

Rimrose Hope CE Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School Overview

Detail	Data
School name	Rimrose Hope CE Primary School
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	January 2024
Statement authorised by	L Crilly
Pupil premium lead	S McMinn
Governor / Trustee lead	S Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 243,730
Recovery premium funding allocation this academic year	£5836
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£249,566

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

The governors and staff of Rimrose Hope strongly believe in an evidenced based approach to teaching and learning. Our curriculum is constantly evolving to meet the changing needs and skills within our community. Governors have supported a decade long focus on teacher development, and in recent years governors have fully funded two members of our senior leadership team who have gained distinctions in their master's degree. Whilst one member of staff followed a course of study, which focused on 'Achievement in city schools,' another focused their studies on 'Comparative early education.' The research conducted by the staff during their studies has played a large part in the development of the school's response to the curriculum and appropriate pedagogies. Both staff members have had their education research published and continue to contribute to the on-going educational debate. All teaching staff work alongside known experts and advisors to develop the school's approach and all work is piloted and trialled thoroughly before it becomes an adopted pedagogy.

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress academically, socially and physically. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those that are in the high prior attainment group.

When making decisions about using Pupil Premium funding we will consider the context of the school and the subsequent challenges faced alongside relevant contextual research. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

High quality teaching and learning is central to everything that we do. Staff receive excellent CPD across the curriculum each half term, with a focus on areas in which disadvantaged pupils require the most support. Analysis of data from previous years has shown that this has had the biggest impact on closing the attainment gap between disadvantaged pupils and non-disadvantaged pupils.

Our allocation of pupil premium funding will be tailored to meet the identified challenges based on accurate assessment information.

- To raise attainment of DAPs in reading, writing and mathematics so it is in line with national expectations.
- To ensure all DAPs have good attendance (96% and above).

- To identify DAPs at risk of falling behind early and put in place effective intervention programmes to close the gap in attainment.
- To identify pupils who need additional support from external agencies and ensure they are supported through quality first teaching and personalised support plans.
- To ensure all pupils identified using the ACE pro-forma are supported to make good progress academically, emotionally and physically.

Challenges

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

Challenge number	Detail of challenge
1	End of KS2 data indicate that DAPs do not achieve as well as non DAPs in writing.
2	ACE assessments and an increase in the number of referrals to external agencies indicate that there are a high proportion of DAPs with adverse childhood experiences.
3	The SEN register and robust assessments indicate that a large proportion of pupils with SEND are disadvantaged. These pupils require a multi-agency approach and comprehensive support plans.
4	End of EYFS assessment data has identified a group of DAPs who did not achieve a GLD at the end of EYFS. This will impact on their ability to access a KS1 curriculum.
5	Discussions with pupils and recent local library closures mean that some disadvantaged pupils do not have access to high quality texts to read at home.
6	Attendance data from the previous academic year indicates that attendance amongst DAPs has been between 3.5% lower than for Non DAPs. Poor attendance is having a negative impact on pupils' academic attainment and emotional wellbeing.

Intended outcomes

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

	Intended outcome	Success criteria
1	To raise attainment of DAPs in writing so that it is in line with national expectations.	➤ Attainment of DAPs in writing is in line with national expectations at the end of KS2.

		➤ Pupils make good progress from their different starting points. ➤ Pupils are able to write for a range of purposes. ➤ Pupils are able to apply their writing skills across the curriculum. ➤ Pupils enjoy writing and know what they need to do in order to improve. ➤ Moderation exercises confirm that teacher assessments are robust and accurate.
2	To achieve and sustain improved mental, social and physical wellbeing for all pupils, particularly those identified as being disadvantaged and/or identified on the ACE proforma.	➤ Learning mentor intervention is well targeted and effective. ➤ Positive feedback from play therapy sessions (pupil, staff and parental) ➤ Pupils requiring intervention for emotional and behavioural support are identified early and high-quality support is put in place. ➤ Pupils understand the learning process; they are engaged in their learning and know how they can be successful. ➤ Pupils enjoy working within a supportive school and classroom climate which builds a sense of togetherness, the acceptance of emotion and vulnerability, warm relationships and the celebration of difference. ➤ Pupil engagement is evidenced through pupil voice. ➤ Feedback from parents and carers shows that they feel supported and well informed around the issues of positive mental health. ➤ The curriculum, interventions and good teacher pedagogy helps all pupils deal with predictable life problems and changes.
3	Targeted intervention programmes help disadvantaged pupils to make good progress towards their individual targets. Disadvantaged pupils with SEND are identified early and appropriate support is put in place.	➤ Entry and exit data demonstrates that pupils have made good progress. ➤ The gap in attainment is reduced. ➤ Pupils apply skills across the curriculum. ➤ Intervention programmes are of high quality and there is consistency across the school. ➤ Progress is carefully monitored by the SENDCO.

		➤ Monitoring exercises indicate that all pupils are receiving quality first teaching. ➤ Pupils with SEND have robust support plans. ➤ Parents are kept informed of their child's progress and any additional support that has been put in place. ➤ Referrals to external agencies are made in a timely manner.
4	To raise attainment in reading, writing and mathematics for DAPs who did not achieve a GLD at the end of EYFS.	➤ Pupils are able to access the KS1 curriculum and participate in whole class sessions with small group support. ➤ Ongoing assessments indicate that pupils are making good progress in reading, writing and mathematics from their baseline assessment. ➤ Book monitoring and moderation exercises indicate that pupils are making good progress from their different starting points. ➤ Pupils are reading age appropriate books and using their phonic knowledge to decode unknown words. ➤ Pupils are able to write simple sentences that can be read by others. ➤ Pupils are engaged in their learning and are able to work with a good degree of independence on age appropriate tasks. ➤ Pupils are resilient and have good self esteem.
5	To ensure all disadvantaged pupils have access to high quality texts in school and at home.	➤ The proportion of pupils achieving the Reading ELG is in line with national expectations. ➤ The proportion of pupils reaching the EXS in the KS1 phonics screening check is in line with national expectations. ➤ Attainment in reading at the end of KS2 is in line with national expectations. ➤ The majority of pupils will graduate from the Rimrose Hope reading award scheme. ➤ Pupils speak positively about reading.

6	To achieve and sustain improved attendance for all pupils, particularly those that are classed as disadvantaged.	➤ The gap in attendance between disadvantaged and non-disadvantaged pupils has reduced. ➤ Attendance panels take place each held term and are led by the EWO and learning mentor. ➤ Pupils at risk of not meeting their attendance target are informed and placed in a monitoring period. ➤ Pupils are aware of the importance of attendance through regular assemblies led by the EWO and whole school attendance rewards.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resource and deliver a KS1 and KS2 Direct Instruction Spelling daily for 30 minutes. £2,000	The programme is based on sound pedagogy and combines phonemic, morphemic, and whole-word instruction to make spelling easier to learn and pave the way for effective writing. How effective is it? John Hattie reviewed over 300 research studies exploring the impact that Direct Instruction has on student results. He found that Direct Instruction brought about above-average gains: • In both surface and deep learning • For pupils of all ages and all abilities We have used Spelling Mastery across the school for 10 years and our spelling results have been excellent. NFER data and work in pupils' books shows that this is a very effective tool for improving spelling and literacy confidence.	1
Bespoke English training for staff each half term led by English consultant Maddy Barnes. Focus: • Reading comprehension • The reading into writing process • Proof-reading and editing • Progression in skills • Closing the attainment gap • Writing moderation	Research from EEF evidences that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches	1,4,5

£3,000	without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. EEF Improving Literacy in KS1: Use a balanced and engaging approach to develop reading which integrates both decoding and comprehension skills and teach students to use strategies for developing and monitoring their reading comprehension. Improving Literacy in KS2: Teach reading comprehension strategies through modelling and supported practice. Use high-quality structured interventions to help pupils who are struggling with their literacy. Teach writing composition strategies through modelling and supported practice.	
Bespoke Mathematics training for all staff each half term led by Maths consultant Sarah Martin. <u>Focus</u> To support subject knowledge and effective teaching strategies to ensure a consistent approach to the teaching of mathematics. To embed and enhance mathematical reasoning within lessons. To develop pupils use of mathematical vocabulary and problem solving skills.	There are a number of meta-analyses, which indicate that, on average, mastery-learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress. EEF What are the benefits of school-based CPD? • It shapes CPD to reflect the needs of the actual school context and culture • It enables CPD to be focused on improving the learning outcomes of specific groups of learners and individuals within those groups • It uses evidence of actual practice in the school to establish intended outcomes for CPD • It allows for meaningful collaboration between teachers who are working in the same context and facing the same opportunities and challenges	3,4

To improve the teaching of mastery and depth in mathematics. £3,000	in their subjects • It enables CPD to be sustained throughout the school calendar • It brings CPD directly under the responsibility of the school leadership who can relate it to the priorities of the school These benefits correlate with the evidence for effective teacher development, for example in Cordingley et al (2015).	
Music Services Specialist music teachers to deliver and support wider opportunities for pupils to learn to play a musical instrument. Instruments on offer: • Recorder • Guitar • Djembe drums • Glockenspiel £15,000	How effective is it? (EEF) Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Evidence suggests that the impact of curriculum constraint disproportionately affects schools serving disadvantaged communities and whilst the life chances of deprived children are suppressed when the curriculum fails to develop cognitive and affective attributes, their more privileged peers continue to enjoy elite school experiences in art, music, sport, culture and travel and their teachers do not have to endure the maintained sector's continuous struggle under the weight of accountability (Horgan, 2007)	2

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

Budgeted cost: £203,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor The Learning Mentor provides	Research suggests that mentoring can have a positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for	2,6

targeted support for families and supports the work of the EWO. We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes, which aim to develop parental skills such as literacy or IT skills. general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. £30,000	non-academic outcomes such as attitudes to school, attendance and behaviour. Education Endowment Foundation (Teaching and Learning Toolkit) There are a number of ways in which poverty and social class impact on children's opportunities to be successful in school. School readiness is challenged daily whether physically in terms of health, or in housing or in the affective domain with relevant curriculum experiences, levels of literacy in the home, lower expectations or aspirations, parental relationships with the school, the response of the school curriculum to the needs of the child and the school's ability to build and sustain productive networks (Thrupp 1999). "The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement.	
Small Group Tuition Daily English and Mathematics intervention programme delivered by experienced teacher. £40,000	EEF research highlights evidence, which indicates that small group, and one to one interventions can be a powerful tool for supporting pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.	3, 4

Additional Teaching Assistant support in KS1. 3 additional members of support staff to support learning in class and deliver intervention programmes to small groups of pupils. Focus: English and Mathematics intervention programmes delivered to small groups of pupils who are working below national expectations £50,000	EEF research highlights evidence, which indicates that small group, and one to one interventions can be a powerful tool for supporting pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. The strategic deployment of Teaching Assistants (TAs) is also important in ensuring pupils with SEND are supported, and TAs should be fully prepared for their role, supplementing rather than replacing high-quality provision from the class teacher. Schools must continue to avoid unintended consequences, such as prolonged separation from peers and teachers, and select evidence-based, targeted interventions that are closely monitored.	1, 3, 4
Educational Psychology/Behaviour Support Additional Educational Psychologist support for pupils who are falling behind and/or have additional needs. Behaviour Consultant to assess pupils with additional needs and provide targeted support for staff and parents. Outcomes	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. What we know from working with our Education Psychologists over the last 15 years: • Our EPs are critical in identifying special educational needs (SEN) and providing a statutory contribution to Education, Health and Care (EHC) assessments. • They also play an essential role in upskilling teachers and TAs, thus ensuring high quality special educational needs and disability (SEND) provision is available. • A fundamental part of their role is supporting the social, emotional and mental wellbeing of our children and families and teachers, to help address the increase in mental health problems in children and young people.	2, 3

Enhanced transition plans for vulnerable pupils moving to secondary provision. Early identification and assessment of pupils causing concern. Support and guidance given to staff. Support and guidance given to parents. £20,000		
Reading Resources Introduce reading graduate programme to promote love of reading All pupils encouraged to read 25+ quality texts a year. All classes have received set of 50 new texts to support Purchase a range of phonetically decodable books that are matched to the phonics scheme. £10,000	Training from Mary Myatt on advantages of reading wide variety of texts modern and classic. May Myatt comments that: <i>“Stories have the power to open up the imagination, to supply tier two and tier three vocabulary and to provide a context for the big ideas and concepts. Stories also contain sophisticated language of greater lexical depth and complexity than we would encounter in everyday classroom talk”. And it is as a result of this insight that Doug Lemov makes the case that reading aloud is critical for developing vocabulary for all pupils.</i> The importance of stories is backed up by findings from cognitive science. If we agree with Daniel Willingham’s argument that our ‘brains privilege story’ 3,4 7 Reviewed October 2021 then it follows that learning is likely to be deeper if we incorporate stories, conflicts and dilemmas into our schemes. Additionally, the Education inspection framework (EIF) has an increased focus on reading, with the view that a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. And in the handbook ‘reading is prioritised to allow pupils to access the full curriculum offer.’ This makes it a great opportunity to consider some of the most efficient ways of tapping into the power of stories in order to develop reading.	4, 5

	Phonics approaches have a strong evidence base and have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Education Endowment Foundation (Teaching and Learning Toolkit)	
Teaching assistant support in LKS2. Each LKS2 class will have a TA to support learning in class and deliver intervention programmes to small groups of pupils. Focus: English and Mathematics intervention programmes delivered to small groups of pupils who are working below national expectations. £50,000	EEF research highlights evidence, which indicates that small group, and one to one interventions can be a powerful tool for supporting pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. The strategic deployment of Teaching Assistants (TAs) is also important in ensuring pupils with SEND are supported, and TAs should be fully prepared for their role, supplementing rather than replacing high-quality provision from the class teacher. Schools must continue to avoid unintended consequences, such as prolonged separation from peers and teachers, and select evidence-based, targeted interventions that are closely monitored.	1, 3
Feuerstein Programme Improve strategies in helping children learn how to learn through accessing metacognition/emotional literacy programmes £3,000	All staff have been trained in Feuerstein's IE programme and have received regular refresher courses in this metacognitive strategy. The potential impact of metacognition and self-regulation approaches is high (+8 months additional progress for primary children over the course of a year) The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.	2, 3

	Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy To develop pupil's strategies to deal with social, emotional and behaviour issues which impact on their wellbeing and capacity to learn. £10,000	EEF Social and emotional learning toolkit: Social and emotional learning (SEL) interventions seek to improve pupils' decision making skills, interaction with others and their self-management of emotions. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	2

	EEF behaviour toolkit: According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	
EWO Additional Support As a school we acknowledged that to raise and maintain attendance external support is needed to monitor attendance and to support school attendance panels. Use the principles of good practice set out in the DFE's Improving School Attendance advice to amend and adapt current practice. £5,000	Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the North West of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	6
Educational Visits Ensure pupils have a wide range of educational and enriching experiences as non-PP to enhance their cultural capital £15,000	We acknowledge the importance of educational visits to support and enhance the curriculum. As a school we offer considerable discounts on school visits making large contributions towards school visits to ensure every child attends educational visits. The Social Mobility Commission report 'An Unequal Playing Field' uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. Bourdieu defined cultural capital as the various assets that people have including the way they speak, their level of education and their hobbies and interests. He noted that children from less advantaged	2

	backgrounds were less likely to achieve academically than their better off peers and concluded that the education system and wider society values certain aspects of cultural capital more than others. Since the introduction of the 2014 National Curriculum which defined cultural capital as 'the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said', usually relating to ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. The 2019 Education Inspection Framework serves the function of tackling social justice issues and emphasises that developing a curriculum aimed at improving the cultural capital of all pupils, regardless of starting points, backgrounds or individual needs, will contribute to the creation of successful, well-rounded and informed citizens.	
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Total budgeted cost: £256,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2023/2024

Desired Outcome

- 1. To raise attainment of DAPs in writing so that it is in line with national expectations.**

The proportion of DAPs achieving the EXS in writing was below the national average at 63% compared with 72% nationally. This remains an area for development and will be included in the pupil premium plan for 2024/25.

- 2. To achieve and sustain improved mental, social and physical wellbeing for all pupils, particularly those identified as being disadvantaged and/or identified on the ACE proforma.**

Pupils are aware of how they can achieve good physical and mental well-being. School is open 51 weeks of the year. Camps are provided for all pupils during the holidays. The focus of the camps is physical and mental well-being. The camps are well attended with up to 45 pupils attending each day. Pupils are provided with a healthy lunch free of charge.

School have employed a play therapist who comes into school to deliver weekly blocks of play therapy to identified pupils. Parents and pupils have been overwhelmingly positive about the sessions. School has a dedicated mental health practitioner that works one day a week supporting vulnerable pupils. Last year 12 referrals were made to MHST and 18 pupils received play therapy.

The MHST have delivered a number of staff training sessions to raise awareness of mental health difficulties in pupils and to provide strategies for use in the classroom. Pupils in KS2 have participated in a number of workshops (emotions and feelings and 5 ways to well-being). Pupils in Y6 have been supported with transition to high school through a number of workshops.

Pupils with SEMH difficulties have been identified and received a block of Lego Therapy.

School have purchased a software programme called 'Mood Tracker'. Pupils record electronically how they are feeling twice a day. Pupils' moods are monitored by class teachers and senior leaders. Pupils experiencing low mood are spoken to and appropriate support measures are put in place.

"Pupils have an excellent understanding of how to keep themselves safe. They learn how to identify and manage risk in a range of contexts. Older pupils described with ease many ways to protect themselves while online." Ofsted 2023

3. Targeted intervention programmes help disadvantaged pupils to make good progress towards their individual targets. Disadvantaged pupils with SEND are identified early and appropriate support is put in place.

Targeted intervention programmes help disadvantaged pupils to make good progress towards their individual targets. Disadvantaged pupils with SEND are identified early and appropriate support is put in place. All pupils with additional needs have a comprehensive support plan with achievable targets put in place. Their progress is carefully monitored by the SENDCO and termly review meetings are held. Parents are kept informed of their child's progress and have the opportunity to meet with the SENDCO and class teacher each term. School have purchased additional time from the inclusion service and pupils are seen by external professionals (i.e. Educational psychologists) to ensure that the appropriate support is put in place.

"Staff are accomplished in identifying the particular needs that individual pupils have, including those pupils with SEND. Leaders make sure that pupils benefit from expert support to help them to keep up with their peers. Pupils with SEND excel." Ofsted 2023
"All pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well." Ofsted 2023

4. To raise attainment in reading, writing and mathematics for DAPs who did not achieve a GLD at the end of EYFS.

	Reading Comprehension	Word Reading	Writing	Number	GLD
All Pupils	74%	74%	69%	87%	64%
DAPs	73%	73%	66%	80%	66%

There is a high proportion of pupils presenting with additional needs within the cohort and this has meant that the number of pupils achieving a GLD at the end of EYFS was lower when compared with the previous academic year. Writing is an area for development and this will be addressed through targeted RWI interventions for pupils as they enter KS1. This intervention will be led by an experienced teacher and progress will be monitored by the Phase Leader and SENDCO.

5. To ensure all disadvantaged pupils have access to high quality texts in school and at home.

All pupils from Nursery through to Year 6 have access to high quality texts to enjoy at home. Pupils in Year 6 have taken responsibility for the day to day running of the scheme and feedback from parents and children has been very positive. Over 60% of pupils are accessing the scheme. We aim to increase the number of pupils participating in the scheme next academic year and will continue to update the books to ensure that they are engaging and relevant to all pupils.

6. To achieve and sustain improved attendance for all pupils, particularly those that are classed as disadvantaged.

Attendance for disadvantaged pupils was 92.9% compared with 95.7% for non-disadvantaged pupils. This is still an area for improvement and will remain a key priority for the academic year 2024-2025.

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
Times Tables Rock Stars	TT Rockstars
Numbots	TT Rockstars
Tapestry Online Journal	Tapestry
Play Therapy	Jo Whalley Counselling Services
Nessy	Nessy
Spelling Mastery	McGraw Hill