

Pupil premium strategy statement 2024-2027

This statement details our school's use of the Pupil Premium Grant to help improve the educational outcomes of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that previous spending of pupil premium has had within our school.

School overview

Detail	Data
School name	Westfield Primary Community School
Number of pupils in school	459 (495 including Nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Chris Waring
Pupil premium leads	Lamara Taylor / Claire Gomez
Governor lead	Andrew Waller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,360 (2024-25)
Total budget for this academic year	£232,360 (2024-25)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers they face, make good progress and achieve high attainment across all subjects. The best way to raise pupil self-esteem is for them to be successful in the classroom. The focus of our pupil premium strategy is to support all disadvantaged pupils, including those who are already high attainers.

Our approach supports our whole school aims of

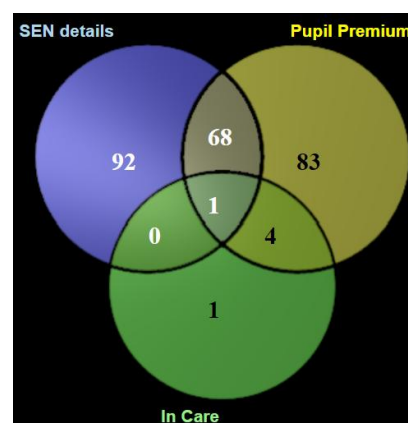
- **Inspiring** a love for our community through mutual respect, teamwork and the shared belief that anything is possible
- **Creating** a learning culture which recognises potential, celebrates achievement and respects individuality
- **Nurturing** strong relationships in a safe and secure environment, where opinions are valued and kindness is the core

At Westfield, we pride ourselves in knowing our children and their families well. Our approach will be responsive to common challenges but, at times, will require an individual approach. The DfE acknowledges the importance of pastoral initiatives to enable a child's readiness to learn. Our Children's Champions are instrumental in providing personalised, pastoral support for children and families.

Research tells us that success in the classroom leads to higher aspirations. Our disadvantage strategy focuses on what is in the school's gift: improving pupils' learning experiences and removing all notions that disadvantaged pupils have lower aspirations and attain less than their non-disadvantaged peers. We expect all staff to take ownership of the consistency of inclusion in learning. This is key to our success in addressing disadvantage.

High-quality inclusive practice is at the heart of our approach. This, along with a focus on developing self-regulated learners, will impact on closing the disadvantage attainment gap and, at the same time, will benefit our non-disadvantaged pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

High Special Educational Needs (SEND) numbers within disadvantaged pupils can mean that low attainment is more difficult to shift; in some cases deprivation may not be the main determinate in lower attainment. Currently, 161 of our children (33%) have an identified Special Educational Need and 43% of these children are also eligible for Pupil Premium. This makes adopting best practice essential.



There is a strong correlation between pupil attendance and attainment. Significant work over a number of years has led to improved attendance for many pupil groups but the disadvantaged gap remains. Improving attendance continues to be an ongoing priority.

On entry, many of our pupils have underdeveloped oral language skills and vocabulary. This is more prevalent in our disadvantaged pupils than their peers. We summarise this need as “our language gap is our attainment gap” and, consequently, there will always be a continuous focus on speech, language and communication throughout school.

The approaches we have adopted complement each other to help pupils excel and are grounded in the educational research by Marc Rowland. The NFER research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice, highlights seven distinct ‘building blocks of success’. These form the foundations of our strategy as below.

- Whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Deploying staff effectively
- Meeting individual learning needs and using data effectively to address underperformance
- Clear, responsive leadership that invests in staff training

The school was graded as Good by Ofsted in July 2023. The foundations of our strategy were all explored as part of inspection activity.

Challenges - changed from barriers on new DfE template

Our strategy for addressing educational disadvantage is rooted in the commitment to meeting pupils' needs rather than responding to labels. Our approach will always be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. We recognise that disadvantaged children are not always eligible for Pupil Premium funding and understand that all pupils have individual needs and will require different levels of support throughout their time with us. As a school, we have identified the key challenges however, recognise that there will be pupils who face barriers outside of those listed below. We will personalise pupils' support where appropriate and act early to intervene at the point needs are identified.



Challenge number	Detail of challenge
1 Slimmed this down. Data at school level rather than cohort	Attendance: The attendance of our disadvantaged pupils is significantly lower than that of our non-disadvantaged pupils. This impacts on children's access to high quality, inclusive teaching. Our attainment outcomes for pupils in receipt of the Pupil Premium Grant are below that of pupils who are not eligible for the funding. This has been a trend for a number of years.


	<p>The national absence rate for pupils eligible for FSM in 22/23 was 8.6%. This is significantly higher than the absence of pupils who were not eligible for FSM at 5%.</p> <table><tr><th colspan="2">National 2022/2023</th><th colspan="2">School 2022/2023 (Sept – 16th June)</th><th colspan="2">School 2023/2024 (Sept – 21st June 24)</th></tr><tr><th>FSM</th><th>Non FSM</th><th>PPG</th><th>Non PPG</th><th>PPG</th><th>Non PPG</th></tr><tr><td>91.4%</td><td>95%</td><td>88.5%</td><td>93.7%</td><td>88%</td><td>93.9%</td></tr><tr><td colspan="2">Gap of 3.6%</td><td colspan="2">Gap of 5.2%</td><td colspan="2">Gap of 5.9%</td></tr></table>	National 2022/2023		School 2022/2023 (Sept – 16 th June)		School 2023/2024 (Sept – 21 st June 24)		FSM	Non FSM	PPG	Non PPG	PPG	Non PPG	91.4%	95%	88.5%	93.7%	88%	93.9%	Gap of 3.6%		Gap of 5.2%		Gap of 5.9%	
National 2022/2023		School 2022/2023 (Sept – 16 th June)		School 2023/2024 (Sept – 21 st June 24)																					
FSM	Non FSM	PPG	Non PPG	PPG	Non PPG																				
91.4%	95%	88.5%	93.7%	88%	93.9%																				
Gap of 3.6%		Gap of 5.2%		Gap of 5.9%																					
2	<p>Safeguarding: Our school community has a high level of deprivation as evidenced through IDACI and ward data. To meet the needs of our families, we have Children’s Champions and a Safeguarding Lead.</p>																								
3	<p>Language and Communication: On entry data shows a significant need to support speech, language and communication for many pupils. Early identification and structured interventions are necessary to close the word gap and address underdeveloped oral language skills throughout EYFS and KS1. WellComm is used as our screening and intervention tool. The baseline data from WellComm September 2024 shows 44% of Reception children are on track, 21% are working towards and 33% are significantly below their age expected level.</p>																								
4	<p>Resilience / Motivation: The combination of the other challenges identified may lead to low self-esteem. Monitoring has shown that this can lead to children lacking resilience, motivation and presenting with low self-esteem.</p>																								
5	<p>Life Experiences and Wellbeing: Life experiences can never be assumed. It is essential that our curriculum provides a variety of opportunities to develop skills, celebrate personal achievement and develop children’s understanding through concrete experiences. SEMH is a significant area of need within our school and we are acutely aware of the impact poor mental health within families can have on children. Supporting the wellbeing of staff is essential; they need to be happy, healthy, well qualified, highly motivated, hard-working and well-trained so they can provide their best for the children.</p>																								
6	<p>SEND/Double Disadvantage 43% of our children eligible for PP have an identified SEND need. The level of need is increasing and therefore, it is essential to ensure that provision for SEND remains high profile and all staff have appropriate training to consistently deliver high quality inclusive practice.</p>																								
7	<p>Reading: Reading fluency ensures all children can access the full primary curriculum. On entry data exemplifies the need for addressing the word gap and having secure routines for teaching effective early reading. All children need exposure and access to a wide range of high quality reading materials and adults to foster their enjoyment in reading for pleasure.</p>																								
8	<p>Poverty Proofing: The cost of living is having a significant impact on our community and families. A number of our families experience financial difficulties, yet many are not eligible for Pupil Premium funding. Many families experience food-insecurity and challenges with housing and resources within the home. Some struggle with accessing appropriate support.</p>																								
9	<p>Retention of learning: The children benefit from high-quality teaching and a purposeful and well-sequenced curriculum. Analysis of assessments and monitoring shows children perform well in lessons but do not always retain the knowledge and skills - this is particularly true for disadvantaged pupils.</p>																								
10	<p>Opportunities for play: Changes in society such as heavier traffic, busier lifestyles, fewer areas for play and awareness of risk have led to ‘play deprivation’ for many of today’s children. It is also recommended that children spend up to 20% or 1.4 years of their time in school at play. Due to these factors, this time needs to be coherent and planned for to ensure success.</p>																								

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Our overarching aim is for the attainment gap between PPG and Non PPG to be reduced.

Intended outcome	Success criteria
Attendance: The attendance of disadvantaged pupils improves so pupils benefit from consistent, high-quality teaching.	<p>The attendance of children eligible for Pupil Premium increases from 88%.</p> <p>The number of disadvantaged children who are persistently absent from school reduces.</p> <p>The attendance gap for PPG / Non PPG aligns more closely to national data.</p>
Safeguarding: To offer timely, appropriate and robust support for our children and families to ensure they are safe, heard and have access to the services they need. 	<p>Maslow's hierarchy of needs are prioritised for all children.</p>  <p>Maslow's hierarchy of needs</p> <p>Children feel safe and heard. They know their rights and what constitutes healthy relationships and consent. Children show empathy, kindness and respect. They speak out when something is wrong and are able to resolve conflict appropriately.</p> <p>Appropriate support is provided / signposted in response to skilful and rapid identification of needs. Families engage with support and access relevant services.</p> <p>Families benefit from the FSM pilot reducing food insecurity and hunger. Hunger is not a barrier to learning; improved diet reduces illness and increases attendance.</p>
Language and Communication: Early identification and effective intervention addresses underdeveloped oral language skills and the vocabulary gap so that it does	<p>A significant number of our children start Reception with language skills below age related expectations. Developing pupils' vocabulary and spoken language will be a priority in all year groups. Vocabulary will not be a barrier to accessing the curriculum or attainment. This will be evidenced by improvements</p>

<p>not become a barrier to future attainment.</p> <p>Nationally accredited by Elklan and OCN London</p>  <p>Oct 2021 - Oct 2024</p>	<p>in vocabulary scores (QLA) and gap analysis of reading assessments.</p>
<p>Resilience / Motivation:</p> <p>Raise confidence and curiosity with our curriculum. The delivery of our curriculum will allow for opportunities and experiences which we recognise are not readily available within the family.</p> <p>We use the terms STRENGTHS STRUGGLES and STRATEGIES as a memorable cue for our children to understand metacognition and self-regulation strategies.</p>	<p>Children will be knowledgeable and curious about the world around them and have the confidence to ask questions.</p> <p>Every child will be a reader and have the confidence and competency in key skills to access the full curriculum and participate readily in their learning.</p> <p>Metacognition and self-regulation skills will be articulated and used by the children through our strengths, struggles and strategies approach and they will be able to articulate how they overcome barriers as a learner.</p>
<p>Life Experiences and Wellbeing:</p> <p>Curriculum provision, including extra-curricular offer, will give children the drive and motivation to get out of bed in the morning.</p>	<p>Pupils will access a wide range of extra-curricular activities (Forest Schools, Dance, Art) to become active participants in the wider life of the school and develop personal skills such as confidence and resilience. The school curriculum will offer a range of experiential learning opportunities that develop an appreciation of the world around them and allow children to make connections with prior knowledge and experiences. Opportunities for home learning are extended. Our ongoing partnership with The Place will continue to provide opportunities to extend learning and support wellbeing both within and beyond the school day.</p>
<p>SEND/Double Disadvantage / EAL</p> <p>Effective systems identify, monitor and support the needs of pupils throughout school.</p>	<p>Consistent, high quality inclusive practice will be evident in all classes. A continual cycle of CPD for all staff will develop strong practice and monitoring will show provision meets need.</p> <p>Pupils SEMH needs are identified and met through pastoral support and access to relevant services. EBSA is quickly identified and addressed to reduce impact on learning.</p> <p>School will take part in the PINS project (Partnership for Inclusion of Neurodiversity in Schools) which is a new partnership between government departments, local systems and parent carer organisations, to develop innovative ways to support the needs of neurodiverse children in mainstream schools. It aims to shape the whole school SEND provision, provide early interventions at a whole school level, upskill school staff through appropriate training and</p>


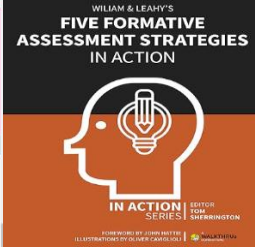

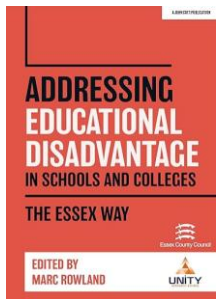

	strengthen the partnership between schools and parent carers.
Reading Strong phonics teaching for all leads to secure skills in early reading. Children read for pleasure and benefit from exposure and access to a range of high quality materials.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. A consistent approach throughout EYFS and KS1 with same day interventions to enable children to keep up rather than catch up. Reading for pleasure and reading in a variety of contexts will be consistent across school.
Retention of Learning: Adaptations to the timings of maths assessments so a true picture of learning can be established. Ongoing training from Learning by Questions on effective approaches for developing learning rather than performance. Use of LbQ to create and run question sets which regularly revisit key learning.	Changes to pedagogy shift the focus from “lesson performance to learning”. Formative assessments within lessons and summative assessments evidence greater retention of key facts and knowledge. In maths, end of block reviews and summative assessments show improved retention. Children make strong connections to prior knowledge and use these to progress their learning.
Opportunities for play: Children to become resilient, co-operative and managed risk-takers.	Children enjoy playtime and engage in a range of activities. They take calculated risks. The expectations of Ready, Respectful and Safe are consistently adhered to and CPOMs entries about negative behaviours at playtimes decrease. Teaching Assistants lead games and engage children in different activities. Staff and parent views are positive about playtimes.


Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)


Budgeted cost 2024-25: Little Wandle Phonics £1,250. Reading Plus £2,700, LbQ £750. Grammarsaurus £750. CPD £8,000, Thrive £2,400. Y5 smaller class structure £40,000 and protected leadership time £21,000, Reading spine £2,000. Insight Tracking £2000 **Total £80,850**





Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of LbQ and Grammarsaurus, and the continuation of Reading Plus; this will build upon success of work with Huntington Research School on metacognition to develop pedagogy which supports pupils' retention and retrieval of key information.	  <p>William (2011) high-quality questions may be the most significant thing we can do to improve the quality of student learning'. "The sooner students receive feedback, the quicker real learning takes place"</p>	3, 4, 6, 9.
Maintained smaller class sizes in Y5 (41% PPG / 36% SEND) Reduced from possible 34 children per class to 23 children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size 	3,4,5,6,7,9
Non-teaching phase leader to mentor and develop ECTs, provide pastoral support and increase leadership capacity. Sustain protected leadership time to support internal variance and monitor against the Teaching, Learning and Assessment policy.	 	1,2,6,7,9

Introduction of a new assessment tracking system which improves attainment and attendance analysis, and improves the monitoring of progress and provision of pupils with SEND.		1,3,6,7
Develop a whole school approach to supporting neurodiverse children through training and strengthened partnerships provided by the Partnership for Inclusion of Neurodiversity in Schools (PINS) project.		1,2,3,4,6,7,9
Continue with our CPD programme to support effective provision and teaching for all pupils	  	4,5,6,7,9,
Maintenance of DfE validated Systematic Synthetic Phonics programme (SSP) to provide effective phonics teaching and interventions.	 <p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3,4,6,7,9

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

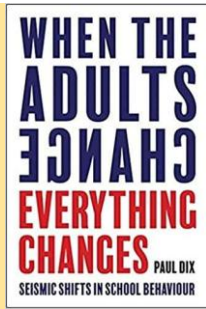




Budgeted cost 2024-2025: Staffing to support ERP and Year 6 teaching group £72,000. Level 3 practitioner for Early Language Interventions £16,000. Additional TA hours for interventions / SEN support £20,000 **Total £108,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish a Year 6 greater depth reading and maths teaching group, taught by SLT, to meet the needs of the Year 6 cohort.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> 	4,6,7,9

Establish an internal ERP to meet the significant needs of some pupils in Key Stage 2.	 <p>Guidance Reports Special Educational Needs in Mainstream Schools</p>	1,4,5,6,7,9
SEND provision delivered through additional TA hours will be monitored by the SENCo. Impact will be measured and practice modified in a timely manner to meet needs.	 <p>Guidance Reports Special Educational Needs in Mainstream Schools</p>	4,5,6,7,9
WellComm is well established and has positive impact in EYFS. Focus now moves to disseminating good practice across KS1/KS2 to ensure all practice is language rich.	 <h2>WellComm</h2> <p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement and have high impact on reading. We have engaged with the evidence based research project 'Talk for York' which is led by City of York Council.</p>	3, 4, 6 and 7
<p>Equip staff in our school to understand, identify and tackle the root causes of behaviour, so more time is spent productively on learning.</p> <p>Thrive profiles and interventions will be used to identify and address collective and individual needs.</p>	 <p>Thrive training, online assessments, and expert strategies for working with pupils will enable you to improve attendance, behaviour and learning outcomes, and align with Public Health England's eight principles for a whole school and college approach</p>	1, 2, 3, 4, 5, 6 and 3

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

Budgeted cost 2024-2025: Additional office hours for attendance £4,000. Running our school-based wraparound care £7,000. Uniform, food bank and fruit for KS2 £3,000. Staffing for pastoral / safeguarding £109,000. Contributions to swimming, trips and residential visits £12,000. OPAL £17,000 **Total £152,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the success of OPAL (evidence based approach) so play benefits children's wellbeing and social development, improves attendance and positively impacts on classroom learning.	   https://outdoorplayandlearning.org.uk/research-and-evidence/	1, 2, 3, 4, 5, 6, 7 and 10.
Opening Schools Facilities - tackling inactivity, providing new opportunities, and offering new ways for people to get active.	 https://northyorkshiresport.co.uk/work-with-us/education/opening-school-facilities/	1, 2, 3, 4, 5, 6, 7 and 10.
<p>The monitoring and actions relating to improving school attendance will remain a key priority.</p> <p>Policy and practice will be aligned to new guidance 'Working Together to Improve School Attendance'</p>		1, 2, 4, 9
Poverty Proofing: families are provided with / signposted to the services and support needed.	School continues to offer affordable wrap-around care. Where appropriate, funded spaces will be made available. The Community Hub will provide food and uniform as required. We continue to access the National Breakfast Programme and now provide daily fruit throughout KS2. Continued involvement with the Hungry Minds pilot provides all children with the option of a free school meal.	1,2,8

Continued evaluation and promotion of the FSM pilot furthers take-up.	Joint working with The Place provides families with opportunities and support within and beyond the school day.	
Natterhub and Jigsaw are used to deliver the PSHCE / Online Safety curriculum and to respond to issues arising.	<p>Relationships Education, Relationships and Sex Education (RSE) and Health Education</p> <p>Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers</p>  	1, 2, 3, 4, 5, 6 and 7

<p>Pupil Wellbeing. Staff Wellbeing.</p> <p>Wellbeing meetings for all teams in school to identify and action future steps.</p>	 	1, 2, 4, 5 and 10
---	--	-------------------

Total budgeted cost 2024-2025: £338,850 (£243,058 PPG funding)

Part B: Review of outcomes academic year 2021-2023

Aim	Outcome																								
Attendance	<p>2021/2022: Attendance continues to be a high priority with all classroom staff, pastoral teams and leadership invested in achieving improvements. Robust systems have been strengthened through change of our MIS system affording improved reporting and analysis tools.</p> <p>2022/2023: The change to the Children’s Champion structure has further improved early conversations and intervention around attendance. Strong relationships with families continue to be the key to improvement. Targeted support between school and the new Local Authority Attendance Officer has seen significant improvements in attendance for focus children. OFSTED confirmed attendance systems are robust and impactful.</p> <p>2023/2024: Strong practice and robust monitoring has continued to target improvements in attendance. Overall, the attendance of pupils not eligible for PPG increased whilst attendance of those eligible for PPG declined. 1395 sessions were lost due to term time holidays this year (11% of our overall absence - 9% in 2022).</p> <table><tr><th colspan="2">National 2022/2023</th><th colspan="2">School 2022/2023 (Sept – 16th June)</th><th colspan="2">School 2023/2024 (Sept – 21st June 24)</th></tr><tr><th>FSM</th><th>Non FSM</th><th>PPG</th><th>Non PPG</th><th>PPG</th><th>Non PPG</th></tr><tr><td>91.4%</td><td>95%</td><td>88.5%</td><td>93.7%</td><td>88%</td><td>93.9%</td></tr><tr><td colspan="2">Gap of 3.6%</td><td colspan="2">Gap of 5.2%</td><td colspan="2">Gap of 5.9%</td></tr></table>	National 2022/2023		School 2022/2023 (Sept – 16 th June)		School 2023/2024 (Sept – 21 st June 24)		FSM	Non FSM	PPG	Non PPG	PPG	Non PPG	91.4%	95%	88.5%	93.7%	88%	93.9%	Gap of 3.6%		Gap of 5.2%		Gap of 5.9%	
National 2022/2023		School 2022/2023 (Sept – 16 th June)		School 2023/2024 (Sept – 21 st June 24)																					
FSM	Non FSM	PPG	Non PPG	PPG	Non PPG																				
91.4%	95%	88.5%	93.7%	88%	93.9%																				
Gap of 3.6%		Gap of 5.2%		Gap of 5.9%																					
Safeguarding	<p>2021/2022: Training provided by CPOMS developed leaders’ knowledge of the system and led to improvements being made to the categorisation of incidents. Leaders used training to strengthen analysis of incidents reported and this is now routinely used to evaluate and identify priorities for intervention and support. Training and access to CPOMS for TAs has led to increased accuracy of incident reporting. The safeguarding review completed by the Local Authority in June 2022 confirmed effective practices were embedded across school.</p> <p>Links between school staff and the Wellbeing in Mind Team is beginning to lead to children and their families receiving support for specific areas of need.</p> <p>2022/2023: Changes to the pastoral team have increased the number of Children’s Champions providing highly effective support. The high number of children on safeguarding plans, and many others requiring significantly high levels of support, led to the introduction of a Safeguarding Lead role. OFSTED confirmed safeguarding arrangements were effective in July 2023 inspection.</p>																								

	<p>2023/2024: Safeguarding arrangements remain as above. Analysis of CPOMs shows greater clarity about action and intervention following specific behaviours (racism, homophobia, sexism). CYC and external training accessed by all DSL / DDSs to update knowledge.</p>
Language & Communication	<p>2021/2022: An updated Early Years Curriculum, which linked closely to the needs of our school demographic, led to an increase in GLD scores. Embedding the strategies from The Early Talk for York project supported this increase. WellComm provides us with effective screening and intervention to reduce language gaps. Termly contact with a Speech and Language therapist through the project supported the early identification of speech and language needs and upskilled staff as well as supporting staff confidence.</p> <p>2022/2023: We now have a sustainable model for closing language gaps using principles from the Talk for York project. As a Level 3 ET4Y school we have access to WellComm screening and intervention tools, a Speech and Language Therapist who provides staff training and professional discussions around supporting children's needs while they are still on the waiting list for SaLT. Our dedicated Level 3 practitioner matches interventions closely to children's assessments and provides activities for families to support at home. An evaluation of the Family Learning structure has led to greater impact engagement. Dyslexia training was accessed by the staff and this has developed staff confidence and the development of strategies to support dyslexia.</p> <p>2023/2024:</p>
Resilience/ Motivation	<p>2021/2022: The introduction and consistent application of the Teaching and Learning Assessment policy afforded clear expectations of all staff. Learning environments have significantly improved and there is consistency in curriculum intent and delivery. Protected time has allowed the leadership team to monitor against the TLA policy.</p> <p>2022/2023: Children's talk about their learning has significantly improved: learners are more excited and engaged in topics and can explain the purpose of their learning. The introduction of immersion days and knowledge organisers have also contributed to this. Monitoring has evidenced more pupil talk ; children are curious and can articulate the learning journey and make links with prior learning. Metacognitive strategies are embedded throughout the core subjects and many can articulate how they overcome barriers as a learner through strengths, struggles and strategies. This now needs to extend through the foundation subjects. A full evaluation of the curriculum further strengthened our offer - this was confirmed by OFSTED. Parental engagement in learning is improving but will be a focus for 23/24. Pupil motivation / attitudes towards assessment will also be explored.</p> <p>2023/2024: The introduction of LbQ into KS2 positively impacted</p>

	<p>pupils' engagement, enjoyment and resilience in SPAG and Maths. The programme motivated children to be accurate in their work and use effective methods. In Year 6, the use of Springboard positively impacted on pupils' retention of key content taught. End of Key Stage 2 outcomes improved in maths by 20% and by 10% in SPAG from 22/23. Our next steps are to evaluate how to increase motivation and resilience in reading and writing.</p>
Life Experiences and Wellbeing	<p>2021/2022: The school's offer of after school clubs has improved and uptake has increased. The review of our DT curriculum has seen the introduction of Food Tech in our school dining hall, having a hands on experience to deepen their understanding and learning experience. The curriculum has completed 1 full cycle (throughout Year A and B) and has now been evaluated and reviewed in light of gaps made by COVID 19. Purposeful educational visits enriched learning.</p> <p>2022/2023: The knowledge that the children need to have by the end of each phase is now clear and shared via a knowledge organiser. The introduction of low stake baseline and end of topic quizzes allow teachers to evaluate the impact of teaching and make adjustments to future learning. Immersion days inspire and excite children, and knowledge organisers sent home prior to beginning a topic to allow parents to have insight to their child's learning.</p> <p>CPOMs analysis highlighted a need for further education on online safety. Natterhub was introduced to help support teaching of this and will be further embedded in 23/24. Jigsaw purchased to strengthen our PSHCE offer. Quality of teaching in this subject has significantly improved.</p> <p>Evaluation of the club offer has increased take up and opportunity. Visits and experiences excite children: Zoom sessions have allowed children to meet different authors, experience tours of historical buildings and meet experts in the field of their topics. This has led to richer learning experiences.</p> <p>2023/2024: The introduction of OPAL has transformed playtimes. Children are engaged, motivated and happy. Behaviour incidents have significantly reduced, conversation between children has increased and cooperative play is widespread. Pupil voice evidenced the children are much happier at playtimes.</p>
SEND/ Double Disadvantage	<p>2021/2022: The significant investment in CPD developing staff understanding of supporting children with SEND has enabled staff to reflect on their current practice and make adjustments to their practice. Teachers and teaching assistants report higher levels of confidence in supporting pupils with dyslexia and autism. Metacognitive strategies are now integral to classroom practice: monitoring has evidenced increased pupil motivation, resilience and independence in learning in the core subjects.</p> <p>2022/2023: Improved systems have led to greater rigour and</p>

	<p>consistency in identification of pupils with SEN. EHCP plans have been approved for a number of children with complex needs. SEND help guides and improved resourcing has provided staff with a toolkit of support. Monitoring has evidenced that CPD from 21/22 continues to be built upon and pupils with SEN are supported more effectively. Scaffolding is supportive and planned incisively. We adopted the Thrive Approach and individual Thrive profiles were completed leading to effective interventions for specific children.</p> <p>2023/2024: Early identification of need and provision for pupils with SEND is effective. All teachers and teaching assistants are committed to inclusive practice and promoting positive outcomes for all. Engagement with the PINs project has been successful - staff have accessed training which has further strengthened the support we offer. Improving academic outcomes for pupils, who are entitled to PPG and have SEN, will be a collective target for all staff in 24/25.</p>
Reading	<p>2021/2022: The introduction of Little Wandle has ensured consistent teaching in phonics across EYFS and KS1. Adjustments to practice are planned for next year to ensure the teaching practice meets learners' needs and impacts on phonics check scores. The use of E-Collins books for Guided Reading alongside the Little Wandle scheme, provides opportunities for children to revisit books and develop confidence. The introduction of electronic books has improved parental engagement. Targeted intervention (Reading Revival and Nessy) had impact for specific children and meeting individual learning needs. Engagement with Reading Plus is improving reading fluency.</p> <p>2022/2023: A Reading Spine was introduced to increase motivation for reading. Children are reading more for pleasure and the general enthusiasm around reading has increased. Reading Plus is becoming more rigorous because staff training has meant that teachers are more aware of how to use the programme more effectively. Books have been embedded within the two year curriculum cycle as a further motivation to read. Ofsted (July 2023) reported that <i>'Reading is an important part of school life. Leaders have provided training and check to make sure that reading is well taught. As a result, most pupils learn to read quickly and confidently.'</i></p> <p>Adjustments made to the teaching of phonics in Key Stage 1 led to 75% of children meeting the threshold of the Phonics Check in Year 1 in 2023, compared to 39% in the previous year.</p> <p>2023/2024: The introduction of reading spines has improved children's enjoyment of reading and increased the variety of materials they have access to. The teaching of phonics remains effective for most pupils however the gap in attainment between disadvantaged pupils and their peers remains (53% PPG / 75% non PPG End of Y1). This will be a focus in 24/25. Monitoring evidences pupils' reading ability and comprehension is improving. Engagement with Reading Plus is strong. End of KS2 reading outcomes were limited by pace, vocabulary and precision in</p>

	answering questions. Improving these will be a focus for 24/25.
--	---

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Letters and Sounds Revisited	Harper Collins Publishers Ltd
Reading Plus	Reading Solutions
White Rose Maths Teaching Resources and CPD materials	White Rose Maths
Nessy	Nessy
Learning by Questions	Learning by Questions
Grammarsaurus	Grammarsaurus
Spelling Shed	Ed Shed
TT Rockstars	Maths Circle
Natterhub	Twinkl
Jigsaw	Jigsaw
Big Cat Little Cat	Harper Collins Publishers Ltd