

Westgate CP School Pupil Premium Strategy Statement – January 2026



This statement details our school’s use of pupil premium (and recovery premium for the 2025 – 2026 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	298
Proportion (%) of pupil premium eligible pupils	35% (104 chn)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 – 2028
Date this statement was published	February 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rhonda Kidd (Headteacher)
Pupil premium lead	Sara Fenn
Governor lead	Gareth Russell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	138, 585
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£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>	£138, 585

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Westgate is that we understand and support the needs of all of our children regardless of their background, or the challenges they face. We implement strategies and opportunities to ensure children can access our broad and balanced curriculum, make progress from their individual starting points and make good or better progress in all subjects and ultimately reach their full potential.

As a school we have 298 children on roll. 104 of these children are our pupil premium cohort (35%). Of these children, there are 55 boys, 49 girls, 9 children with EAL and 26 receive SEN support, 12 of which have EHCPs. 25 pupil premium children are also persistently absent.

With this data in mind, we consider the challenges faced by our vulnerable pupils. We work closely with our families and a range of external agencies and create safe spaces, opportunities and experiences within school to enable those pupils to not only access the curriculum but thrive academically, socially and emotionally.

Quality-first teaching is at the heart of our approach. We use metacognition as the foundation of our teaching practice, enabling staff to use and model metacognitive strategies in the classroom, fostering students' ability to think about their own learning and become more independent, self-regulated learners. Metacognition enables us to understand and reflect on the most effective strategies, why they work and how we can adapt to a diverse range of learners. In the classroom, this is implemented with strategies to reduce cognitive overload including but not limited to Walkthrus such as 'Modelled Handovers', 'Worked Examples and Backward Fading', 'Think Pair Share' and 'Cold Calling'. Implicit in the intended outcomes detailed below, is the intention that all of our pupils' attainment will be sustained and improved.

Our strategy is designed to address the specific barriers we see within our community: language acquisition gaps on entry, lower reading fluency, and social-emotional regulation needs. This informs the targeted support provided to children in class, group and individual intervention, as well as our extensive social and emotional support and wider family support. We ensure that all pupils have access to a full and wide academic and experiential curriculum, subsidising costs where appropriate.

Challenges

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

Challenge number	Detail of challenge																																		
1	Of our 104 children eligible for Pupil Premium funding, 26 also have identified special educational needs (25%). 14 have an identified SEN and 12 have an EHCP in place.																																		
2	Many of our children have difficulties with SEMH and many have experienced several ACES. 34 of our Pupil Premium children have accessed/still accessing ELSA or they are having daily check in support and/or attending Hamish & Milo groups.																																		
3	<p>2024-25 data shows the end of KS2 outcomes were below national averages.</p> <p>National: Reading: 62% Writing: 58% Maths 59%</p> <table border="0"> <tr> <td>Current internal data:</td> <td><u>Year 4 16 pupils (8 SEN)</u></td> </tr> <tr> <td><u>Reception 16 pupils (2 SEN)</u></td> <td>Reading: 31%</td> </tr> <tr> <td>Word Reading: 50%</td> <td>Writing: 13%</td> </tr> <tr> <td>Writing: 50%</td> <td>Maths: 31%</td> </tr> <tr> <td>Number: 50%</td> <td><u>Year 5 15 pupils (2 SEN)</u></td> </tr> <tr> <td><u>Year 1 14 pupils (2 SEN)</u></td> <td>Reading: 80%</td> </tr> <tr> <td>Reading: 29%</td> <td>Writing: 53%</td> </tr> <tr> <td>Writing: 36%</td> <td>Maths: 53%</td> </tr> <tr> <td>Maths: 29%</td> <td><u>Year 6 15 pupils (5 SEN)</u></td> </tr> <tr> <td><u>Year 2 13 pupils (2 SEN)</u></td> <td>Reading: 60%</td> </tr> <tr> <td>Reading: 62%</td> <td>Writing: 33%</td> </tr> <tr> <td>Writing: 38%</td> <td>Maths: 47%</td> </tr> <tr> <td>Maths: 54%</td> <td></td> </tr> <tr> <td><u>Year 3 12 pupils (5 SEN)</u></td> <td></td> </tr> <tr> <td>Reading: 50%</td> <td></td> </tr> <tr> <td>Writing: 42%</td> <td></td> </tr> <tr> <td>Maths: 67%</td> <td></td> </tr> </table>	Current internal data:	<u>Year 4 16 pupils (8 SEN)</u>	<u>Reception 16 pupils (2 SEN)</u>	Reading: 31%	Word Reading: 50%	Writing: 13%	Writing: 50%	Maths: 31%	Number: 50%	<u>Year 5 15 pupils (2 SEN)</u>	<u>Year 1 14 pupils (2 SEN)</u>	Reading: 80%	Reading: 29%	Writing: 53%	Writing: 36%	Maths: 53%	Maths: 29%	<u>Year 6 15 pupils (5 SEN)</u>	<u>Year 2 13 pupils (2 SEN)</u>	Reading: 60%	Reading: 62%	Writing: 33%	Writing: 38%	Maths: 47%	Maths: 54%		<u>Year 3 12 pupils (5 SEN)</u>		Reading: 50%		Writing: 42%		Maths: 67%	
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4	<p>Internal data for Maths shows that there is a significant gap in expected levels between our disadvantaged and non-disadvantaged pupils achieving the expected level.</p> <p>Year 1 achieving exs level - PP: 29% NPP: 48% Year 2 achieving exs level - PP: 54% NPP: 64% Year 3 achieving exs level - PP: 67% NPP: 82% Year 4 achieving exs level - PP: 31% NPP: 50% Year 5 achieving exs level - PP: 53% NPP: 71% Year 6 achieving exs level - PP: 47% NPP: 74%</p>																																		

5	<p>Attendance rates for disadvantaged pupils are 91.2% which is below both national and local authority averages (95%). 25 children have been persistently absent since September 2025. We have 9 PP that have been offered free breakfast and after school club places to try to support attendance and to ensure children are in school on time.</p>
6	<p>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.</p> <p>Disadvantaged children are underrepresented in extra-curricular clubs and school sporting events.</p> <p>Only 26 PP children currently access extra-curricular clubs.</p>
7	<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our PP pupils than their peers.</p> <p>Children enter school with limited vocabulary and language skills. In September 2025, 17% of PP children scored at the appropriate level for their age on a WELLCOMM assessment.</p> <p>Moderation has identified that children are not using a wide range of vocabulary. Teacher voice identified that children are not using it because they do not have exposure to it outside of school so vocabulary acquisition in school needs to be explicitly taught and monitored.</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>Currently, around 90% of PP children with SEN make expected or better progress against their starting points. We intend for this to be 100% within the 3-year strategy.</p>	<ul style="list-style-type: none"> • Targets set in children’s SEN learning plans to be achieved or showing good progress being made towards achieving them. • Children assessed against pre key stage standards where necessary, and progress towards these standards noted and tracked. • 100% of teacher observations will show SEN children being appropriately supported within lessons. • Intervention progress will be documented and monitored.
<p>All children experiencing social and emotional barriers to receive support in school, enabling them to:</p> <ul style="list-style-type: none"> • Improve their emotional literacy so they can name and manage their feelings. • Develop social skills so they can interact and communicate effectively. • Improve self-esteem so they can attempt academic challenges. 	<ul style="list-style-type: none"> • ELSA pre and post intervention assessments will show an improvement in scores. • Hamish and Milo pre and post intervention assessments will show an improvement in scores. • Staff (and child voice) will show improvements/progress from starting points. • Daily check in CPOM reports will monitor and show an improvement in attitude, anxieties and incidents. • Children, families and staff will notice an improvement in social and emotional difficulties. • A reduction in CPOM reports of behavioural/friendship/anxiety related issues. • Termly data will show an improvement in academic data showing SEMH is not negatively affecting academic progress.
<p>To improve attainment and progress in Reading, Writing and Maths incrementally each year</p>	<ul style="list-style-type: none"> • End of year data will show a 10% improvement in attainment in Reading , Writing and Maths by July 2026. This will bring us in line with national Reading (24-25) and closer to National within writing and Maths.
<p>To raise attendance amongst our Pupil Premium children.</p>	<ul style="list-style-type: none"> • Attendance of our PP children will increase from 91.2% to 93% by the end of July 2026 • Attendance of our PP children will increase to 95% by July 2027.
<p>To broaden children’s experiences and increase engagement with extra-curricular clubs.</p>	<ul style="list-style-type: none"> • Each year group will have had ‘experiences’ and/or trips throughout the year that will provide new experiences for children. • Attendance registers for extra-curricular clubs will show an increase in the number of disadvantaged children attending, from 26% to around 50%. • This will be done through offering clubs catered to their wants and providing lunch time clubs.
<p>Improved oral language skills, and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments 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 and ongoing formative assessment.

	<ul style="list-style-type: none">• EYFS WELLCOMM data will show an improvement in assessment scores from baseline to end of year.• English assessment data will show an improvement in academic progress.• Moderation will show increased use of broader language.• Teacher voice will indicate pupils are using a wider vocabulary.
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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

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>CPD on quality first teaching for all.</p> <p>Our CPD focus has been on the EEF Metacognition and Self-Regulation Guidance report.</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>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3,4,7</p>
<p>Purchase of NFER assessments (standardised diagnostic assessments)</p>	<p>EEF: Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Standardised tests not only provide information about the attainment of the child against other children or a similar age. They also provide diagnostic information that can be used to identify barrier and inform the focus on interventions</p> <p>The EEF recommends that high quality assessment and diagnosis should be used to target and adapt teaching to pupils’ needs. Rapid provision of support is important, but it is critical to ensure it is the right support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,3,4,7</p>

<p>Embedding of a recently adopted handwriting scheme with a transcription focus to ensure that all children are taught to form letters correctly and children in key stage 2 develop a fluent joined script.</p> <p>CPD and writing moderation sessions to ensure all teachers confidently and accurately level children's writing and identify barriers to achievement.</p> <p>Pupil Progress Meetings will be held in phases to identify gaps in children's knowledge and key groups of children requiring targeted support</p>	<p>Teaching accurate letter formation is essential to improving the quality and fluency of pupils' handwriting. It is important to promote the basic skills of writing- skills that need to become increasingly automatic so that pupils can concentrate on writing composition.</p> <p>EEF Improving literacy in key stage 2 guidance report Nov 2021</p> <p>The EEF recommends that high quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>The EEF recommends that high quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,2,3</p>
<p>Continue to subscribe to a DFE validated Phonics programme to secure stronger phonics teaching for all pupils.</p> <ul style="list-style-type: none"> • Training sessions for Phonics leads and staff. • Phonics and reading resources to support delivery of programme 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p>	<p>1,2,3,7</p>
<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) activity to</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>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2,4 and 7</p>

support / improve fluency and vocabulary.		
Purchase of 'Picture News' to strengthen our children's global citizenship and oracy skills.	<p>Recent education reviews and specialist organisations emphasise oracy's importance, not just for communication but for critical thinking, reasoning and active engagement, which are developed through discussion-based activities like analysing pictures and news.</p> <p>Regular engagement with news broadens pupils' awareness of local, national and global events, helping them understand interconnected societies and diverse perspectives — a foundation of global citizenship.</p> <p>National studies on citizenship education (e.g., the ACT National Citizenship Education Study) find that regular opportunities for discussion and reflection — *core to news-based classroom practice* — are linked to higher civic knowledge, democratic attitudes and engagement.</p>	1,2,6 and 7
<p>CPD - ELSA Supervision to provide support and advice to the trained ELSA.</p> <p>CPD- ELSA trauma informed training</p> <p>CPD - Hamish & Milo (Social & Emotional Learning)</p>	<p>The approach used by ELSAs is based on the fundamentals highlighted in this document: EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	

Targeted academic support

Budgeted cost: £18,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using teachers and TAs to deliver specific, targeted, structured pre/post-teaching and intervention programmes across the school to reduce gaps but also extend children’s learning in reading, writing and maths</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or any pupils that are falling behind or in danger of falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>When these structured interventions are carried out by LSAs, the benefits are worth noting:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Evidence states that teaching children in small groups having used diagnostic assessments to determine the areas to be addressed can be a useful strategy to address barriers to learning and help children to ‘catch up’.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Using guidance from:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,2,3,4,7</p>
<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 	<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 	<p>1, 2, 3, 4 and 5</p>

<p>/ focused groups and intervention.</p> <ul style="list-style-type: none"> 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>	<ul style="list-style-type: none"> it supplements teaching (but does not reduce the number 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>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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>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.</p> <p>EEF Early Years Toolkit found that: “Overall, studies of communication and language approaches consistently show positive benefits for</p>	<p>1, 2, 3, 4 and 5</p>

	<p>young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>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.</p>	
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Wider strategies

Budgeted cost: £57,000

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>ELSAs offering check ins for identified pupils</p> <p>ELSA support during assessment weeks, including supporting access arrangements</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, 6 and 7</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, 3, 4, 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>1, 2, 3, 4, 5 and 7</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: £ 138, 585

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 1410 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 1410 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 1410 763">R = 70% W = 54% M = 54% RWM = 39%</td> </tr> </tbody> </table> <ul data-bbox="564 763 1410 1323" 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 1368 1410 1592"> <thead> <tr> <th data-bbox="564 1368 751 1424">GLD</th> <th data-bbox="751 1368 975 1424">Y1 Phonics</th> <th data-bbox="975 1368 1193 1424">KS1 SATs:</th> <th data-bbox="1193 1368 1410 1424">KS2 SATs:</th> </tr> </thead> <tbody> <tr> <td data-bbox="564 1424 751 1592">70%</td> <td data-bbox="751 1424 975 1592">69% compared to national of 80% 75% for Y2</td> <td data-bbox="975 1424 1193 1592">R = 58% W = 44% M = 60% RWM = 42%</td> <td data-bbox="1193 1424 1410 1592">R = 70% W = 54% M = 54% RWM = 39%</td> </tr> </tbody> </table> <ul data-bbox="564 1592 1410 2051" 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. • Planning in RWM has allowed children to become fluent and revisit skills to achieve increased fluency and automaticity. 				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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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%									

	<ul style="list-style-type: none"> • 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"> • 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 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 • 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