



Pupil Premium Strategy Statement

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

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

School overview

Detail	Data
School name	St Thomas' Leesfield C of E Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	36.13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	01 December 2022
Date on which it will be reviewed	01 November 2023
Statement authorised by	Full Governing Body
Pupil premium lead	J Whittaker
Governor / Trustee lead	R Ashton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,390
Recovery premium funding allocation this academic year	£ 15,810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,200



Part A: Pupil premium strategy plan

Statement of intent

At St Thomas' Leesfield C of E Primary School, we have high expectations for all of pupils and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. Our intent is to close the gap by the end of Year 6 for our disadvantaged children. In order to achieve this, early identification right from the onset in EYFS is key. From here quality first teaching and interventions are precisely mapped out to ensure that the gap narrows over time. Building upon early interventions in EYFS and KS1, means that this can continue for individuals throughout their journey in KS2. We aim to provide the opportunities for all of our children so that they leave us in Year 6 as well-rounded, independent, resilient and confident children, well-equipped to take on the next stage of their learning journey into KS3 and beyond.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich, balanced and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged in all areas of the curriculum and achieve well.

Key interventions and approaches are adopted on a whole school level and are not restricted to pupils eligible for the Pupil Premium funding. Some specific interventions and whole school initiatives have been made possible by allocating the Pupil Premium and/or Catch-Up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the additional Pupil Premium spending.

At St Thomas' Leesfield, we are committed to ensuring that all of our disadvantaged pupils, including those who are able (gifted and talented, working at Greater Depth) receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support. Funding is allocated within the school budget by financial year. The budget enables us to plan our interventions and support programmes year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	The impact of COVID-19 has created lower attainment and slower progress rates for pupil premium/disadvantaged children. Overall, PP children had a wider attainment gap than their non dis-advantaged peers. We have identified two year groups in particular that have suffered from a lack of face-to-face learning during vital formative years.
2	Pupils have limited parental support and engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition. The impact of COVID-19 and lack of parental engagement during lockdown has meant that the gap has widened for a number of PP children.
3	Lower attendance and higher rates of persistent absenteeism and lateness of PP/disadvantaged children. COVID-19 has caused this gap to further widen.
4	Poor language skills, particularly on entry to EYFS. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
5	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They

can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

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>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<p>Pupil premium children who are experiencing significant barriers to learning are supported to make accelerated progress to meet or exceed prior attainment standards. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</p> <p>Pupils at risk of not making progress receive additional weekly opportunities to rehearse, practice and consolidate key skills in phonics, reading, spelling, handwriting and mental and written arithmetic.</p> <p>Support staff and class teachers are aware of those PP pupils at risk of falling behind and learning is targeted effectively and quickly identify and address learning gaps and misconceptions.</p> <p>Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</p>
<p>All parents have aspirations for their children and support them to achieve.</p> <p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning both in school and at home.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p> <p>All children have access to appropriate technology at home.</p>	<p>The curriculum is designed to remove barriers and offer experiences.</p> <p>Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning and make it memorable that children may not otherwise receive.</p> <p>All parents will be offered support (enhanced where necessary) to develop their children's skills and enable them to achieve more.</p> <p>Parents will have more opportunities to work with staff to develop their own confidence with key skills to inspire their children.</p> <p>Parents and children will access the 9 grid home learning matrix to support the link between home and school to enrich the children's learning experiences more.</p> <p>Children and parents will take ownership of their learning and develop their learning further at home.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. It will involve links to our wider communities including our Dovestone Learning Partnerships (DLP) schools and the Linking Project (Mayfield).</p>
<p>All disadvantaged pupils will meet national expectations for attendance and persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (our whole school aim is 97+%).</p> <p>Monitoring of attendance by the Head teacher and pastoral support (Learning Mentor) brings about an increase in PP pupils' attendance and a decrease in persistent absence and late marks.</p>

	<p>Staff are aware of attendance and punctuality difficulties that may impact PP learners and have plans in place to support these.</p> <p>Our Learning Mentor works very closely with our families and support is offered in a variety of guises to overcome barriers involving attendance and punctuality. We are a very pro-active school and pride ourselves on knowing our families very well.</p>
<p>The language deficit for pupils in receipt of pupil premium funding is diminished.</p> <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</p>	<p>All pupils are exposed to 3-tiered and high quality vocabulary throughout the curriculum (Word Aware programme – Anchor, Goldilocks and Step-Up vocabulary). This is a new, whole-school initiative which started in September 2021 following training from one of our DLP schools (Delph).</p> <p>Targeted pupils receive additional speech and language therapy and intervention. Outside agencies are involved and recommendations and programmes are implemented as advised as well as additional interventions.</p> <p>Parents are engaged in the development of their child's speech and language. Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. Each class visits our local Lees library weekly to further enhance our provision/offer.</p> <p>Consistent implementation of excellent practice and high expectations across the school for reading.</p> <p>The bottom 20% of pupils are targeted (some of which are PP children but not all) with additional interventions/opportunities in place. These children are tracked termly by class teachers and then further analysed by our Literacy Subject Leader and Head to explore if there are further interventions/support that can be offered.</p> <p>Increased % of PP pupils are working at ARE or above across the school in phonics and reading.</p>
<p>All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. They will have good attitudes to learning and be motivated to achieve. They will have high aspirations for themselves and their future.</p>	<p>Children know and understand the meaning of our 'Always Expectations' (positive behaviour management system). All class rules are based around three target areas – 'Ready' (to learn), 'Safe' and 'Respect'. All staff teach and model positive behaviours and follow our whole-school system/practices. Children demonstrate positive behaviours throughout the school day and in their lives outside of school. Monitoring tasks, such as learning walks, lesson observations and pupil chats evidence that they have appropriately aged self-organisation and are being encouraged to be independent by all staff.</p> <p>Pupils show that they are resilient and able to learn from mistakes. Teachers model these skills and attitudes in all aspects of their teaching. FIT (Fix-It-Time) is used in all classes and children know that this is their opportunity to enhance and edit their learning themselves.</p> <p>Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. The Commando Joe programme of study and outdoor learning experiences are used effectively to develop these learning behaviours even further.</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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral lead (Learning Mentor) to work with our vulnerable families effectively to promote engagement in learning as well as good attendance and punctuality. To also support children to develop resilience and aspirations. Dealing with outside agencies/support when needed for pupils/families including pastoral care.</p> <p>To work with families who have attendance or wellbeing issues to improve quality of life for children and families. To improve attendance and therefore positively impact on the learning of our PP children.</p> <p>£20,500</p>	<p>Evidence from Education Endowment Foundation – Working with parents to support children’s learning .</p> <p>Evidence suggests that by engaging parents in their children’s learning they will be able to succeed.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>High attendance directly links to achievement and our aim is to support our PP families to improve attendance and punctuality so that there are fewer missed sessions of learning. Attendance = Achievement.</p>	All
<p>Coaching training and support for staff</p> <p>£1500</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.</p> <p>Enabling staff to develop their own actions and strategies will ensure that staff are able to tackle issues and problems more systematically and effectively.</p>	All
<p>Phonics training – all staff receive updated training for synthetic phonics and developing early reading</p> <p>£3000</p>	<p>DFE – Improving Literacy in KS1 and EEF Reading framework.</p> <p>Sutton Trust research suggests: Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). As a result, our Systematic, Synthetic Phonics Programme (SSP) is high quality and robust in its purpose. With a clear structured route, it allows all our pupils in meeting or exceeding the expected standard. However, St Thomas’ Leesfield school is continually striving to ask the question: what more can we do? Therefore, we are investing in high quality phonics CPD for staff, to ensure that all our children receive quality first teaching of phonics. We are also working in partnership with the English Hub (based out of All Souls’ Primary School in Heywood, Rochdale – January 2022) to carry out an audit of our phonics provision and to make recommendations to further improve our provision and practice. Our aim is to implement a new SSP scheme (whole-school) from</p>	1,2,4

	September 2022, including decodable books and home readers. From our audit in January 2022, the English Hub Team recommended (after thorough discussions with the Head, English Lead and EYFS staff as well as lesson observations of phonics in Rec, Y1 and Y2) the ELS scheme – Essential Letters and Sounds – and this resource will be purchased in the Summer Term 2022. Some training will take place in the Summer 2 term 2022 as well as training sessions in September 2022 prior to the start of the new academic year.	
Subject leader training £1000	EFF – Subject leader and curriculum research and EEF Guide to Pupil Premium spending. Upskilling all teachers in their subject area will ensure that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.	All

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 teacher or small group-led tuition for targeted children throughout the 2022-2023 academic year – Catch-Up-Programmes (CUPs) £20,000	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: -</p> <p>Individualised instruction = + 4 Months</p> <p>One-to-one tuition = +5 months</p> <p>Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months</p> <p>Teaching assistant supervision = +4 Months</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts of children through Pupil Progress data, we have identified that all of our cohorts need support to address gaps in writing, phonics & spelling, reading and maths.</p> <p>Due to COVID 19, through data analysis and pupil progress meetings, we have also identified that Years 1, 2 and 3 have gaps that could be effectively addressed through intensive tuition.</p> <p>Class teachers will carry out extra tuition (CUPs) after school and SLT are investigating the use of the NTP in the Spring and Autumn Term 2022. We will also use a part-time teacher to work an extra day per week in the Summer Term 2022 to further narrow gaps with specific, targeted support matched to missing BBs (Basic Busters- Non-negotiables).</p>	All
Teaching assistant support for targeted EYFS intervention £5,000	Pupil data demonstrates an exceptionally low on entry baseline data within EYFS – small group support will target key skills including Literacy. Interventions provided include, fine motor skills group, social skills groups, WELCOMM programme to support Early Language development.	All (Rec/Y1)

<p>Phonics one-to-one intervention – 10 TAs delivering 30 minutes per day</p> <p>£5,000</p>	<p>EFF Research shows that - One-to-one tutoring catches children before they fall behind therefore, all children learn to read the first time they are taught. It prevents the need for any later intervention. Although children are placed into homogeneous groups, the 'lowest' attaining groups have the widest variety of needs and are therefore the least homogeneous group of all (bottom 20% per cohort). In order that these children can receive the same carefully targeted phonics teaching as all the other groups of children, some may need one-to-one tutoring for 10 to 20 minutes a day – on top of their group session in the morning. This will enable the children to catch-up after COVID disruption to learning and to then maintain accelerated progress in phonics. In turn, this will further develop better reading skills. Children have been split into phased phonics groups and TAs teach targeted children across the whole school.</p>	<p>All</p>
<p>1:1 teaching assistant small group-led tuition for targeted children throughout the 2022-2023 – disadvantaged/Pupil Premium children</p> <p>% of TAs salaries, including on costs, for those listed in the next column (at the end)</p> <p>£50,000</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: -</p> <p>Individualised instruction = + 4 Months</p> <p>One-to-one tuition = +5 months</p> <p>Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months</p> <p>Teaching assistant supervision = +4 Months</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts of children through Pupil Progress data, we have identified that all of our cohorts need support to address gaps in writing, phonics & spelling, reading and maths. This is for Pupil Premium/disadvantaged children in each class (Rec-Y6).</p> <p>Teaching Assistants will run interventions targeting PP children and this is included in their Performance Management objectives.</p> <p>Reception 7 children = 23% of the cohort Year 1 - 8 children = 32% of the cohort Year 2 - 9 children = 31% of the cohort Year 3 - 11 children = 36% of the cohort Year 4 - 15 children = 46% of the cohort Year 5 - 14 children = 46% of the cohort Year 6 - 11 children = 40% of the cohort</p>	<p>All</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing support for vulnerable children and families</p> <p>Daily support</p> <p>Bespoke counselling if required</p>	<p>NFER 7 Building Blocks 4) Meeting individual needs.</p> <p>Metacognition and Self-Regulated Learning Guidance Report – Education Endowment Foundation 1- Developing self-regulating learners Developing children who are resilient, confident learners and have strong attachments.</p>	<p>All</p>

<p>£10,000</p>	<p>As a school, we know that if our children are in the right frame of mind to learn (positive attitude, self-confidence) and everything clicks into place, then learning will take place. We have to get this right first to give our children every opportunity for success.</p> <p>Teaching assistants work with our children to support individual needs. This ranges from behaviour support in school within the classroom setting, to grief and emotion coaching to the delivery of a range of therapies including therapeutic sand play and Lego therapy. The teaching assistant is a proactive escalation tool used right across the school to support our children to make the right/positive choices in a variety of situations. Additional interventions focus on the ways in which children work with (and alongside) their peers, teachers, family and community. These include: specialised counselling interventions which are tailored to meet children's particular social or emotional needs. We have a counsellor in school on a weekly basis and he supports children with a variety of needs on 6-week programmes (an example) but this changes depending on the complex needs of referred children. Parents give consent to see our counsellor (Off The Record LB) and children identified really benefit from specialist support. Learning back in the classroom improves as well as attitudes which in turn positively impact on learning acquisition and retention.</p>	
<p>Parent Support Adviser to work with parents to improve attendance, home learning and engagement. Budget already allocated in Learning Mentor/Pastoral role – see above.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.</p> <p>It has been consistently reported that there are wider benefits on attitudes to learning and well-being to the child when accessing the wider curriculum. We develop the relationship between school and parents to ensure effective relationships when working with parents to support their children's learning. Schools and parents have a shared interest in doing the best for their children. We aim to continue to work on our effective relationships with parents, particularly those parents who find it more difficult to engage with school and members of the team. Whilst we recognise that different approaches will be better suited to different age groups and different families, we will strive to ensure effective working relationships. We support families in a range of situations, particularly attendance and home learning completion. Additionally, we support our families in building trusting relationships and links with other providers (outside agencies eg Social Care, Early Help) by facilitating appropriate meetings with someone with whom they already have a good relationship.</p>	<p>All</p>
<p>Enabling children to access all areas of the wider curriculum – providing school uniform, breakfasts, equipment, trips and ICT where required.</p> <p>£2,000</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A Tiered Approach To Spending.</p> <p>Suggests removing barriers to learning will have an overall impact on attainment and wellbeing.</p> <p>At St Thomas' Leesfield, we ensure every child is confident to come to school and has all their basic needs met, we enable every child to have the same opportunities and aspirations regardless of starting points or background.</p>	<p>All</p>

Total budgeted cost: £118,000



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Due to COVID-19, performance measures have not been published for 2021-22 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2021 to 2022 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Teaching

Aim: Pastoral lead (Learning Mentor) to work with our vulnerable families effectively to promote engagement in learning as well as good attendance and punctuality.

Impact: Parents' attitude towards improving attendance, post-covid, is improving. We strive as a whole school to promote 'attendance=attainment'. Learning mentor and all staff have good knowledge of family history and good home-school liaisons that we can work closely with our families who are reluctant or apprehensive about returning to school. School strives to achieve 96.5% attendance. In spite of the difficulties of covid, attendance was still 94.1%. Within this figure, we identified our vulnerable children and ensured that they attended school regularly.

Aim: Coaching training and support for staff to enable staff to have a consistent approach to dealing with challenging families and situations.

Impact: Headteacher is Coach trained and is working with other schools within the Dovestone learning partnership to coach and support other staff. 5 members of staff are Level 1 trained, 4 members of staff have Level 2 training and another member of staff has Level 3. This has enabled coaching to be embedded throughout school to ensure that St Thomas' is a coaching school. The benefits of this have meant that all staff tackle issues effectively and staff wellbeing has remained a priority.

Aim: Phonics training – all staff receive updated training for synthetic phonics and developing early reading.

Impact: St Thomas' has invested in ELS (Essential letters and sounds) phonics program. All staff have been trained and the program started in September 2022. The school has also invested in a new scheme for decodable books to ensure all children have the appropriate book to meet their phonics ability. We also have daily shared reading for all pupils throughout school. The impact cannot be measured until 2023 as there has not been enough data. St Thomas' has links with the English hub and working with English specialist team who have supported the implementation of the new phonics scheme and will continue to monitor for the next academic year.

Aim: Metacognition – training staff to enable all children to develop improved learning strategies.

Impact: All staff received training for metacognition and have embedded these skills into daily teaching to ensure all children are developing their working memory skills to enhance their learning. This can be seen throughout the school when visiting classrooms, discussing with children and looking at children's learning evidence.

Aim: Early Careers Teacher training – to take part in the 2-year training

Impact: Our ECT staff members have completed the 2 year training successfully. The staff members took part in both online and face to face learning and mentoring sessions which has enhanced teaching and learning and upskilled the

teacher. This training has successfully ensured that the teachers are meeting all the teaching standards and providing high quality teaching and learning in the classroom.

Aim: Subject leader training to enhance provision for all subjects.

Impact: All teachers have been involved in subject leader training for their specific subjects. This has enhanced their skills and enabled each subject to be developed to a high standard throughout school. Teachers have subsequently trained other members of staff after auditing provision for each subject. This has led to a high quality curriculum for all children and all subjects throughout school.

Targeted Academic support

See below internal data for academic year 2021 - 2022

Pupil Premium (FSMs) %s and Non-Pupil Premium (NPP)

Class	Reading	Writing	Maths
Rec	Expected+ 7/9 = 78% Exceeding 1/9 = 11% NPP Expected+ 10/13 = 77% Exceeding 2/13 = 15%	Expected+ 7/9 = 78% Exceeding 1/9 = 11% NPP Expected+ 10/13 = 77% Exceeding 3/13 = 23%	Expected+ 7/9 = 78% Exceeding 1/9 = 11% NPP Expected+ 10/13 = 77% Exceeding 3/13 = 23%
Year 1	Expected+ 6/8 = 75% Exceeding 1/8 = 13% NPP Expected+ 16/21 = 76% Exceeding 7/21 = 33%	Expected+ 9/8 = 75% Exceeding 1/8 = 13% NPP Expected+ 16/21 = 76% Exceeding 5/21 = 23%	Expected+ 6/8 = 75% Exceeding 1/8 = 13% NPP Expected+ 17/21 = 81% Exceeding 7/21 = 33%
Phonics Check	Year 1: 81% NPP 75%	Year 2: 50% NPP 75%	
Year 2	Expected+ 9/11 = 82% Exceeding 4/11 = 37% NPP Expected+ 11/18 = 61% Exceeding 5/18 = 28%	Expected+ 9/11 = 82% Exceeding 1/11 = 9% NPP Expected+ 10/18 = 56% Exceeding 4/18 = 22%	Expected+ 6/11 = 55% Exceeding 2/11 = 18% NPP Expected+ 13/18 = 72% Exceeding 4/18 = 22%
Year 3	Expected+ 8/14 = 57% Exceeding 3/14 = 21% NPP Expected+ 12/16 = 75% Exceeding 3/16 = 19% 30 children in Y3 end of year	Expected+ 8/14 = 57% Exceeding 3/14 = 21% NPP Expected+ 11/16 = 69% Exceeding 3/16 = 19%	Expected+ 7/14 = 50% Exceeding 3/14 = 21% NPP Expected+ 11/16 = 81% Exceeding 3/16 = 19 %
Year 4	Expected+ 8/12 = 67% Exceeding 1/12 = 8% NPP Expected+ 16/18 = 89% Exceeding 5/18 = 28%	Expected+ 7/12 = 58% Exceeding 0/12 = 0% NPP Expected+ 16/18 = 89% Exceeding 6/18 = 33%	Expected+ 7/12 = 58% Exceeding 1/12 = 8% NPP Expected+ 16/18 = 89% Exceeding 8/18 = 44%
Year 5	Expected+ 6/8 = 75% Exceeding 1/8 = 13% NPP Expected+ 15/17 = 88% Exceeding 5/17 = 29%	Expected+ 6/8 = 75% Exceeding 0/8 = 0% NPP Expected+ 15/17 = 88% Exceeding 5/17 = 29%	Expected+ 6/8 = 75% Exceeding 2/8 = 25% NPP Expected+ 16/17 = 94% Exceeding 35/17 = 42%

Year 6	<p>Expected+ 6/9 = 67%</p> <p>Exceeding 3/9 = 33%</p> <p>NPP</p> <p>Expected+ 19/20 = 95%</p> <p>Exceeding 9/20 = 45%</p> <p>29 children in Y6 end of year</p>	<p>Expected+ 6/9 = 67%</p> <p>Exceeding 2/9 = 22%</p> <p>NPP</p> <p>Expected+ 16/20 = 80%</p> <p>Exceeding 6/20 = 30%</p>	<p>Expected+ 6/9 = 67%</p> <p>Exceeding 3/9 = 33%</p> <p>NPP</p> <p>Expected+ 20/20 = 100%</p> <p>Exceeding 10/20 = 50%</p>
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Aim: 1:1 teacher or small group led tuition for targeted children.

Impact: All targeted children have received weekly after school booster clubs, daily intense intervention, small group work or targeted teacher intervention for areas of concern in Reading, writing and Maths. All children have made progress – see internal individual data) from their starting points and this work will continue into the next academic year.

Aim: Teaching assistant support for targeted EYFS intervention to improve Speech and language outcomes.

Impact: All children were baselined and have received daily 1:1 or group intervention to improve speech outcomes. All children have made progress from their starting points with 81% of children reaching ELG in Communication and Language.

Aim: Phonics one-to-one intervention – 5 teaching assistants delivering 30 minutes phonics intervention per day to improve outcomes for phonics.

Impact: Children have made progress from their starting points and continue to improve, Interventions have ensured accelerated progress and the children continue to receive interventions in line with the new phonics scheme ELS and alongside support from the English Hub to ensure the learning is embedded.

Wider Strategies

Aim: Wellbeing support for vulnerable children

Impact: Children access emotional literacy, social stories, time to talk, messy play and 6 children access counselling. This has improved outcomes and emotional stability for these children who are now having decreased lost learning and benefiting from access the curriculum more fully.

Aim: Enabling children to access all areas of the wider curriculum

Impact: Providing school uniform, equipment, trips are subsidised and ICT where required – All children have taken part in all educational visits. All children in school are therefore ready to learn and well equipped.