

Pupil Premium Strategy Statement – Lewis Street Primary School 2024 - 2027

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 424 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-27 Year 1: 2024-25 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Wendy McCormack |
| Pupil premium lead | Claire Kinch |
| Governor lead | David Pruden |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £286,103 |
| Pupil premium funding carried forward from previous years (enter) | £0 |
| Total budget for this academic year | £286,103 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium at Lewis Street Primary School

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum.
- Progress by the end of each key stage is equitable for all children.
- All children are able to regulate their behaviours so that disruption to learning is minimal.
- All children have a wide range of experiences and opportunities to develop cultural capital.
- All children are meeting our attendance target of 96%.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three. |
| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils including SEND. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers including SEND. This negatively impacts their development as readers. |
| 4 | Internal and external (where available) assessments indicate that attainment in reading, writing and mathematics in KS1 among disadvantaged pupils, including SEND and prior higher attainers, is below that of non-disadvantaged pupils. |
| 5 | Internal and external (where available) assessments indicate that attainment in reading, writing, mathematics and GPS in KS2 is too low. |
| 6 | To address issues associated with mental health and disadvantage . Our assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities as well as first hand experiences during school closure. These challenges particularly affect disadvantaged pupils. |
| 7 | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils. 7% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

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 |
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| 1. Improved speech language and communication skills in EYFS. | <ul style="list-style-type: none"> • Nursery Priority: Regular WellComm session ensure all children, Early Words implemented by Nursery Teachers. • Reception Priority: TALC screener completed for all children, intervention groups delivered consistently. • Sustained Focus: Speech and language will remain a priority in the next Pupil Premium Strategy, with a focus on addressing remaining gaps and engaging families. |
| 2. Improved oral language skills. | <ul style="list-style-type: none"> • Curriculum Focus: Focus on R.E, Art and Science in Spring 1. • Teacher observations: Teachers to observe high quality talk in different classrooms. |
| 3. Improved phonics outcomes at the end of Y1 and Y2. | <ul style="list-style-type: none"> • Year 2 Priority: Phonics tutoring to be provided in addition to daily phonics teaching, focussing on gaps in knowledge. • Sustained Focus: Phonics will remain a priority in the next Pupil Premium Strategy, with a focus on addressing remaining gaps and engaging families. |
| 4. Improved reading, writing and maths outcomes by the end of Y2. | <ul style="list-style-type: none"> • A more contestant and strategic approach to intervention. • Continue to develop adaptive teaching and how DA children are supporting during lessons with their peers. • To focus on more consistent pre and post teach in English lessons to raise the continue to close the gap like it has done in Maths. |
| 5. Improved reading, writing and maths outcomes by the end of Y6. | <ul style="list-style-type: none"> • Maths leaders to continue to provide professional development for teachers to ensure they allow time for the scheme to embed whilst closely monitoring its impact. • Read Write Inc (currently in its 2nd year) will continue to be embedded with support from the English Hub; adaptations made to secure improved writing outcomes in KS1. • Consolidate Best Practices: Continue with the strategies that are effectively closing the gaps. • Extend Interventions: Focus additional support on pupils at the cusp of achieving national standards or greater depth- discussion points during AfA. |
| 6. Planned first hand experiences and enrichment activities to improve mental well-being. | <ul style="list-style-type: none"> • All staff to received Active Connections training. • Plan and delivered WTWTA to 8 pupils each half term. • Organise Wild Tribe intervention for Summer working with EqE trainer for Year 3 children and train 2 staff. |

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| <p>7. Improved attendance including reduced PA.</p> | <ul style="list-style-type: none"> • Work closely with SENDCO to improve the attendance of children with SEND/EHCPs. • In addition to Attendance Panels with the Attendance Officer, CFO and Phase Leads to meet with parents/carers to promote good school attendance in order to reduce PA/SA at an earlier stage. • Monitoring needs for a medical plan to support low absence where appropriate. |
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Activity in this academic year

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

Green – What we currently offer.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £150,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none"> • High Quality CPD/staff training supports the development of teaching and learning. • Shared PPA across the Partnership supports the development of planning within all curriculum areas in all year groups. • LSAs have access to planning time. • Lesson enquiry; team teaching e.g. RWInc and peer observations enable teachers to develop their own pedagogy, e.g. Philosophy/Oracy. • Moderation activities | <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great | <p>1, 2, 3 & 4</p> |

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| <p>across Partnership; Cluster and wider LA.</p> <ul style="list-style-type: none"> • Opportunity to develop this further within Cluster and through networks, e.g. Maths Hub/ TRGs. • Opportunities for shared practice within phases and paired/team teaching, research enquiry, etc. carefully planned. • NFER resources used for assessment; QLAs and targeted interventions. • 121 phonics; tutoring; precision teaching; fresh start and targeted tutoring. • Key Priorities are written to ensure development of high quality teaching for all learners. • A KP for 'the wider curriculum and assessment' written to ensure clear next steps can be looked at for all learners. | <p>TeachingToolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</p> <ul style="list-style-type: none"> • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers. <p>Strong Foundations in the first years of school - GOV.UK.</p> | |
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| <p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <ul style="list-style-type: none"> • Oracy and Philosophy training remains a high priority for all staff. • Maths Mastery training delivered through Maths Hub; cluster events and | <p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. | <p>1, 2, 3, 4 & 5</p> |
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| <p>in-house support.</p> <ul style="list-style-type: none"> • RWInc phonics training supports teachers and LSAs to deliver exactly what the pupils need. • Philosophy training in place for all new teachers and LSAs to support oracy. • Staff attend Cluster meetings across all subjects to share key messages and approaches. • TRGs and Research Enquiry to share and improve practice within the Partnership. | <ul style="list-style-type: none"> • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design'. | |
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| <p>Mentoring and coaching</p> <ul style="list-style-type: none"> • Coaching - planned programme of coaching – Part 1; 2 and 3. • All ECTs have a trained mentor with regular weekly meetings scheduled and termly progress reviews where coaching conversations are used to reflect on practice and develop further. Ensure all ECT mentors have completed coaching Part 1 and 2. • Continue to ensure that the 10% (ECT1) and 5% (ECT2) have coaching opportunities built within these sessions. • Implementation of Leadership Residency Programme through Challenge Partners. • | <p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective. | <p>1, 2, 3, 4, 5 & 6</p> |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £75,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Interventions to support language development, literacy, and numeracy</p> <ul style="list-style-type: none"> • LSAs/teachers support with targeted interventions that feed into next steps in learning from QFT. • QLAs used effectively to identify target groups and foci. • Precision teaching takes place based on forensic assessment. • LSA3s have an area where they lead – Well-Comm; Speech & Language (EYFS); phonics; speech bubbles; RWI phonic catch up. • Trained teachers deliver School Led tutoring. • Phonics groups are assessed and streamed according to stage; groups delivered daily by class teachers and LSAs; groups changed half-termly. | <p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. • Strong Foundations in the first years of school - GOV.UK. | <p>1</p> |

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| <p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> • SENDCo provides support/advice to all staff, parents/carers. • A4A meetings allow achievement and progress of these pupils to be discussed and next steps to be identified. • SALT assessment and intervention supported by Speech Therapists. • Play therapy for targeted pupils. • Timetabled access to Sensory room for children across all year groups as required. • Intervention support from Primary Inclusion Team. • Access to advice and support from EP. • Continue to liaise with specialist teachers and agencies and explore further support available. • Explore use of technology to support SEND children. | <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND.</p> | <p>1, 2, 3, 4, 5 & 6</p> |
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| <p>Teaching assistant deployment and interventions</p> <ul style="list-style-type: none"> • LSAs have timetables that support all learners within the class/identified groups. • ‘Booster’ groups for targeted support from January. • Targeted After School Clubs, e.g. Reading for Pleasure. • Phase 1 LSA focusing on SALT and Phonics interventions with support from Speech and Language Therapists. • Continued training and coaching for LSA’s, supporting within precision teaching and RWInc. | <p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions. | <p>1, 2, 3, 4, 5 & 6</p> |
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £75,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Supporting pupils' social, emotional and behavioural needs</p> <ul style="list-style-type: none"> • Whole school CPD – attachment training; emotion coaching; trauma informed practice and behaviour (PIT Team). • Access to PlaceBe and CAMHs I-Reach. • CORDS (SDQs) to identify specific needs and targets, e.g. Sensory resources; MessyPlay; PIT team interventions. • Updated behaviour policy and introduction of Class Dojo. • INSET day focused on behaviour training and all staff had input into the behaviour policy. • Embed behaviour approach -Class Dojo with regular reviews and staff/pupil voice. | <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions | <p>6</p> |

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| <p>Supporting attendance</p> <ul style="list-style-type: none"> • CFO in place and works closely with Attendance Officer on attendance; and doorstep visits. • Further develop parent workshops led by the CFO with a link to life skills. • Process for escalation in place. • Support/interventions for parents/carers. • Attendance and Punctuality rewards celebrated, e.g. weekly assembly trophies; End of term events; whole school and class displays. • Discussed as part of A4A meetings. • Consider new evidenced based initiatives to promote improved attendance. | <p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Supporting resources:</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>Working Together to Improve School Attendance - GOV.UK</p> | <p>7</p> |
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| <p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <ul style="list-style-type: none"> • Range of after school clubs take place Mon-Thurs offering wellbeing, arts, music and reading. • Continually monitor clubs on offer – ensuring a range on other than sports and that children would like including lunchtime clubs. • Trips and visitors planned in to enhance the curriculum. • Continue to explore new visits and visitors. All to visit a museum/music venue during primary school years. • Residential in place for Year 6 – Lledr Hall. • Shared minibus to support sporting fixtures and competitions, and local area visits. • MAPAS events and WCIT lessons. • Sporting Competitions. • Fundraising /charity events e.g. Discos; Bingo; Harvest; global charities and fairs. | <p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on arts participation. | <p>1, 2, 3, 4, 5 & 6</p> |
| <p>Extended school time, including summer schools</p> <ul style="list-style-type: none"> • Weekly targeted intervention groups with focus on specific literacy skills, e.g. spelling group delivered by School Led tutor. | <p>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff.</p> | <p>5 & 6</p> |

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| | <p>Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit has a strand on extend-ing school time, summer schools, and homework. | |
| <p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> Leaders and CFO on school gates in the morning. All teachers are available at the end of the day to speak to families. Website; Seesaw; ParentApp; letters; newsletters and emails. Learner review days twice per year. Annual Report for parents. Stay and play sessions for new to EYFS. Family learning sessions with CFO. Parent curriculum workshops – e.g. ESafety and Philosophy. Charity/fundraisers – coffee mornings. Opportunities to work with Place2Be for parents/carers, e.g. PIPT. | <p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit has a strand on parental engagement. The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents. | <p>1, 2 & 6</p> |

Total budgeted cost: £300,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

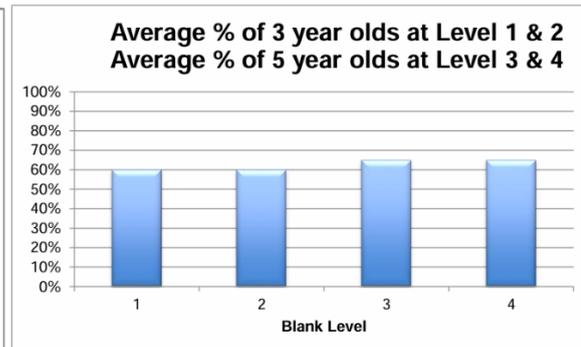
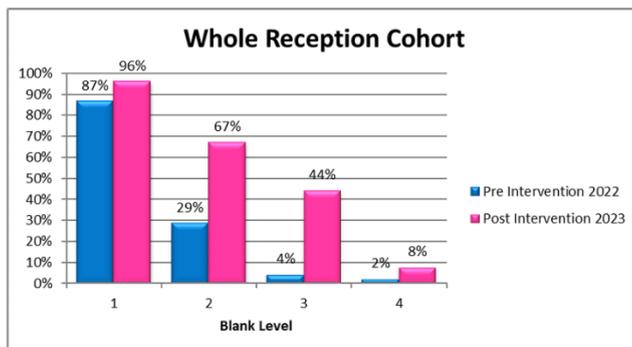
Challenge 1: Improved speech, language and communication skills among disadvantaged pupils.

Overall Comment:

Progress has been made in improving speech, language and communication skills among disadvantaged pupils by the end of Nursery, Reception and Year 1, but further work is needed. Targeted interventions, including WellComm and TALC along with regular assessments have helped narrow the gap. However, a number of pupils are still working at a level lower than their peers.

Successes:

- Additional resources and structured interventions boosted attainment for many pupils.
- A full time Phonics and SALT LSA role has provided consistency to the children, they have worked alongside the NHS Enhanced Therapist to develop their subject knowledge, regularly assess and move the groups to ensure the most impact for individual and groups.
- Impact and progress data from Reception TALC intervention pre and post, 23-24.



Areas for Further Focus:

- Wellcomm started earlier in Nursery and delivered consistently
- Children in Year 1 who did not pass Blank Level 3 and 4 at the end of Reception
- Develop resources and provision in EYFS to develop C & L skills.

Next Steps:

- **Nursery Priority:** Regular Wellcomm session ensure all children, Early Words implemented by Nursery Teachers
- **Reception Priority:** TALC screener completed for all children, intervention groups delivered consistently
- **Sustained Focus:** Sp & lang will remain a priority in the next Pupil Premium Strategy, with a focus on addressing remaining gaps and engaging families.

Challenge 2: To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confident levels of children in public speaking increased.

Overall Comment:

Progress has been made with increasing articulation and reasoning throughout the school for most pupils across the curriculum which has been noted by Ofsted/ talk audits and school walk rounds especially in Maths. Talk prompts/signals have been well embedded across the school and are used to enhance critical thinking/reasoning. More work needs to be done starting with subjects (R.E, Art and Science- Starting in Spring 1).

Successes:

- Oracy ambassadors across school, coaching sessions has helped to support pupils with confidence of speaking in assemblies (positive pupil voice)
- Positive feedback from Topsy Page (Philosophy development day)
- Positive feedback from Talk Audit
- Parental engagement with Philosophy/talk (40+ parents)

Areas for Further Focus:

- Use of talk in specific subjects (making it more specific)
- Teacher observations

Next Steps:

- **Curriculum Focus:** Focus on R.E, Art and Science in Spring 1.
- **Teacher observations:** Teachers to observe high quality talk in different classrooms.

Challenge 3: Improve phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers.

Overall Comment:

Phonics attainment for disadvantaged children in Year 1, has greatly improved this year. 64% of disadvantaged children achieved the expected standard in the Phonics Screening Check, which is double the amount from the previous year. This has been achieved by providing additional training for staff, including weekly CPD as well as a financial investment in quality resources. Rigorous, regular assessments have informed teaching and prompted targeted interventions for all children who were not working at the expected standard. The gap at the end of Year 2 remains and this will continue to be a priority this year.

Successes:

- Staff CPD, including initial training, weekly CPD sessions and weekly coaching sessions, have increased the quality of phonics teaching.
- Investment in high quality resources has supported staff to show fidelity to our chosen phonics scheme.
- External support from a RWI consultant and the Lacey Green English Hub has been invaluable in helping to identify next steps to increase attainment and outcomes.
- Prompt, targeted interventions have allowed children to keep up with their peers.

Areas for Further Focus:

- To continue to provide additional phonics support in year 2, to narrow the gap further.
- To engage parents and carers and empower them with the knowledge and skills needed to support their children at home.

Next Steps:

- **Year 2 Priority:** Phonics tutoring to be provided in addition to daily phonics teaching, focusing on gaps in knowledge.

- **Sustained Focus:** Phonics will remain a priority in the next Pupil Premium Strategy, with a focus on addressing remaining gaps and engaging families.

Challenge 4: To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.

Overall comment:

There have been successes in each area of the curriculum for DA children making good (or accelerated progress) but this will remain a priority for next year too due to the majority of children working below the expected standard at the end of year being DA. This could be supported via a school led tutor/intervention teacher.

Successes:

- The Assessment for All system is robust and clearly highlights all pupil groups attainments levels. From these meetings, teachers and phase leads are able to identify patterns with DA children and implement intervention/additional classroom support to raise attainment levels. As these meetings are termly, there is opportunity to discuss monitoring and impact and therefore make any necessary changes for the following term.
- Teachers have streamed classes across the cohort in Maths and English to ensure that all pupil groups are being challenged to make progress at their current attainment level. This means lessons across the cohort have varied in pace, revisiting and adaptation ensuring the children can know and remember more. This has also had a positive impact on some children's confidence.
- Teachers complete writing moderations across the school, partnership and cluster. This provides opportunity to share/receive ideas of good practise to implement in lessons.
- Phonics tutoring has allowed most children to make good personal progress with their reading (children who have not made expected progress have been raised to the SENDCo).
- All teachers have completed adapted teaching training to support teaching and learning being impactful for all pupil groups. There has also been adaptive teaching walk round opportunities to share good practice.
- Teachers have been completing pre and post teach interventions in Maths 3x a week for children who need additional support.

Areas for further focus:

- Continue to consistently deliver Phonics Tutoring to children who are not on track.
- Parental engagement with reading and homework (parent reading workshop planning for Spring).
- Consolidation lessons in Maths - not moving on to the next WRM teaching step if children need to consolidate prior learning.
- More opportunities to edit own writing - main focus on spelling and grammar.
- Continue to adapt Grammar and Reading flashbacks in English to support all children in remembering prior learning.

Next steps:

- A more contestant and strategic approach to intervention.
- Continue to develop adaptive teaching and how DA children are supporting during lessons with their peers.
- To focus on more consistent pre and post teach in English lessons to raise the continue to close the gap like it has done in Maths.

26 DA children in Year 2 (2023-24) including 3 leaf children

Closing the gap between DA and Non-DA (EXS+ attainment by the end of KS1)

| | DA (26) | Non-DA (32) |
|---------|-------------|-------------|
| Reading | 9/58 = 16% | 26/58 = 45% |
| Writing | 7/58 = 12% | 21/58 = 36% |
| Maths | 12/58 = 21% | 27/58 = 47% |

DA Progress

Reading

| | BLW | WTS | EXS | GDS |
|--------|-------------|-----------|------------|------------|
| Autumn | 18/26 = 69% | 2/26 = 8% | 6/26 = 23% | 0/26 = 0% |
| Summer | 16/26 = 62% | 1/26 = 4% | 6/26 = 23% | 3/26 = 12% |

1 (4%) child progressed two attainment levels.

6 (23%) children progressed one attainment level.

19 (73%) children stayed at the same attainment level.

Writing

| | BLW | WTS | EXS | GDS |
|--------|-------------|------------|------------|-----------|
| Autumn | 18/26 = 69% | 5/26 = 19% | 3/26 = 12% | 0/26 = 0% |
| Summer | 14/26 = 54% | 6/26 = 23% | 6/26 = 23% | 0/26 = 0% |

7 (27%) children progressed one attainment level.

19 (73%) children stayed at the same attainment level.

Maths

| | BLW | WTS | EXS | GDS |
|--------|-------------|------------|-------------|------------|
| Autumn | 13/26 = 50% | 7/26 = 27% | 6/26 = 23% | 0/26 = 0% |
| Summer | 4/26 = 15% | 9/26 = 35% | 10/26 = 38% | 3/26 = 12% |

2 (8%) children progressed two attainment levels.

15 (58%) children progressed one attainment level.

9 (35%) children stayed at the same attainment level.

Challenge 5: To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at both the 'expected' standard and 'greater depth'.

Overall Comment:

Significant progress has been made in closing the gaps between reading, writing, and GPS, with outcomes increasingly aligning with national standards. This demonstrates the effectiveness of targeted interventions and effective teaching and curriculum mapping in these areas. However, in Maths, the results were significantly below national averages. Leaders have identified that the recent introduction of a new scheme, while promising, is still in its infancy and has not yet fully supported all pupils to progress as expected.

Successes:

- Forensic use of data analysis during AfA to identify gaps in learning for both disadvantaged and non-disadvantaged pupils.
- Focused interventions for pupils not on track for the expected standard or greater depth-boosters were run before and after school by teachers and support staff.

- All teachers received professional development to enhance teaching strategies for core subjects with a specific focus on adaptations.
- Subject leaders have mapped the curriculum to ensure coverage and progression in reading, writing, GPS and mathematics (this was early stages for maths).
- Regular opportunities for extended writing and problem-solving included in non-core subjects.
- Progress and specific next steps were shared with parents during parent learner review or one-on-one meetings.

Areas for Further Focus:

- Scheme Transition: The recent introduction of a new mathematics scheme has disrupted continuity, requiring time and adaptation for its full impact to be realised.
- Progress Monitoring: Some children have not progressed as expected, potentially due to gaps in understanding or insufficient time for the scheme's methodologies to embed.
- Encourage further collaboration amongst teachers to share successful strategies in writing instruction, teaching of maths and reading.
- Refine teaching strategies to close the remaining gap to national standards.
- Continue to apply and embed the effective monitoring and adaptive planning methods used in writing to reading, mathematics, and GPS.
- Support parents in understanding how to help with reading, writing, and mathematics at home.

Next Steps:

- Maths leaders to continue to provide professional development for teachers to ensure they allow time for the scheme to embed whilst closely monitoring its impact.
- Read Write Inc (currently in its 2nd year) will continue to be embedded with support from the English Hub; adaptations made to secure improved writing outcomes in KS1.
- Consolidate Best Practices: Continue with the strategies that are effectively closing the gaps.
- Extend Interventions: Focus additional support on pupils at the cusp of achieving national standards or greater depth- discussion points during AfA.

Challenge 6: To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.

Overall Comment:

Progress has been made in improving emotional, behavioural and mental health needs for pupils selected for Therapeutic interventions such as WTWTA (Where The Wild Things Are), Fishing, PIT (Primary Inclusion Team) interventions including Messy Crew; Managing Emotions; Self Esteem and Self Confidence; Relax Kids and Friendship and Social Skills. We have trained 4 more staff who can now continue to deliver WTWTA.

Successes:

- 1 LSA from Christ Church has completed WTWTA (EqE training) and are finishing their portfolio to submit for assessment.
- 8 x Year 1 pupils have received the WTWTA intervention. All have made progress in SEMH tracked using a variety of assessments.
- Equipment has been purchased so that staff can continue to deliver WTWTA to the next set of pupils in January 2025.

- The Greenspace and Wild area has continued to be developed to provide an area where outdoor therapeutic interventions can be delivered.
- All EPR pupils from both setting also benefit from WTWTA invention every Friday.
- Groups of 6-8 children in Year 5 attend a weekly fishing intervention at Partridge Lakes Fisheries.
- All pupils are assessed using Cords (SDQs) and this data is used to track and monitor pupils.
- All pupils inn EPR are assessed using Boxalls.
- Bikes and scooters have been purchased for The Leaf to ensure that pupils are able to take part in a physical activity as well as practise their gross motor skills.
- All EPR staff received training from Curiosity Project on Active Connections, staff have looked at the provision for some EPR pupils and adjusted their behaviour plans.
- 2 staff have completed the Senior Mental Health Training through the Anna Freud Centre.
- 4 children have been referred to CAMHS-IReach to support them with anxiety or low mood.

Areas for Further Focus:

- Continue to develop the Greenspace so that it can be used for more outdoor learning and physical activities.
- To book Play Therapist in again to start in Spring 2 when she returns from Maternity leave.

Next Steps:

- All staff to received Active Connections training.
- Plan and delivered WTWTA to 8 pupils each half term.
- Organise Wild Tribe intervention for Summer working with EqE trainer for Year 3 children and train 2 staff.

Challenge 7: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Overall Comment

Attendance for the year is 92.2%. Persistent absenteeism is 26.7% (National 15%, Salford 19.2%) but when taking leavers and nursery children out would reduce to 18.0%. 26 holiday penalty notices were issued for unauthorised holidays and 2 truancy penalty notice referrals made for poor attendance. 17 truancy penalty warning letters were issued. 6 EWO referrals submitted to Fast Track to prosecution. 1 Attendance Caution under PACE for failing to improve child's attendance following the Fast Track process. 1 Probation Order for failing to send children to school. 3 court actions for failing to pay Holiday Penalty Notices. Attendance has continued to be a major concern and challenge this year and, despite continued interventions from CFO and our Attendance Officer and Attendance Advisor, it feels like there has been a distinct lack of support in this area from some parents/carers.

Successes:

- A small reduction in PAs.
- The whole school approach to attendance – all staff understand their responsibility to attendance and have been very supportive of the CFO.
- The addition of the Attendance Administration Clerk to support the CFO.
- Allocated a new Attendance Officer who now comes into school on a weekly basis to support the CFO.

Areas for Further Focus:

- SEND pupils have been identified as the Identified Vulnerable cohort with the school's Attendance Advisor.
- Improve the attendance of Reception children.

- Reduce Persistent Absence/Severe Absence.

Next Steps:

- Work closely with SENDCO to improve the attendance of children with SEND/EHCPs.
- In addition to Attendance Panels with the Attendance Officer, CFO and Phase Leads to meet with parents/carers to promote good school attendance in order to reduce PA/SA at an earlier stage.
- Monitoring needs for a medical plan to support low absence where appropriate.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|--|---|
| Place2Be 121 Counselling | Place2Be |
| Children's Shakespeare Project | North West Drama |
| Speech Bubbles | North West Drama |
| TALC (Test of Abstract Language Comprehension) | Enhanced Salford NHS |
| SDQ Assessments | CORDS |
| Boxall Assessments | Boxall Profile |
| Educational Psychology Additional Hours | Salford EPS |
| Curriculum Music | MAPAS (Music and Performing Arts Service) |
| Oracy Project | Topsy Page |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.