

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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	Springmoor Grange School
Number of pupils in school	Nursery – 67 Primary - 324
Proportion (%) of pupil premium eligible pupils	22.2% 72
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	Termly
Statement authorised by	Pam Sneath – COG
Pupil Premium Lead	Anna Bowden
Governor Lead	Nicola Milne

Funding Overview for 2024 - 2025

Detail	Amount
Pupil premium funding allocation this academic year	£106460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£106460

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Springmoor Grange School, we want all of our children to “Nurture, Aspire and Prosper”. Our aim is to nurture the children, teach them to aspire and have goals and ensure that they leave Springmoor Grange ready to prosper in their next chapter of education and as citizens of the future.

We believe that every child has the ability to achieve their potential, regardless of background and that no child will be left behind. As a school, we will provide opportunities to break through barriers by adhering to our core values and key intentions which demonstrate our high aspirations for all our children.

The main barriers to learning for disadvantaged pupils at our school are speech and language difficulties, lack of resilience and independence skills, low levels of reading and writing and lack of exposure to real life experiences.

We focus our Pupil Premium spending on delivering high quality teaching in language rich environments, effective and targeted interventions, enhancing the Cultural Capital of our disadvantaged children and supporting children to develop their independence and resilience and also promoting positive mental health.

Challenges

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

Challenge Number	Detail of Challenge
1	High levels of speech and language difficulties on entry and lack of exposure to high quality vocabulary.
2	Limited levels of parental engagement for children who are persistently absent.
3	Narrowing the gap between our disadvantaged children and all other groups by the end of Key Stage Two.
4	Low number of disadvantaged children have the knowledge and skills to progress from expected to greater depth by the end of Key Stage Two.
5	Low confidence levels in reading and writing across a variety of genres.
6	Children’s lack of exposure to real life experiences that enhance their cultural capital.
7	Low resilience, independence and basic skills.
8	Mental health and emotional wellbeing.

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>To improve oral language skills beginning in EYFS and progressing throughout the school.</p> <ul style="list-style-type: none"> • <i>Blast</i> • <i>Ongoing CPD for staff</i> 	<p>EYFS – Increase in the percentage of pupils achieving the Communication and Language Early Learning Goal. Begin work from Nursery to ensure that children’s vocabulary is accelerated from their starting point.</p> <p>KS1 Phonics – Increase percentage of children achieving the Phonics Screening Check by the end of Year 1.</p> <p>KS1 and KS2 – Increase in the percentage of children reaching the age-related expectation in Reading and Writing including increasing the percentages of those children reaching greater depth.</p>
<p>To ensure that children have access to a language rich environment.</p> <ul style="list-style-type: none"> • <i>Curriculum linked language mats and displays within the classroom.</i> • <i>Sharing language resources between home and school</i> • <i>Staff modelling of the correct use of language within context.</i> • <i>Ongoing CPD for staff</i> 	<p>All children will be exposed to high quality vocabulary across school and will be confident at using transferrable vocabulary in everyday situations and also their writing.</p>
<p>To improve levels of parental engagement and increase attendance of children who are persistently absent.</p> <ul style="list-style-type: none"> • <i>Parent Support Advisor employed by the school.</i> • <i>Variety of parent workshops and events in school.</i> • <i>1:1 meeting held with persistently absent families to address barriers and put interventions in place.</i> • <i>Regular attendance initiatives to encourage attendance.</i> • <i>Regular meetings between PSA and Leaders.</i> 	<p>Increase in the attendance of Pupil Premium parents at workshops, consultations and events in school that support parents with their children’s learning.</p> <p>Parental surveys to be used pre and post events to demonstrate the increased knowledge of the parents on how to support their children to learn.</p> <p>The persistent absentee gap between disadvantaged and non-disadvantaged will reduce.</p>

<p>To narrow the gap between disadvantaged and non-disadvantaged children at the end of each key stage.</p> <ul style="list-style-type: none"> • <i>Rigorous tracking in place across school to ensure early identification is key to diminishing the learning gap.</i> • <i>Additional teaching staff to reduce class sizes.</i> • <i>Quality first teaching for all.</i> • <i>Effective deployment of teaching assistants.</i> 	<p>Assessment data will show that the gap between disadvantaged and non-disadvantaged children narrows over time.</p> <p>By the time children leave Springmoor Grange School at the end of Year 6, it is hoped that disadvantaged children will be in line with non-disadvantaged within the school and nationally.</p>
<p>To increase the percentage of children achieving greater depth in all subject areas.</p> <ul style="list-style-type: none"> • <i>Additional teaching staff to reduce class sizes.</i> • <i>Quality first teaching for all.</i> • <i>Effective deployment of teaching assistants.</i> • <i>Challenge and enrichment activities.</i> • <i>Specific interventions in order to accelerate progress from expected to greater depth.</i> • <i>Ongoing CPD and EDA support for staff to understand what is expected of a greater depth child.</i> 	<p>Increase in the percentage of disadvantaged children reaching greater depth in all subject areas.</p>
<p>To raise the profile and increase confidence in reading and writing which results in improved outcomes.</p> <ul style="list-style-type: none"> • <i>Ongoing staff CPD.</i> • <i>Little Wandle Phonics and VIPERS Reading.</i> • <i>Talk for Writing in KS1 and KS2.</i> • <i>Moderation of writing internally and externally.</i> • <i>Implementation of a new approach to spelling in Y2 and KS2.</i> 	<p>A positive culture towards reading and writing throughout school evidenced through the outcomes from pupil surveys.</p> <p>KS1 Phonics – Increase percentage of children achieving the Phonics Screening Check by the end of Year 1.</p> <p>KS1 and KS2 – Increase in the percentage of children reaching the age-related expectation in Reading and Writing including increasing the percentages of those children reaching greater depth.</p>

<p>To increase the children's cultural capital by providing them with a curriculum that is enriched with "real life" experiences.</p> <ul style="list-style-type: none"> • <i>All curriculum topics will include a real-life experience which will enable children to participate in experiences that they have not had access to outside of school.</i> • <i>Continuing to enrich our holistic curriculum approach.</i> • <i>Access to wider opportunities which will influence the thinking and values of children.</i> 	<p>All disadvantaged children in school will have participated in a wide range of "real life" experiences that enhance their Cultural Capital.</p> <p>Subject Leaders will have an increased awareness of how the curriculum is enhancing Cultural Capital and a plan to progress this further.</p>
<p>To increase children's independence, resilience and basic skills.</p> <ul style="list-style-type: none"> • <i>Growth Mindset</i> • <i>Emphasis on effective behaviours for learning.</i> • <i>New behaviour system to be designed with the children.</i> • <i>School have pledged to follow and participate in the Health and Wellbeing Framework.</i> • <i>Continue to ensure that learning routines are embedded.</i> • <i>Ensure opportunities rebuilt into curriculum to develop confidence and self-esteem.</i> 	<p>Children's independence and resilience will increase over time. They will be more confident with the completion of basic skills and this will have a positive impact on their overall attainment and progress.</p>
<p>To continue to promote positive mental health and emotional well-being throughout school.</p> <ul style="list-style-type: none"> • <i>School Wellbeing Team.</i> • <i>School to continue to use the services of the EWEL team.</i> • <i>Signposting parents to where they can get further support.</i> • <i>Curriculum focus where appropriate to raise awareness.</i> • <i>Developing children's emotional vocabulary in order to help them express themselves.</i> 	<p>There will be a positive culture at Ox Close which embraces and promotes positive mental health and wellbeing. The children will feel supported and openly talk about mental health. In addition, the number of children requiring additional support for mental health will decrease over time.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £50000 (additional money from school budget will be used on top of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of highly trained and experienced staff who deliver quality first teaching across school.	Reducing class size EEF (educationendowmentfoundation.org.uk) This provision has been extremely successful in previous years and this success therefore justifies the large proportion of the pupil premium allocation that has been directed towards this action. Favourable adult to pupil ratios accelerate the learning of those children that are making slower progress than others are.	1 3 4 5 7
Effective deployment of Teaching Assistants across school to support children with their learning within the class and in small groups.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) The provision has been effective in previous years, supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class and will allow us to run academic sets from Year 1 to Year 6. In addition, small group and intensive interventions are proven to accelerate progress.	1 3 4 5 7

Ongoing and current CPD for staff in order to further enhance their professional skills.	Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk) Several staff are completing NPQ courses. In addition, we are continuing with our partnership with Teacher Development Trust (TDT) to embed research across phases focussing on the implementation of an Oracy strategy.	1 3 4 8
Early identification of speech and language need	Oral language interventions EEF (educationendowmentfoundation.org.uk) Early language EEF (educationendowmentfoundation.org.uk) Intervention and support targeted at Reception and where need identified using Blast. Children with SEND working with appropriate outside agencies as soon as possible. Staff will attend CPD training ran by NHS Speech Therapists focussing on how to early identify and support those with speech and language needs.	1 2 3 4 5 7
Language rich environments with communication and oral language interventions taking place.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 3 4 5 6 7
Small group phonics teaching in KS1 and for those children who have not met the standard in KS2.	Phonics EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Little Wandle continue to run across Reception and KS1 and Little Wandle Rapid Catch Up in KS2. Children who are in Year 2 and have successfully passed the Y1 Phonics Screening Check will participate in spelling lessons – Little Wandle are supporting with planning for this from September 2023.	1 3 7

Training and implementation of structured spelling programme in KS1 and KS2 to address outcomes.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Continue to embed Talk 4 Writing whilst working with DCC Education Advisors to enhance the writing provision for more able children in line with identified priorities from end of key stage assessments in July 2024.	3 4 7
Training and implementation of further reasoning and problem-solving teaching into the Maths curriculum to address and improve outcomes across the school.	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Maths Lead to work with all staff to implement more reasoning and problem solving activities into lessons. Years 1 to 4 to take part in the NCETM Mastering Number project. Key staff to receive additional training from Archimedes Maths Hub and disseminate key messages to all staff.	3 4

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

Budgeted cost: £46640 (additional money from school budget will be used on top of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of Teaching Assistants across the school.</p> <p>Whole School – variety of interventions running which change in accordance with the learning needs of the children.</p> <p>EYFS – Small groups for speech and language and intervention to narrow the gap and improve the low on entry skills.</p> <p>KS1 – Small groups for phonics and spelling. Pupil Premium children are targeted to accelerate progress towards Y1 Phonics test. Additional 1:1 intensive reading intervention</p> <p>KS2 – Additional phonics, spelling and LEXIA interventions.</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>The provision has been effective in previous years, supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class. Small group and intensive interventions are proven to accelerate progress.</p>	<p>1</p> <p>3</p> <p>4</p> <p>5</p> <p>7</p>
Year 6 Maths Intervention Teacher	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p> <p>4</p> <p>7</p>

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor to work in partnership with families, parents, carers, pupils and other agencies to enable all pupils to have full access to educational opportunities and overcome barriers to their learning and participation.	Parental engagement EEF (educationendowmentfoundation.org.uk) Engaging Parents as Partners - Teacher Development Trust (tdtrust.org) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	2 6 7 8
<p>Cultural Capital - All curriculum topics will include a real-life experience which will enable children to participate in experiences that they have not had access to outside of school.</p> <p>A Cultural Capital progression map will be created to ensure that the children are participating in a variety of experiences throughout their time at Ox Close.</p>	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	6
Promoting positive mental health and wellbeing throughout the school year.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	8

Total budgeted cost: £106460

Part B: Review of 2023 - 2024

Outcomes for Disadvantaged Pupils

Good Level of Development					
All		Dis		Non Dis	
Sch 2024	Nat 2023	Sch 2024	Nat 2023	Sch 2024	Nat 2023
69%	67%	20%	52%	75%	70%

At the end of Reception, there was a significant gap between the number of disadvantaged and non-disadvantaged children who achieved a Good Level of Development. Although there were only 5 disadvantaged children, this needs further work to close the gap next year.

Year 1 Phonics					
All		Dis		Non Dis	
Sch 2024	Nat 2023	Sch 2024	Sch 2024	Nat 2023	Sch 2024
73%	79%	67%	67%	76%	83%

Overall, our PSC results were below the national averages. There was a gap between disadvantaged and non-disadvantaged children although internal data for this cohort shows that this is beginning to narrow. Further interventions and support for these children will be put in place this academic year.

KS2 Attainment Overview						
Expected Standard						
Subject	Cohort		Comparison by Groups			
			Dis		Non Dis	
	Sch 2024	Nat 2024	Sch 2024	Nat 2023	Sch 2024	Nat 2023
Reading	68%	74%	56%	60%	72%	78%
Writing	73%	72%	63%	58%	78%	77%
GPS	66%	72%	56%	59%	69%	78%
Maths	73%	73%	56%	59%	82%	79%
RWM	62%	61%	38%	44%	72%	66%

KS2 Attainment Overview Higher Score of 110 or above						
Subject	Cohort		Comparison by Groups			
			Dis		Non Dis	
	Sch 2024	Nat 2023	Sch 2024	Nat 2023	Sch 2024	Nat 2023
Reading	19%	28%	20%	17%	18%	32%
Writing	15%	13%	6%	6%	19%	16%
GPS	17%	28%	13%	17%	18%	33%
Maths	19%	22%	0%	12%	27%	27%
RWM	0%	8%	0%	3%	0%	10%

At the end of KS2, non-disadvantaged children outperformed disadvantaged children in all subject areas. When comparing children working above the expected standard, there was a significant gap between the disadvantaged and non-disadvantaged children. This is a focus area for this academic year.

Teaching Activities:

- There does continue to be gap between disadvantaged and non-disadvantaged but this has narrowed over time and the disadvantaged children are above national averages. Further work is needed.
- Children in KS2 have been placed in ability groups for Maths and English with TAs deployed to support identified children. This has allowed interventions to run in each session immediately meaning that misconceptions are identified straight away. This will continue next academic year and all English and Maths will be taught in year group subjects and not phases.

Targeted Intervention Support:

- Teacher assessments analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. This has been completed at the end of the academic year and transition for the pupils and also between staff have taken place during the Summer Term.
- In class and out of class interventions have been running in all year groups – these are tailored to the individual needs of the children.
- Year 6 Maths intervention – Mr Taylor – this has worked well and is used to support and target the disadvantaged children. From May half term, Mr Taylor started working with two small groups of Y5 children to begin the preparation for the end of KS2 SATs.

Wider Strategies

Attendance:

- Increasing attendance is a key priority across school with all staff involved. Attendance has been analysed on a weekly basis. From this, families are identified who are causing concern and actions are put in place to make contact and try to support them with improving attendance.
- Referrals to the Local Authority have also been made in line with the policy.
- Punctuality is also being monitored with steps put in place to address as and when required. It is now a weekly item on the Federation Newsletter to try and raise awareness and importance amongst parents and carers.
- There is a gap between disadvantaged and non-disadvantaged children in relation to persistent absenteeism – this needs to be a focus for next academic year.

Cultural Capital:

- Cultural Capital events have continued to run – these are now interwoven into the curriculum and assembly plan. Advanced notice is given to parents/carers so that they are aware of any associated costs. A newsletter has also been shared so that they understand what Cultural Capital is.
- Cultural Capital policy and progression map is in place.
- The focus for next academic year is to ensure that all subject leaders are aware of how their subject could further enhance a child's Cultural Capital.

Externally Provided Programmes

Programme	Provider
BLAST - Boosting Language Auditory Skills and Talking.	Blast Programme Limited

Part C: Governance – Monitoring the effectiveness of the Pupil Premium Strategy

Activity	Autumn Term 2024 Evaluations	Governor Meeting Dates
Teaching	<ul style="list-style-type: none"> Class sizes in KS2 continue to be reduced for English and Maths lessons – this has been successful in previous years and has allowed us to close gaps in learning. We are also trialling this in KS1 through the use of a HLTA. Little Wandle Phonics is now embedded throughout Reception and KS1. Children are accessing daily sessions and Keep Up interventions are in place for those children who require additional intervention. Monitoring of the teaching and learning shows that there is a consistent approach to the teaching of phonics and that we have fidelity to the Little Wandle scheme. CPD has been delivered with a focusing on how to support children with SEND through Intensive Interactions. This will continue in the Spring Term. Staff have also received training on Maths and English in order to implement the intended outcomes. Talk for Writing has been adapted to match the needs of our children. Children in Years 1 to 4 are participating in the Mastering Number programme. Monitoring and staff feedback show that this is assisting children with the retention and recall of key knowledge. New spelling and GPS approach has been trialled in UKS2 – this will now be rolled out across school over the next two terms. <p><i>Focus Area for Spring Term:</i></p> <ul style="list-style-type: none"> <i>Explore how best to support more able children through CPD.</i> <i>Continue to embed the strategies that have been put in place for Reading, Writing and Maths.</i> 	Finance and FGB Meeting – 05.12.2024
Targeted Academic Support	<ul style="list-style-type: none"> Half termly progress meetings have been held where progress in interventions are discussed. Teacher assessments are analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. In class and out of class interventions are running in all year groups – these are tailored to the individual needs of the children. Year 6 Maths intervention – Mr Taylor – this is in place and children are making progress from starting points. <p><i>Focus Area for Spring Term:</i></p> <ul style="list-style-type: none"> <i>Focussed interventions ran by Teaching Assistant – needs led based on data but also focussed on supporting disadvantaged children.</i> 	Finance and FGB Meeting – 05.12.2024

Wider Strategies	<ul style="list-style-type: none"> • Parent Support Advisor is working with identified families – caseloads are reviewed regularly. Aim of support is to overcome barriers which may be impacting on their child's learning. External support is sought as and when appropriate. • Reducing attendance is a key priority across school with all staff involved. Attendance is analysed on a weekly basis. From this, families are identified who are causing concern and actions are put in place to make contact and try to support them with improving attendance. Referrals to the Local Authority have also been made in line with the policy. Punctuality is also being monitored with steps put in place to address as and when required. • Rewards and incentives put in place for attendance – these have been well-received. • Supporting children's mental health continues to be of high importance. Children have access to ELSA and Connecting with Children. External support is sought as and when appropriate. Whole school events are running to raise awareness, understanding and promote positive mental health. <p><i>Focus Areas for Spring Term:</i></p> <ul style="list-style-type: none"> • <i>Continue to embed cultural capital into the curriculum.</i> • <i>PSA to increase engagement with disadvantaged families.</i> • <i>Improving attendance and punctuality of disadvantaged children – there is a gap between disadvantaged and non-disadvantaged.</i> 	Finance and FGB Meeting – 05.12.2024
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Activity	Spring Term 2025 Evaluations	Governor Meeting Dates
Teaching	<ul style="list-style-type: none"> Class sizes in KS1 and KS2 continue to be reduced for English and Maths lessons – this has been successful in previous years and has allowed us to close gaps in learning. We are also trialling this in Science lessons as well. Phonics interventions are running daily for those children who require this. In addition, support has been offered to SEND children through the SEND targeted intervention programme. CPD: <ul style="list-style-type: none"> Supporting More Able Intensive Interactions Zones of Regulation Trauma Children in YR, Y1, Y2, Y4 and Y5 are participating in the Mastering Number programme. Monitoring and staff feedback show that this is assisting children with the retention and recall of key knowledge. New spelling and GPS approach has now been rolled out across KS2. Although the approach is relatively new, initial impact is positive. <p><i>Focus Area for Summer Term:</i></p> <ul style="list-style-type: none"> <i>Continue to embed the strategies that have been put in place for Reading, Writing and Maths.</i> <i>Focussed interventions in run up to Phonics Screening Check, Multiplication Check and KS2 SATs.</i> 	Premium Link Governor Visit – 19.03.2025 Finance and FGB Meeting – 24.03.2025
Targeted Academic Support	<ul style="list-style-type: none"> Half termly progress meetings continue to be held where progress in interventions are discussed. Assessments are analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. In class and out of class interventions are running in all year groups – these are tailored to the individual needs of the children. <p><i>Focus Area for Summer Term:</i></p> <ul style="list-style-type: none"> <i>Focussed interventions ran by Teaching Assistant – needs led based on data but also focussed on supporting disadvantaged children.</i> <i>Mr Taylor – Maths Intervention to move to Y5 from Summer 2.</i> 	Premium Link Governor Visit – 19.03.2025 Finance and FGB Meeting – 24.03.2025
Wider Strategies	<ul style="list-style-type: none"> Parent Support Advisor is working with identified families – caseloads are reviewed regularly. Aim of support is to overcome barriers which may be impacting on their child's learning. External support is sought as and when appropriate. Attendance TAFs have been put in place – this involves liaison with Durham Attendance Intervention Team if legal action is required. Rewards and incentives put in place for attendance – these have been well-received. Attendance is celebrated on a regular basis. School continue to work alongside Vision for Education who fund incentives for this. 	Premium Link Governor Visit – 19.03.2025 Finance and FGB Meeting – 24.03.2025

	<ul style="list-style-type: none"> • Cultural Capital has been interwoven into the curriculum. • Supporting children's mental health continues to be of high importance. Children have access to ELSA. External support is sought as and when appropriate. <p><i>Focus Areas for Summer Term:</i></p> <ul style="list-style-type: none"> • <i>Subject leaders to take more responsibility in regards to developing Cultural Capital within their subject.</i> 	
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Activity	Summer Term 2025 Evaluations	Governor Meeting Dates																																																																																																																																																																																		
Teaching	<p>Communication and Language</p> <p>Early identification of speech and language needs have ensured that children have targeted intervention and are making accelerated progress over time.</p> <p>ELG – Speaking:</p> <table><tr><th>End of Summer</th><th>Disadvantaged</th><th>Non-Disadvantaged</th></tr><tr><td>77%</td><td>40%</td><td>81%</td></tr></table> <p>Although there continues to be a significant gap between disadvantaged and non-disadvantaged, this has narrowed over time.</p> <p>Monitoring shows that environments are language rich and that this is having a positive impact on the children.</p> <p>Phonics:</p> <table><tr><th colspan="11">Year One Phonics</th></tr><tr><th rowspan="2">Subject</th><th colspan="2" rowspan="2">Cohort</th><th colspan="8">Comparison by Groups</th></tr><tr><th colspan="2">Boys</th><th colspan="2">Girls</th><th colspan="2">Dis</th><th colspan="2">Non-Dis</th></tr><tr><th></th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th></tr><tr><td>Pass</td><td>70%</td><td>80%</td><td>76%</td><td>77%</td><td>65%</td><td>84%</td><td>29%</td><td>68%</td><td>78%</td><td>84%</td></tr></table> <ul style="list-style-type: none">There does continue to be a significant gap between disadvantaged and non-disadvantaged. Of the 7 disadvantaged children, 4 children have a SEND Support Plan and 2 children have an EHCP. <p>Writing:</p> <table><tr><th colspan="12">Year 6 Expected Standard</th></tr><tr><th rowspan="2">Subject</th><th colspan="2" rowspan="2">Cohort</th><th colspan="9">Comparison by Groups</th></tr><tr><th colspan="2">Boys</th><th colspan="2">Girls</th><th colspan="2">SEN</th><th colspan="2">Dis</th><th colspan="2">Non Dis</th></tr><tr><th></th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th></tr><tr><td>Writing</td><td>78%</td><td>72%</td><td>79%</td><td>65%</td><td>75%</td><td>78%</td><td>36%</td><td>30%</td><td>90%</td><td>58%</td><td>70%</td><td>78%</td></tr></table> <table><tr><th colspan="12">Year 6 Greater Depth</th></tr><tr><th rowspan="2">Subject</th><th colspan="2" rowspan="2">Cohort</th><th colspan="9">Comparison by Groups</th></tr><tr><th colspan="2">Boys</th><th colspan="2">Girls</th><th colspan="2">SEN</th><th colspan="2">Dis</th><th colspan="2">Non Dis</th></tr><tr><th></th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th><th>Sch</th><th>Nat</th></tr><tr><td>Writing</td><td>20%</td><td>13%</td><td>21%</td><td>10%</td><td>17%</td><td>16%</td><td>0%</td><td>3%</td><td>10%</td><td>6%</td><td>23%</td><td>16%</td></tr></table>	End of Summer	Disadvantaged	Non-Disadvantaged	77%	40%	81%	Year One Phonics											Subject	Cohort		Comparison by Groups								Boys		Girls		Dis		Non-Dis			Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Pass	70%	80%	76%	77%	65%	84%	29%	68%	78%	84%	Year 6 Expected Standard												Subject	Cohort		Comparison by Groups									Boys		Girls		SEN		Dis		Non Dis			Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Writing	78%	72%	79%	65%	75%	78%	36%	30%	90%	58%	70%	78%	Year 6 Greater Depth												Subject	Cohort		Comparison by Groups									Boys		Girls		SEN		Dis		Non Dis			Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Writing	20%	13%	21%	10%	17%	16%	0%	3%	10%	6%	23%	16%	Finance and FGB Meeting – 03.07.2025
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	<ul style="list-style-type: none"> When analysing children working at the expected level in writing, disadvantaged children outperform non-disadvantaged children showing that the gap has disappeared over time. There does continue to be gap between disadvantaged and non-disadvantaged when analysing children working above age related expectations in writing but this has narrowed over time and the disadvantaged children are above national averages. Children in KS2 have been placed in ability groups for Maths and English with TAs deployed to support identified children. This has allowed interventions to run in each session immediately meaning that misconceptions are identified straight away. This will continue next academic year and all English and Maths will be taught in year group subjects and not phases. 	
Targeted Academic Support	<ul style="list-style-type: none"> Teacher assessments analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. This has been completed at the end of the academic year and transition for the pupils and also between staff have taken place during the Summer Term. In class and out of class interventions have been running in all year groups – these are tailored to the individual needs of the children. Year 6 Maths intervention – Mr Taylor – this has worked well and is used to support and target the disadvantaged children. From May half term, Mr Taylor started working with two small groups of Y5 children to begin the preparation for the end of KS2 SATs. 	Finance and FGB Meeting – 03.07.2025
Wider Strategies	<p>Attendance:</p> <ul style="list-style-type: none"> Increasing attendance is a key priority across school with all staff involved. Attendance has been analysed on a weekly basis. From this, families are identified who are causing concern and actions are put in place to make contact and try to support them with improving attendance. Referrals to the Local Authority have also been made in line with the policy. Punctuality is also being monitored with steps put in place to address as and when required. Further work will be completed on this next academic year. There is a gap between disadvantaged and non-disadvantaged children in relation to persistent absenteeism however following work over the course of the year, this gap has narrowed and disadvantaged children attend in line with national comparisons. <p>Cultural Capital:</p> <ul style="list-style-type: none"> Cultural Capital events have continued to run – these are now interwoven into the curriculum and assembly plan. Advanced notice is given to parents/carers so that they are aware of any associated costs. A newsletter has also been shared so that they understand what Cultural Capital is. Cultural Capital policy and progression map is in place. Subject leaders have an increased knowledge on how Cultural Capital is enhanced within their subject. 	Finance and FGB Meeting – 03.07.2025