

# Pupil Premium 2022/2023

## Spring Review



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

Pupil Premium Strategy Statement 2022-2023 to be reviewed termly to assess impact  
and to add further 'actions' to support priority areas

Updated April 2023

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### School information

|   |   |   |         |   |          |
|---|---|---|---------|---|----------|
| <b>Number on roll on school site<br/>(including school based Nursery)</b> | 327   | <b>Proportion of Pupil Premium children</b> | 35%     | <b>Total budget for<br/>academic year 2022/23</b> | £207,970 |
| <b>Pupil Premium allocation</b>   | £190,425  | <b>Recovery Premium funding allocation</b>  | £17,545 |   |          |
| <b>Key challenges to achievement</b>                                      | <p><b>1)</b> 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.</p> <p>In the last academic year, 53% of disadvantaged Year 1 children achieved the expected standard in phonics compared to 89% of non-disadvantaged pupils.</p> <p><b>2)</b> National tests, internal data, observations and discussions with children demonstrate that maths attainment for disadvantaged children is significantly below that of their peers.</p> <p>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.</p> <p><b>3)</b> 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.</p> <p><b>4)</b> Internal and external data demonstrates that disadvantaged children's attainment in spelling, punctuation and grammar is significantly below that of their peers.</p> <p>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.</p> <p><b>5)</b> 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.</p> <p><b>6)</b> 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.</p> <p><b>7)</b> 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.</p> |   |         |   |          |

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| <b>Intended outcomes</b> | <ol style="list-style-type: none"><li>1) Improved phonics development of disadvantaged children.</li><li>2) Improved maths attainment of disadvantaged children at the end of Key Stage 1 and Key Stage 2.</li><li>3) Improved spelling, punctuation and grammar of disadvantaged children at the end of Key Stage 2.</li><li>4) To improve and sustain the wellbeing of all children.</li><li>5) Improve the attendance of all children, particularly our disadvantaged children.</li><li>6) Improve the oral language skills of children so that their spoken language is consistent with their chronological age.</li><li>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.</li></ol> |
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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 2022/23  | Autumn Term update   | Spring update  | Summer update |
|---|--|--|---------------|
| <p>Resources to be purchased to support our delivery of the newly acquired phonics programme, 'Little Wandle Letters and Sounds'. 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>Updated resources have been purchased to support the delivery of the 'Rapid Catch Up' element of the Little Wandle Letters and sounds programme.</p> <p>Subject leader time has been granted and monitoring of the delivery of the programme has been carried out with feedback provided to teachers.</p>   | <p>Improving learning activities have focused on monitoring the consistency of the delivery of the Rapid Catch Up programme and advice has been circulated to teachers and teaching assistants.</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>Reading for pleasure books have been purchased and form part of the school's home reading offer.</p>  | <p>The school library which is open each morning and lunch time has been heavily promoted by class teachers. This has resulted in good attendance of children accessing reading for pleasure books.</p>  |               |
| <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>None yet but newer staff members have been shown how this approach is applied.</p>  | <p>Newer staff members have sought advice from key stage leaders on the delivery of Book Talk lessons and are continuing to develop their knowledge and expertise in this area.</p>  |               |
| <p>Phonics interventions that are consistent with our phonics scheme, 'Little Wandle 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. Subject leader release time will be funded to monitor the impact of the programme and its interventions.</p> | <p>In Key Stage 1, half-termly assessments identify children targeted for intervention. These are carried out daily and progress is monitored.</p> <p>In Key Stage 2, Rapid Catch Up interventions are delivered to targeted children across a 10-week period.</p> <p>The Phonics and Early Reading leader has carried out monitoring observations to monitor the impact of the programme and will be monitoring the impact of interventions in the spring term.</p> | <p>Half termly assessments identified children targeted for catch up interventions and the impact of these have been monitored.</p> <p>Improving learning activities have monitored the impact of both keep up and catch up interventions across key stages 1 and 2.</p> |               |

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| Children to take part in regular reading comprehension interventions with a suitably qualified and trained teaching assistant. | Targeted children have taken part in reading comprehension groups and the progress of these children is being monitored. | Children taking part in reading comprehension groups have moved up at least one book band and are continuing to make progress. |  |
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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. The Maths leader will be given subject release time to carry out observations and give feedback to class teachers.</p> <p>Further opportunities to be given to children so that all children access Reasoning and Problem Solving tasks.</p> <p>CPD and release time to be funded for class teachers.</p> | <p>Mixed age planning has been introduced across the school and the impact of this has been monitored.</p> <p>A maths meeting was held by the maths leader to provide feedback on scrutinies of books.</p> <p>Staff across Key Stages 1 and 2 have attended Maths CPD with an external provider.</p> | <p>Maths monitoring has shown that children of all abilities are accessing reasoning and problem solving activities.</p> <p>Work in the summer term will focus on alternative ways of recording explanations for children with additional needs.</p> |               |
| <p>Maths Reasoning Club will be included in our extracurricular clubs offer. Purchase of resources and release time for teachers will be funded.</p>  | <p>Some Key Stage 2 children have attended maths Reasoning Club.</p>   | <p>More Key Stage 2 children have attended Maths Reasoning Club with more dates planned for the summer term.</p>   |               |
| <p>Maths Recovery interventions will be provided to small groups to close gaps that are acting as a barrier to identified children's achievement.</p> <p>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>Maths Recovery based groups have taken place with targeted children. Further groups have been identified for interventions to take place in the Spring Term.</p>  | <p>Maths Recovery based intervention groups continued in the spring term with some children due to continue their interventions in the summer term.</p>  |               |

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**Impact to date**

| <b>Maths</b> |                 |                     |                   |
|--------------|-----------------|---------------------|-------------------|
| <b>Year</b>  | <b>Maths PP</b> | <b>Maths non-PP</b> | <b>Difference</b> |
| <b>Y1</b>    | 37.5%           | 88.9%               | <b>51.4%</b>      |
| <b>Y2</b>    | 43.8%           | 69%                 | <b>25.2%</b>      |
| <b>Y3</b>    | 46.7%           | 30.4%               | <b>16.3%</b>      |
| <b>Y4</b>    | 23.1%           | 51.7%               | <b>28.6%</b>      |
| <b>Y5</b>    | 37.5%           | 65.4%               | <b>27.9%</b>      |
| <b>Y6</b>    | 20%             | 54.5%               | <b>34.5%</b>      |

The gap between pupil premium children and their peers has closed for children in year 3 (last year's year 2 cohort). There remain significant gaps between pupil premium children and their peers across the other year groups. Targeted interventions are intended to close this gap during the spring and summer terms.

| <b>Maths</b> |                 |                     |                   |
|--------------|-----------------|---------------------|-------------------|
| <b>Year</b>  | <b>Maths PP</b> | <b>Maths non PP</b> | <b>Difference</b> |
| <b>Y1</b>    | 25%             | 78.4%               | <b>53.4%</b>      |
| <b>Y2</b>    | 43.8%           | 75.9%               | <b>32.1%</b>      |
| <b>Y3</b>    | 53.3%           | 41.7%               | <b>11.6%</b>      |
| <b>Y4</b>    | 30.1%           | 54.8%               | <b>24.7%</b>      |
| <b>Y5</b>    | 50%             | 80.8%               | <b>30.8%</b>      |
| <b>Y6</b>    | 66.7%           | 72.8%               | <b>6.1%</b>       |

The gap between children in receipt of pupil premium and their peers has widened in years 1, 2 and 5. In year 4, the gap has narrowed marginally and has decreased significantly in year 6. Children in receipt of pupil premium in year 3 have continued to achieve better results than their peers (although this gap has narrowed slightly). Data has been reported to teachers and it is expected that these children will continue to receive interventions and support in order to close this gap.

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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>The English subject leader has refined the English subject overviews across school and grammar objectives are linked to specific genres, showing a progression across the year.</p> <p>The English subject leader has undertaken book scrutinies, interviewed children and monitored the use of English working walls in classrooms. Feedback to teachers has been constructive with action points given.</p> | <p>Internal moderation processes took place and training has taken place to ensure that teachers' writing judgements are accurate.</p> <p>Improving learning activities focused on the teaching of grammar across the school. Feedback has been given to teachers and the impact has been monitored as part of leverage observations.</p> |               |
| <p>Renewal of subscription of package to track the needs and progress of disadvantaged children with SEND.</p>   | <p>The school's chosen tracking system for children with SEND allows teachers and supporting staff to see clear next steps for teaching in order to ensure that all children make progress in writing and grammar.</p>   | <p>BSquared is used by teachers to help to evidence progress and plan for children's next steps.</p>  |               |
| <p>Purchase of a software package to track the impact of interventions on disadvantaged children.</p>  | <p>A software package has been purchased to monitor the impact of provision in place for disadvantaged children. The use of this will be rolled out to all staff in the Spring term.</p>   | <p>Staff training for the software package is due to take place in the summer term and will therefore be rolled out to all staff early in the summer term.</p>  |               |

**Impact to date**

|  | SPAG |          |              | SPAG       |         |             |            |
|--|------|----------|--------------|------------|---------|-------------|------------|
|  | Year | Maths PP | Maths non-PP | Year group | SPAG PP | SPAG non PP | Difference |
|  | Y1   | 25%      | 75%          | Y1         | 25%     | 70.3%       | 45.3%      |
|  | Y2   | 31.3%    | 65.5%        | Y2         | 31.3%   | 65.6%       | 34.3%      |
|  | Y3   | 53.3%    | 56.5%        | Y3         | 53.3%   | 58.3%       | 5%         |
|  | Y4   | 53.8%    | 86.2%        | Y4         | 30.8%   | 54.8%       | 24%        |
|  | Y5   | 75%      | 84.6%        | Y5         | 37.5%   | 65.4%       | 27.9%      |
|  | Y6   | 33.3%    | 45.4%        | Y6         | 53.3%   | 63.6%       | 10.3%      |

In some year groups, the gap between pupil premium children and their peers is marginal. However, in KS1 and Y4, there are significant gaps, which will be addressed with targeted interventions.

In years 1, 4 and 6, the gap between children in receipt of pupil premium and their peers has reduced. However, in years 1 and 4, this is due to an overall decline in results in the spring assessments. Further interventions

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|  |  | across the school have already been identified and implemented in light of the recent assessments. |  |
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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>Forest school sessions have commenced with the Reception classes.</p> <p>Whole school CPD is due to be delivered at the Spring inset.</p>  | <p>Whole staff CPD was delivered at the beginning of the spring term to provide information and training about the forest school and its benefits.</p> <p>Key Stage 1 classes took part in forest school sessions with more sessions scheduled for the summer term.</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>Staff meeting time was allocated for teachers to plan together as a key stage to identify opportunities for enhancements to the curriculum through trips, visits and other experiences. This has been demonstrated through key stage trips to Chester, Bolton Museum, a Great Fire Of London workshop, a Stone Age workshop, and a local walk to the park.</p> | <p>Further staff meeting time was provided to identify opportunities to add enhancements to the curriculum through trips, visits and other experiences.</p> <p>This term's experiences have included a trip to Smithills Farm and the local library for Nursery, a trip to Kenyon Hall Farm and a visit from police officers for Reception, a trip to Kenyon Hall Farm, an Edith Cavell workshop and an animal experience day for Key Stage 1, a walk to the local park, an artist visit and an art gallery experience in LKS2, , online safety workshops across school, baking South American food and a flower show in Upper Key Stage 2.</p> |               |
| <p>Release time for subject leaders will be funded to undertake CPD, analyse the impact of their curriculum and provide feedback to staff.</p>  | <p>Subject leaders have had regular release time to analyse pupil books, make adjustments to their curriculum where needed and monitor the impact of the curriculum. Feedback and actions for staff has been provided.</p>  | <p>Subject leaders have participated in and contributed to consortia meetings to moderate and enhance the delivery of their subjects.</p>   |               |
| <p>Funding is reserved for staff CPD to develop in areas, which may be deemed necessary over the course of the year.</p>  | <p>Staff have undertaken a range of CPD in a variety of areas ranging from curriculum areas to emotional wellbeing.</p>   | <p>Staff have continued to access CPD including Maths, emotional wellbeing, reading and English.</p>  |               |

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| Funding will be used to subsidise trips and residential opportunities for disadvantaged children.  | Funding has been used, where necessary, to subsidise trips for specific children.  | Residential opportunities have included residential trips for children in year 3 and year 5.  |  |
| Funding will be used to establish and maintain community wide projects including litter picking and visits to local care home residents.   | Community litter picks and visits to local care home residents are scheduled for the spring term.  | Children across the school have been involved in community litter picks and children in key stage 2 have taken part in visits to the local care home. Further visits are scheduled for the summer term.   |  |
| 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.  | Whole school CPD was provided at the beginning of the Autumn term and this has provided an opportunity for staff members to reflect on their interactions with children.   | The key points from the whole school inset have been revisited as part of staff meetings and have been reflected upon by staff as part of the appraisal and leverage processes.   |  |
| 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.<br><br>The results are then used to identify relevant interventions and the impact of these is monitored.  | 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.   | Wellbeing interventions have continued with identified children and additional children have been identified for intervention.  |  |
| 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 monitoring will identify children who require further intervention.<br><br>Time will be provided to the Mental Health Leader to complete assessments and meet with parents/ class teachers to monitor the impact of interventions. | Motional has now become part of our offer for families where behaviour and emotions are a concern at home but where these behaviours do not necessarily present themselves at school. 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. | Work has continued with existing families and further families have been targeted for support. Children's wellbeing is monitored using Motional, interventions are delivered, based on the results from Motional assessments and supporting activities are provided for families to complete at home with children. |  |
| 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.   | Funding has been used to subsidise trips for specific children to ensure their attendance.   | Funding has been used again this term to subsidise the trips and residential opportunities to ensure that all children were able to attend.   |  |

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| <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>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> | <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> |  |
| <p>Funding will be provided to subsidise specialist sports coaching, after school clubs and funding for swimming lessons.</p>   | <p>Swimming lessons have been subsidised for children in KS2.</p>  | <p>Swimming lessons have been subsidised for children in KS2.</p>  |  |
| <p>A counselling service is provided and available to identified children and their families.</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>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>Children in lower key stage 2 have taken part in the Wider Opportunities programme on a weekly basis.</p>   | <p>Children in lower key stage 2 have taken part in the Wider Opportunities programme on a weekly basis. Children expressed pride and positivity after their end of term performance.</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. 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>Weekly attendance meetings are held with the Headteacher and learning mentor. Letters have been sent and/or phone calls have been made to families where attendance is a concern. The learning mentor, Headteacher and other staff members have attended homes of children where attendance is concerning.</p> <p>The class with the highest attendance continues to receive a 'star' each week in a bid to winning overall attendance for the year.</p> | <p>Weekly attendance meetings are held with the Headteacher and learning mentor. Letters have been sent and/or phone calls have been made to families where attendance is a concern. The learning mentor, Headteacher and other staff members have attended homes of children where attendance is concerning.</p> <p>The class with the highest attendance continues to receive a 'star' each week in a bid to winning overall attendance for the year.</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>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>  | <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>  |               |
| Impact to date   |   |   |               |
|  | <p>Whole school attendance for the Autumn term was slightly higher than it was for the last academic year (currently 93.6%). This is compared with attendance for disadvantaged children at 91.37%. Mr Grogan and Mrs Kearns (Learning Mentor) meet weekly to discuss children where attendance is a concern and are continuing to meet with families to raise attendance.</p>  | <p>Whole school attendance was 93.55% for the spring term. This is compared with attendance for disadvantaged children of 91.7%. The attendance figure for disadvantaged children is slightly higher than in the autumn term, compared with the whole school attendance which is slightly reduced.</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>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>Poet, Levi Tafari visited the school and children across Key Stages 1 and 2 took part in poetry writing workshops.</p> | <p>Classes from Reception to Year 6 have learned and performed a new poem each half term in a whole school sharing assembly. Performances have notably improved as children's performance skills and confidence have developed.</p> <p>Poet, Debra Bertulis visited the school and provided poetry workshops for children in Key Stage 1 and Key Stage 2.</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>A Speech and Language intervention tool has been identified and will be purchased in the Spring term.</p>  | <p>WellComm speech and language screening and intervention package has been purchased and this is set to be delivered in the early summer term.</p>   |               |

***'Never settle for less than your best'***

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