

Pupil Premium 2023/2024

Autumn Review



Autumn term update developed by Mrs T Leech (Inclusion Leader)

Pupil Premium Strategy Statement 2023-2024 to be reviewed termly to assess impact
and to add further 'actions' to support priority areas

Updated February 2024

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School information

Number on roll on school site (including school based Nursery)	340	Proportion of Pupil Premium children	37.7%	Total budget for academic year 2023/24	£184,090
Pupil Premium allocation	£167,995	Recovery Premium funding allocation	£16,095		
Key challenges to achievement	<div><div>1)</div><div>Observations, discussions with pupils and national data shows that disadvantaged children have greater difficulty in securing the expected level of development in phonics by the end of Year 1. For those children who do not pass the phonics screening check resit in Year 2, accelerated progress needs to be made to ensure that gaps are narrowed. In the last academic year, 53% of disadvantaged Year 1 children achieved the expected standard in phonics compared to 89% of non-disadvantaged pupils.</div></div> <div><div>2)</div><div>National tests, internal data, observations and discussions with children demonstrate that maths attainment for disadvantaged children is significantly below that of their peers. In the last academic year, 35% of disadvantaged Year 2 children achieved the expected standard compared to 56% of non-disadvantaged children. In Year 6 national tests, 89% of non-disadvantaged children achieved the expected standard compared with 62% of disadvantaged children.</div></div> <div><div>3)</div><div>Observations, internal data and external data show that children achieve Greater Depth in Maths at a lower rate than in Reading and Writing. For example, Key Stage 2 assessment data shows that 30% of all children achieved greater depth in Reading and 18% of children achieved Greater Depth in writing compared with 13% of children who achieved Greater Depth in Maths.</div></div> <div><div>4)</div><div>Internal and external data demonstrates that disadvantaged children’s attainment in spelling, punctuation and grammar is significantly below that of their peers. In the last academic year, Year 6 national tests showed that 68% of non-disadvantaged pupils achieved the expected standard in spelling, punctuation and grammar tests compared with 48% of disadvantaged children.</div></div> <div><div>5)</div><div>Many of our disadvantaged children have not had the life experiences that will help them to put their learning into context. This has had an impact on their use of relevant vocabulary in foundation subjects and the ability to make links across different areas of study. Furthermore, this lack of experience and the lockdowns of 2020 and 2021 have had a negative impact on the social, emotional and mental health of some children.</div></div> <div><div>6)</div><div>Attendance data has shown that disadvantaged children have an attendance rate of 92.8% compared with whole school attendance of 92.59%. Although the rate for disadvantaged children is marginally better than the whole school rate, these are still below the national average and therefore, this has been identified as a key priority.</div></div> <div><div>7)</div><div>Observations, internal data and discussions with children show that some children do not have sufficient spoken language skills that will allow them to achieve their full academic potential.</div></div>				

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Intended outcomes	<ol style="list-style-type: none"> 1) Improved phonics development of disadvantaged children. 2) Improved maths attainment of disadvantaged children at the end of Key Stage 1 and Key Stage 2. 3) Improved spelling, punctuation and grammar of disadvantaged children at the end of Key Stage 2. 4) To improve and sustain the wellbeing of all children. 5) Improve the attendance of all children, particularly our disadvantaged children. 6) Improve the oral language skills of children so that their spoken language is consistent with their chronological age. 7) All children but particularly disadvantaged children will improve their ability to use subject specific vocabulary and to make links across different areas of learning which will help children to commit their learning to long term memory.
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Challenge 1: Observations, discussions with pupils and national data shows that disadvantaged children have greater difficulty in securing the expected level of development in phonics by the end of Year 1. For those children who do not pass the phonics screening check resit in Year 2, accelerated progress needs to be made to ensure that gaps are narrowed. In the last academic year, 53% of disadvantaged Year 1 children achieved the expected standard in phonics compared to 89% of non-disadvantaged pupils.

Intended outcome: Improved phonics development of disadvantaged children.

Success criteria: The percentage of disadvantaged children who pass the phonics screening check in 2025/26 will be broadly in line with the percentage of non-disadvantaged children who pass.

Intended actions for 2023/24	Autumn Term update	Spring update	Summer update
<p>Resources to be purchased to support our school's delivery of the newly acquired phonics programme, 'Little Wandle's Letters and Sounds'.</p> <p>Resources and teacher/teaching assistant release time for CPD will be funded.</p> <p>Subject leader release time will be funded to monitor the impact of the programme and its interventions.</p> <p><u>2023-2024 updates</u></p> <p>The above actions are to be continued with new members of staff undertaking training in the Little Wandle's Letters and Sounds phonics programme.</p> <p>Early Reading and Phonics workshops will take place in the Autumn term to engage parents and offer advice on how to support children's reading at home.</p>	<p>New members of staff have undertaken phonics training and subject leaders have undertaken improving learning activities to monitor the delivery of lessons to ensure consistency.</p> <p>Early Reading and Phonics workshops were delivered to parents of children in EYFS and Key Stage 1.</p>		
<p>Reading for pleasure books to be purchased to enhance the school's existing offer and to promote a love of reading amongst all pupils.</p> <p><u>2023-24 updates</u></p> <p>Further enhancements to class reading corners are to be made to reflect a therapeutic approach and to offer a wide range of texts including texts that the children have read before and texts that link to their current learning.</p>	<p>Resources have been purchased to enhance the reading corners in Key Stage 2 and Reception and further resources are to be purchased to enhance reading corners in Key Stage 1.</p>		

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<p>Whole staff refresher training to be provided to enhance and refine the teaching of reading through a whole class guided reading approach.</p> <p><u>2023-2024 updates</u></p> <p>All teachers will be provided with training on a new approach to teaching reading which will complement the current approaches in place.</p>	<p>All teachers attended training in a new approach to the teaching of reading.</p>		
<p>Phonics interventions that are consistent with our phonics scheme, 'Little Wandle's Letters and Sounds' to be delivered to children in Year 1 who are not 'on track' to pass the phonics screening check.</p> <p>Rapid catch up interventions to be delivered to children in Year 2 (and Key Stage 2 where necessary).</p> <p>Resources and teacher/teaching assistant release time for CPD will be funded.</p> <p>Subject leader release time will be funded to monitor the impact of the programme and its interventions.</p> <p><u>2023-24 updates</u></p> <p>All staff to be trained in the Little Wandle's Letters and Sounds Rapid Catch Up interventions to ensure that all children make good progress in reading.</p> <p>Early Reading and Phonics leader will be given release time to monitor the impact and delivery of the Little Wandle's Letters and Sounds programme to ensure consistency and fidelity to the scheme.</p>	<p>New members of staff have undertaken phonics training and subject leaders have undertaken improving learning activities to monitor the delivery of lessons to ensure consistency.</p> <p>Early Reading and Phonics workshops were delivered to parents of children in EYFS and Key Stage 1.</p>		
<p>Renewal of subscription of 'B Squared' package to track the needs and progress of disadvantaged children with SEND.</p>	<p>The subscription for B Squared has been renewed and continues to be used to monitor the progress of some children with SEND, including those who are disadvantaged.</p>		

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<p><u>2023-2024 updates</u></p> <p>The above programme will be renewed and continue to be used to track the progress of disadvantaged children with SEND.</p>			
<p>Purchase of a software package (Provision map) to track the impact of interventions on disadvantaged children.</p> <p><u>2023-2024 updates</u></p> <p>This package will be renewed for the current academic year, with the progress of disadvantaged children in relation to their peers to be reported regularly to all stakeholders, including class teachers, the senior leadership team and governors.</p>	<p>The subscription of Provision Map has been renewed and staff meeting time was utilised to train teachers on the creation of Pupil Passports for some children with SEND, including those who are disadvantaged.</p>		
<p>Children to take part in regular reading comprehension interventions with a suitably qualified and trained teaching assistant.</p> <p><u>2023-2024 updates</u></p> <p>Reading comprehension intervention will continue in this academic year, with the progress of targeted children monitored.</p>	<p>Reading comprehension interventions continue to be delivered to targeted children.</p>		

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Challenge 2: National tests, internal data, observations and discussions with children demonstrate that maths attainment for disadvantaged children is significantly below that of their peers. In the last academic year, 35% of disadvantaged Year 2 children achieved the expected standard compared to 56% of non-disadvantaged children. In Year 6 national tests, 89% of non-disadvantaged children achieved the expected standard compared with 62% of disadvantaged children.

Challenge 3: Observations, internal data and external data show that children achieve Greater Depth in Maths at a lower rate than in Reading and Writing. For example, Key Stage 2 assessment data shows that 30% of all children achieved greater depth in Reading and 18% of children achieved Greater Depth in writing compared with 13% of children who achieved Greater Depth in Maths.

Intended outcome: Improved maths attainment of disadvantaged children at the end of Key Stage 1 and Key Stage 2.

Success criteria: Key Stage 1 and Key Stage 2 internal and external Maths assessment data will show that the percentage of disadvantaged children who achieve the expected standard and above will be broadly in line with their peers in 2025/26. Key Stage 2 Maths assessments results will show that the percentage of children who achieve Greater Depth will be broadly in line with the percentage of children who achieve Greater Depth in Reading and Writing.

Intended actions for 2022/23	Autumn Term update	Spring update	Summer update
<p>The Maths curriculum will be enhanced with introduction of mixed age planning.</p> <p>Further opportunities to be given to children so that all children access Reasoning and Problem Solving tasks.</p> <p>The Maths leader will be given subject release time to carry out observations and give feedback to class teachers.</p> <p>CPD and release time to be funded for class teachers.</p> <p>2023-24 updates</p> <p>Maths workshops for parents will be held by the Maths subject leader, informing parents about how Maths is taught in our school and educating parents about how to support their children's Maths learning at home.</p> <p>Regular maths moderation sessions will take place in key phases and as a whole school. Improving learning activities will focus on standards in maths with a focus on children targeted to achieve greater depth to ensure a consistency of approach is in place.</p>	<p>Whole school CPD was delivered to all staff in September, with a focus on greater depth and to ensure a consistency of approach in the teaching of Maths across school.</p> <p>Improving learning activities included a book scrutiny across school by the senior leadership team, with personalised feedback provided to class teachers.</p> <p>Maths workshops were delivered by the Maths leader and class teachers to parents of children across all areas of school. As a follow up, some parents were provided with resources in order to better support their children at home with Maths.</p>		

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<p>Maths Recovery interventions will be provided to small groups to close gaps that are acting as a barrier to identified children's achievement. Time will be provided for staff members to prepare plans and resources.</p> <p>In some cases, individual interventions may be provided by an external provider.</p> <p><u>2023-24 updates</u></p> <p>The interventions stated above will continue in this academic year.</p>	<p>Maths interventions for targeted children have taken place with a trained teaching assistant.</p> <p>After school maths booster groups have also taken place after school for targeted children in Key Stage 2.</p>		
<p>Renewal of subscription of 'B Squared' package to track the needs and progress of disadvantaged children with SEND.</p> <p><u>2023-2024 updates</u></p> <p>The above programme will be renewed and continue to be used to track the progress of disadvantaged children with SEND.</p>	<p>The subscription for B Squared has been renewed and continues to be used to monitor the progress of some children with SEND, including those who are disadvantaged.</p>		
<p>Purchase of a software package (Provision map) to track the impact of interventions on disadvantaged children.</p> <p><u>2023-2024 updates</u></p> <p>This package will be renewed for the current academic year, with the progress of disadvantaged children in relation to their peers to be reported regularly to all stakeholders, including class teachers, the senior leadership team and governors.</p>	<p>The subscription of Provision Map has been renewed and staff meeting time was utilised to train teachers on the creation of Pupil Passports for some children with SEND, including those who are disadvantaged.</p>		

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Challenge 4: Internal and external data demonstrates that disadvantaged children's attainment in spelling, punctuation and grammar is significantly below that of their peers. In the last academic year, Year 6 national tests showed that 68% of non-disadvantaged pupils achieved the expected standard in spelling, punctuation and grammar tests compared with 48% of disadvantaged children.			
Intended outcome: Improved spelling, punctuation and grammar of disadvantaged children at the end of Key Stage 2.			
Success criteria: KS2 data will show that the percentage of disadvantaged children who achieve the expected standard and above will be broadly in line with their peers in 2025/26.			
Intended actions for 2022/23	Autumn Term update	Spring update	Summer update
<p>English subject leader release time to refine English subject overviews across school and to explicitly link grammar teaching to specific genres and texts.</p> <p>Release time for subject leader to monitor the impact of the new approach.</p> <p>2023-2024 updates</p> <p>English subject leader will further refine the English subject overviews to reduce the number of genres taught each half term and ensure there is a clear audience and purpose for writing.</p>	<p>The English subject leader has refined the English subject overviews which form part of our curriculum offer.</p>		
<p>New for 2023-24</p> <p>Improving Learning activities focus on the teaching of grammar and spelling to ensure it is consistent and embedded into writing alongside GAPS tests. Release time will be provided to the English subject leader to undertake these activities.</p>	<p>Updated spelling and grammar assessments have been purchased. In the Spring term, these will be carried out with children in Key Stage 2.</p>		
<p>New for 2023-24</p> <p>A new spelling scheme will be purchased and a new approach to teaching spelling will be in place across school (including home learning).</p>	<p>A new spelling scheme has been purchased and is due to be rolled out in Key Stage 2 in the Spring term.</p>		
<p>New for 2023-24</p> <p>Spelling competitions will take place in key phases each term to raise the profile of spelling.</p>			

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Spelling Bee competitions with other local schools will be established.			
<p>Renewal of subscription of 'B Squared' package to track the needs and progress of disadvantaged children with SEND.</p> <p><u>2023-2024 updates</u></p> <p>The above programme will be renewed and continue to be used to track the progress of disadvantaged children with SEND.</p>	The subscription for B Squared has been renewed and continues to be used to monitor the progress of some children with SEND, including those who are disadvantaged.		
<p>Purchase of a software package (Provision map) to track the impact of interventions on disadvantaged children.</p> <p><u>2023-2024 updates</u></p> <p>This package will be renewed for the current academic year, with the progress of disadvantaged children in relation to their peers to be reported regularly to all stakeholders, including class teachers, the senior leadership team and governors.</p>	The subscription of Provision Map has been renewed and staff meeting time was utilised to train teachers on the creation of Pupil Passports for some children with SEND, including those who are disadvantaged.		

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Challenge 5: Many of our disadvantaged children have not had the life experiences that will help them to put their learning into context. This has had an impact on their use of relevant vocabulary in foundation subjects and the ability to make links across different areas of study. Furthermore, this lack of experience and the lockdowns of 2020 and 2021 have had a negative impact on the social, emotional and mental health of some children.

Intended outcome: To improve and sustain the wellbeing of all children.

Success criteria: Internal assessment data using the Stirling Wellbeing assessment tool, Boxhall Profiles, Motional and 'I Wish My Teacher Knew' questionnaires will show that there are fewer children with lower wellbeing scores. Where issues are identified they are addressed and a positive impact on overall wellbeing is shown

Intended actions for 2022/23	Autumn Term update	Spring update	Summer update
<p>The school's Forest school will be established with planning and whole school progression in place.</p> <p>Subject leader release time to establish the forest school setting, create plans and a linked progression document.</p> <p>Whole school CPD to be funded.</p> <p><u>2023-2024 updates</u></p> <p>Our Forest School will be in place, with planning and whole school curriculum linked progression in place and regular timetabled opportunities for children across the whole school to make use of the environment.</p>	<p>Curriculum overviews for each year group have been amended to indicate when they will take part in Forest School. To date, Year 4 and Year 5 have taken part in weekly Forest School sessions for a half term each and children in Early Years have had regular access to the Forest School.</p>		
<p>Children will gain life experiences from high quality experiences to introduce and enhance learning across all subjects.</p> <p>Time will be provided for teachers to plan and implement these to ensure that these experiences have the maximum impact on learning.</p> <p><u>2023-2024 updates</u></p> <p>Time will be provided for teachers to plan for 'Wow' moments to enhance and engage learners in the curriculum each half term.</p>	<p>To date, experiences provided are as follows:</p> <p><u>Nursery:</u> Walk to the park Trip to the Light Up exhibition</p> <p><u>Reception:</u> Visit to the library.</p> <p><u>Key Stage 1:</u> Visit from Curious Critters 1960's workshop</p> <p><u>Lower Key Stage 2:</u> Science Experience Day</p>		

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Children will continue to visit the local care home, with a chance to share elements of their learning.	<u>Upper Key Stage 2:</u> Visit to a mosque Visit to the Fire Safety Centre Visit to the Catalyst Museum Visit from Greater Manchester Police Visits to the local care home have been undertaken by children in years 3, 4, 5 and 6.		
Release time for subject leaders will be funded to undertake CPD, analyse the impact of their curriculum and provide feedback to staff. <u>2023-2024 updates</u> Further CPD for subject leaders will be provided as in the previous academic year.	The Geography, Maths, English, PSHE and RE leaders have all undertaken additional CPD. Subject leader time has been provided for all subject leaders over the course of the term.		
Funding is reserved for staff CPD to develop in areas which may be deemed necessary over the course of the year. <u>2023-2024 updates</u> Funding continues to be reserved for staff to attend CPD as needs are identified.	Staff have undertaken a range of CPD in a variety of areas ranging from curriculum areas to emotional wellbeing.		
Funding will be used to subsidise trips and residential opportunities for disadvantaged children. <u>2023-2024 updates</u> The residential opportunities provided for children in Y1-Y6 in the previous academic year will continue to be offered, with an aim to improve on the good attendance achieved last year. Trips and residential opportunities will continue to be subsidised for targeted children.	So far subsidies have been provided for the following trips, visits, experiences and residentials: <u>Nursery:</u> Trip to the Light Up exhibition <u>Key Stage 1:</u> Visit from Curious Critters 1960's workshop Year 1 sleepover <u>Upper Key Stage 2:</u> Visit to a mosque Visit to the Fire Safety Centre Visit to the Catalyst Museum		

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<p>Funding will be used to establish and maintain community wide projects including litter picking and visits to local care home residents.</p> <p><u>2023-2024 updates</u></p> <p>Children will continue to take part in regular 'care for the community' activities.</p>	<p>Visits to the local care home have been undertaken by children in years 3, 4 5 and 6.</p> <p>Children in years 1, 2, 3 and 4 have undertaken litter picking responsibilities over the course of the half term.</p>		
<p>Whole school CPD provides a starting point to reflect on the impact of adult behaviours and attitudes upon the behaviour and attitudes of children and their relationships across school.</p> <p><u>2023-2024 updates</u></p> <p>This will continue to be monitored as part of wider improving learning activities.</p>	<p>CPD has been delivered to support staff around the Trauma Informed Schools (TIS) approach in order to establish a consistent approach to the well being of children.</p>		
<p>Stirling wellbeing questionnaires are fully utilised with children in Key Stage 2 to identify children who may require targeted support to improve their social, emotional and mental health.</p> <p>The results are then used to identify relevant interventions and the impact of these is monitored.</p> <p><u>2023-2024 updates</u></p> <p>Training will be provided for members of staff who are providing wellbeing interventions and the impact of these interventions will be monitored by the Mental Health and Well Being Leader.</p>	<p>CPD has been delivered to support staff around the Trauma Informed Schools (TIS) approach in order to establish a consistent approach to the well being of children.</p> <p>The Stirling wellbeing questionnaires have been used with Key Stage 2 children and the results were used to identify children who may be in need of wellbeing interventions, Wellbeing groups are undertaken regularly with suitably trained members of staff.</p>		
<p>Collaborative work will be completed with class teachers, the Mental Health Leader and/or parents/carers to identify and monitor the social, emotional and mental health needs of pupils through the implementation and use of 'Motional'. This</p>	<p>The mental health leader works closely with families to complete an assessment and identifies activities that can be completed both at home and in school.</p>		

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<p>monitoring will identify children who require further intervention.</p> <p>Time will be provided to the Mental Health Leader to complete assessments and meet with parents/ class teachers to monitor the impact of interventions.</p> <p><u>2023-2024 updates</u></p> <p>The above actions will continue in this academic year, with class teachers receiving training and support (where necessary) on the use of Motional.</p>			
<p>Funding is provided to ensure pupil premium children regularly attend extra-curricular clubs. This also includes subsidies towards school trips and the annual residential trip involving UKS2 pupils.</p>	<p>So far subsidies have been provided for the following trips, visits, experiences and residentials:</p> <p><u>Nursery:</u> Trip to the Light Up exhibition</p> <p><u>Key Stage 1:</u> Visit from Curious Critters 1960's workshop Year 1 sleepover</p> <p><u>Upper Key Stage 2:</u> Visit to a mosque Visit to the Fire Safety Centre Visit to the Catalyst Museum</p> <p>After school clubs have been provided as follows: <u>All children (years 1-6):</u> Library Eco Choir (year 2-6)</p> <p><u>Key Stage 1:</u> Kurling</p>		

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	<p><u>All Key Stage 2:</u> Dance Cheer Club (years 4-6) Mental Health Ambassadors Football Chess Basketball Cross Country</p> <p><u>Lower Key Stage 2:</u> Times Tables</p> <p><u>Upper Key Stage 2:</u> Dodgeball Green Room Club</p>		
<p>Funding is provided to ensure pupil premium children's regular attendance at extra-curricular clubs.</p> <p><u>2023-2024 updates</u></p> <p>The above actions will continue this year, with the attendance of disadvantaged children being monitored and reported to the headteacher.</p>	<p>Children have taken advantage of the following clubs during the Autumn term:</p> <ul style="list-style-type: none"> *Access to the library *Green Room Club *Dance *Eco club *Basketball *Kurling *Cross Country *Choir *Times tables club *Cheer club *Mental Health Ambassadors *Dance *Dodgeball *Football *Chess *Arts and Crafts 		
<p>A Breakfast club is provided for identified pupils. Breakfast is provided and children take part in games and activities to enable them to have a positive start to the day.</p> <p><u>2023-2024 updates</u></p> <p>This offer will continue this year.</p>	<p>Breakfast club continues to be attended by identified children to ensure a positive and smooth start to the day. Where necessary, opportunities are provided to complete extra reading or homework.</p>		

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<p>Funding will be provided to subsidise specialist sports coaching, after school clubs and funding for swimming lessons.</p> <p><u>2023-2024 updates</u></p> <p>The above offer will continue this year. Swimming lessons will be provided to children in Nursery and Reception this year.</p>	<p>Swimming lessons have been subsidised for children in KS2.</p> <p>Children in Nursery and Reception have now started to undertake swimming lessons.</p>		
<p>A counselling service is provided and available to identified children and their families.</p> <p><u>2023-2024 updates</u></p> <p>Counselling will continue to be offered this year, with a larger number of children being offered this service.</p>	<p>The counselling service is being utilised for identified KS2 children and continues to have a positive impact on children's well-being.</p>		
<p>Funding for all pupils to learn an instrument in Key Stage 2 as part of the Wider Opportunities programme. Children will be able to learn an instrument and will be exposed to this area of the curriculum fully. Identified children have the opportunity to develop skills that they may not otherwise have had chance to.</p> <p><u>2023-2024 updates</u></p> <p>The above offer will continue this year.</p>	<p>Children in lower key stage 2 have taken part in the Wider Opportunities programme on a weekly basis.</p>		
<p><u>New for 2023-24</u></p> <p>SGC 'Life Skills' as identified for each year group are worked on as part of the curriculum offer with staff liaising with and arranging relevant providers as required.</p>	<p>Children have begun to work on their targeted 'life skills'.</p>		

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Challenge 6: Attendance data has shown that disadvantaged children have an attendance rate of 92.8% compared with whole school attendance of 92.59%. Although the rate for disadvantaged children is marginally better than the whole school rate, these are still below the national average and therefore, this has been identified as a key priority.			
Intended outcome: Improve the attendance of all children, particularly our disadvantaged children.			
Success criteria: Overall attendance rates will improve and the attendance of disadvantaged children will improve to 95%.			
Intended actions for 2022/23	Autumn Term update	Spring update	Summer update
<p>Strategies will be implemented by the Learning Mentor/ SLT to improve the attendance of identified families. This includes phone calls home, home visits and meetings.</p> <p>Postcards will be sent home for families with improved attendance.</p> <p>Funding will be provided to reward the class with the overall highest attendance over the course of the year.</p> <p><u>2023-2024 updates</u></p> <p>The Pastoral Mentor will make use of links with the attendance officer from Wigan Council, including termly meetings.</p> <p>The Pastoral Mentor will meet with families from EYFS and Key Stage 1 where attendance is a concern.</p> <p>Attendance will be discussed with parents/carers of children with SEND as part of review meetings.</p> <p>Termly analysis of attendance of disadvantaged children takes place and is shared with governors and other staff as needed.</p>	<p>Letters have been sent home to all families, informing them of their children's attendance for the Autumn term, along with an accompanying letter which reminded parents about the importance of good attendance. Parents were also signposted to the NHS guidance, 'Is my child too ill for school?'.</p> <p>The Pastoral Mentor met with the Local Authority attendance officer to general attendance and issues of concern.</p> <p>The Pastoral Mentor and headteacher have met with families where attendance is a concern.</p> <p>The SENCO has informed families of their attendance at SEND review meetings.</p>		
<p>A Breakfast club is provided for identified pupils. Breakfast is provided and children take part in games and activities to enable them to have a positive start to the day.</p> <p><u>2023-2024 updates</u></p> <p>This offer will continue this year.</p>	<p>Breakfast club continues to be attended by identified children to ensure a positive and smooth start to the day. Where necessary, opportunities are provided to complete extra reading or homework.</p>		

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Challenge 7: Observations, internal data and discussions with children show that

some children do not have sufficient spoken language skills that will allow them to achieve their full academic potential.

Intended outcome: Improve the oral language skills of children so that their spoken language is consistent with their chronological age.

All children but particularly disadvantaged children will improve their ability to use subject specific vocabulary and to make links across different areas of learning which will help children to commit their learning to long term memory.

Success criteria: Children's spoken language skills will be consistent with the expectations of the school's newly developed speaking and listening progression document.

Internal assessments using knowledge organiser quizzes and pupil interviews with subject leaders will show that an increased number of children are able to recall learning from previous topics and year groups and can use this knowledge to make links with their current learning.

Intended actions for 2022/23	Autumn Term update	Spring update	Summer update
<p>The profile of poetry in the school will be raised to develop the speaking and listening skills of children.</p> <p>Children will learn and perform a different poem each half term and specific classes will use our school's filming facilities to record their performances and share them with parents.</p> <p>Visits and workshops from poets will be funded.</p> <p><u>2023-2024 updates</u></p> <p>Regular visits from poets will continue in this academic year.</p> <p>Children will continue to learn a new poem each half term and will perform their poem in a whole school sharing assembly. Children will also record one of their poems each year, using the school's filming facilities.</p>	<p>Classes from Year 1 to Year 6 have learned and performed a new poem each half term in a whole school assembly.</p> <p>Each half term, a different class from each key stage has performed and recorded their poem using the school's filming facilities</p> <p>Children in Year 6 took part in the 'Poetry Together' Celebration at Hillcrest Residential Home with the Lord Lieutenant of Greater Manchester.</p> <p>Children from Years 1-6 took part in poetry workshops with poet, Debra Bertulis.</p> <p>Children in Year 6 took part in a poetry performance event with other local schools.</p> <p>Poet, Lou Courtney worked with children in Upper Key Stage 2 over a period of 4 weeks to teach them to create their own poems.</p>		
<p>Purchase of a speech and language diagnostic and intervention programme.</p> <p>Release time will be funded to allow relevant staff members to receive training in its use and implementation.</p>	<p>All children in Early Years undertook baseline assessments at the beginning of term and the impact of interventions will be monitored in the Spring term.</p>		

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Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

2023-2024 updates

All staff in the Early Years department will receive training on the school's adopted speech and language assessment and intervention programme, WellComm. All children in the EYFS will have a baseline assessment and children will be identified for intervention. The Inclusion Leader will report termly on the impact of these interventions.

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