbox="975 1462 1193 1630">R = 58% W = 44% M = 60% RWM = 42%</td> <td data-bbox="1193 1462 1396 1630">R = 70% W = 54% M = 54% RWM = 39%</td> </tr> </tbody> </table> <ul data-bbox="564 1630 1396 2018" style="list-style-type: none"> • Teachers have worked with the LA Assessment Team to ensure accuracy in writing assessments. Staff meeting time gives staff the opportunity to share writing and ensure consistency of assessment. Y6 teachers attend moderation exercises with other Y6 teachers in the area and County. • Teachers use accurate formative assessment to adapt teaching sequences and planning to pupil need. Use of analysis grids following termly assessments has supported this. Pupil Progress meetings show that teachers know the gaps for class/individual children. 				GLD	Y1 Phonics	KS1 SATs:	KS2 SATs:	70%	69% compared to national of 80% 75% for Y2	R = 58% W = 44% M = 60% RWM = 42%	R = 70% W = 54% M = 54% RWM = 39%
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	<ul style="list-style-type: none"> • Planning in RWM has allowed children to become fluent and revisit skills to achieve increased fluency and automaticity. • Lightning Squad interventions and phonics interventions have targeted identified children.
To embed and sustain a reading culture that ensure all pupils read regularly and develop a love of reading	<ul style="list-style-type: none"> • Identified children have opportunities for additional reading via the reading volunteers and/or Therapy Dog • The school library has had the start of the refurbishment to ensure books are accessible and attractive. It has been decorated and is more inviting. • CPD for staff in phonics, KS2 WCR and FFT Reading assessments has guided consistent support for reading. • Opportunities to develop reading for pleasure have taken place e.g., WBD, parent sessions, class paired reading, Summer Reading Challenge and library visits
Embed INSPIRE learning behaviours into the Curriculum and assemblies INSPIRE learning behaviours celebrated (house points, celebration assembly) Develop pride in presentation and work across whole school. Develop resilience.	<ul style="list-style-type: none"> • Revamp of learning behaviours means that all children know and understand the 4 learning behaviours (pride, resilience, courage and teamwork). • Regular references to these in assemblies, lessons, newsletter etc have helped to embed these • New Handwriting rule have meant a significant improvement in handwriting and presentation, with children taking a pride in their work. Parents and visitors have commented on this. • IAACW has supported children’s resilience in writing. Pupil Voice has shown that children enjoy writing and particularly enjoy the Star Writes at the end of each unit. • Monitoring has shown that presentations has improved in all areas of the curriculum.
Develop a range of extra-curricular clubs	<ul style="list-style-type: none"> • Attendance has improved and has continued to • HAF activity sessions used by at least 15 – 20 of our pupils each holiday. Taster sessions before each HAF benefit at least 4 classes. • Clubs offered to children include Go Wild, Football and Dodgeball, with others being offered by teachers at different points in the year. • Children are able to access all activities on offer throughout the school irrespective of social barrier
To develop wrap around care (WAC) provision for pupils	<ul style="list-style-type: none"> • WAC hours have been extended and parents are now offered flexible drop off and collection. • Free spaces are in both clubs are used regularly • Improved attendance and punctuality and a decrease in both authorised and unauthorised attendance
To support curriculum enrichment opportunities for PP children	<ul style="list-style-type: none"> • Pupils attend workshops and events, and visit places they would not normally attend, in order to enhance curriculum e.g. skipping workshop, African Drummers, Anglo Saxon workshop, Crafty Foxes, Rocksteady, O2 Young Voices • The workshops and enrichment opportunities support the children’s academic studies

	<ul style="list-style-type: none"> • Country of the Month continues to celebrate increased diversity in school. Each half term, a new country is chosen that links to our students. • Learning Village has been introduced to support our EAL pupils. Parents have spoken positively about the impact and have attended workshops in school.
Support children's emotional needs	<ul style="list-style-type: none"> • Additional ELSA working 3-4 afternoons a week allowing more children to access support • Trauma training undertaken to support specific pupils • Greater emphasis on 'in class' learning with support. Children talk positively about any achievements and progress and are ready to learn in class with a reduced need for intervention.
Increase parental engagement to support understanding of curriculum	<ul style="list-style-type: none"> • Increased number of parents attending sessions • Open classroom sessions have increased to half termly • Positive feedback from parent surveys and specific sessions/support given based on feedback/needs of parents
Support Y6 children with the transition to High School	<ul style="list-style-type: none"> • Regular visits to feeder high schools so that children are familiar with the schools and some of the staff e.g. Y7 performances, science and art days • Children have met with staff from High School and had opportunity to ask Qs • Extra transition for named children and ELSA led transition groups mean pupils feel positive/confident about the move to High School
Build positive relationships with pupils/families to provide support	<ul style="list-style-type: none"> • Members of staff meet and greet at start and end of each day, with each gate being manned • Staff work with outside agencies to support identified needs • Families regularly signposted to support such as housing, food banks etc. so families recognise the support available • ELSAs support a number of children in school – meet and greet, check ins, lunch time support, ELSA sessions • Use of Tapestry in EYs and Class Dojo in KS1 and KS2 builds positive relationships between school and home. • Half termly open classroom sessions, as well as other workshops and events, give parents/carers regular opportunities to come into school.
Support for children having difficulty completing homework at home.	<ul style="list-style-type: none"> • Projects given as homework that can be completed with family members. Projects are linked to topics and parents often invited at the end of each topic to see the work children have done • Homework able to be completed online e.g. TTRS, Purple Mash • Lunchtime club for homework and Lightning Squad meant children could choose to complete these activities in school