

Pupil premium strategy statement for John Ray Junior School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	John Ray Junior School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Karen Harrison
Pupil premium lead	Vicky Childs
Governor / Trustee lead	Hannah Grassham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-2022 - £142,570 2022-2023 - £156,505
Recovery premium funding allocation this academic year	2021 – 2022 - £15,370
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	2021- 2022 - £157,940 2022 – 2023 -

Part A: Pupil premium strategy plan

Statement of intent

Our current pupil premium strategy works towards narrowing the attainment gap by ensuring that quality first teaching is our first priority. Our expectations are that lessons are pitched high and 'scaffolded down' so that all students can access the learning no matter their starting point. When this happens, children will rise to the challenge and even exceed our expectations. Our high expectations of children permeate everything we do therefore our pupil premium strategy and its key principles are an integral part of what our teachers do for every child, every day in every lesson

Demography and school context

As of the start of this academic year, we had 111 children (28%) who are in receipt of the Pupil Premium Grant. Over the academic year, we expect this to rise as children join in year 3 without universal school meals. We consider many more of pupils as disadvantaged because of household income and social economic and environmental factors.

A quarter of our children have experienced an adverse childhood experience. There is a growing body of evidence that these experiences during childhood can affect our health throughout life. The term Adverse Childhood Experiences (ACEs) is used to describe a wide range of stressful or traumatic experiences that children can be exposed to whilst growing up. ACEs includes all types of abuse and neglect as well as parental mental illness, substance abuse, divorce and separation, incarcerations, bereavement, and domestic violence. In addition to this, using the Indices of Deprivation (2015 – 2019), this identifies our local context and part of our catchment as being amongst the 40% most deprived neighbourhoods in the country. We have also identified that 23% of children within Braintree are living in [Poverty](#).

Our school following a nurturing approach, whereby we focus on building strong relationships with our staff and pupils so that they attend our school feeling safe and with a sense of belonging. We have trained staff extensively in a therapeutic approach and use an inclusive environment where all children are provided with the opportunity to be successful. We are passionate about supporting children to develop their social, emotional and wellbeing skills and have skilled practitioners to support the mental wellbeing of pupils. We have implemented whole school approaches which focus on emotional wellbeing through Zones of Regulation, a restorative approach to behaviour and strategies to form successful relationships.

We have a higher than national and local percentage of children who have special educational needs with 4% of children having EHCPs and 22.1% of children receive SEN support.

Rationale

It is important to us that all our children are in the position to have a successful education and receive provision that is based on what they need regardless of any labels. We will use this strategy to support

our aspirations that all our children are able to and are entitled to have the opportunity to be successful despite their history, additional needs, or environmental factors.

We are working alongside the local authority as part of the Essex Disadvantage Strategy to address disadvantage by developing four key interrelated elements:

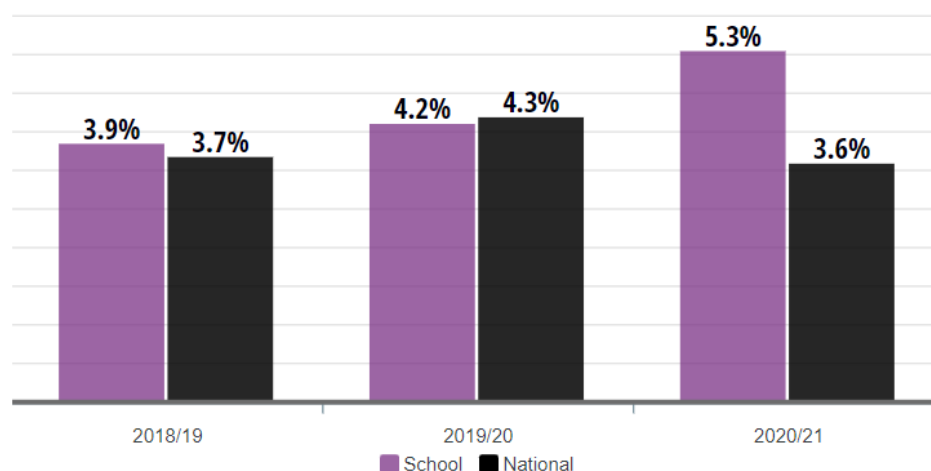
- Relationships
- Metacognition and self-regulated learning
- Social, emotional, and mental health
- Language development and comprehension.

We have taken part in all elements of training delivered by the Local Authority and by Marc Rowland to inform our approach to addressing disadvantage and to support children who are impacted by socioeconomic disadvantage. We understand that addressing socioeconomic is a process and therefore we need to carefully consider the approach we implement to prevent further disadvantage. We have linked this directly with our school development plan so that we are approaching this as a whole school responsibility whereby we are working towards the following outcomes for all children, including disadvantaged children:

- To ensure that teaching in every subject delivers on the key aims of the National Curriculum and therefore is of high quality and children build upon prior knowledge which helps them to gain greater understanding and knowledge in each subject. (Key foci for 2021-2: computing, geography, RE, art and music)
- To develop children's understanding, use and application of explicit vocabulary teaching through the VITAL approach (valuing, identifying, teaching, applying, and learning)
- To develop children's positive learning behaviours through proactive use of metacognitive strategies, growth mindset and a culture of high expectations from the whole school community.
- To raise attendance so that it is at least as good as the national average for all groups of children.

As a result of our most recent Ofsted Inspection, it was identified that attendance was an area for development "*Attendance is lower than the national average. Some pupils miss out on aspects of their education because they are not in school as much as they should be. Leaders need to increase levels of attendance so that these are at least in line with the national average.*" Last academic year, it has been reported by the Local Authority that our overall absence is at 5.3% for last academic year which is above national average. As a result of this and our in-school assessment, we need to improve attendance for all children and disadvantaged children so that they can access all elements of the education we offer.

Absence - Autumn: Overall Absence | Trend



Our key approaches are to reduce cumulative dysfluency, provide educational outcomes for all by ensuring children have access to high quality teaching from skilled practitioners targeting metacognition and language specifically, to support pupil social, emotional, and mental health needs and to improve pupil attendance.

Challenges

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

Challenge number	Detail of challenge
1	Historic KS2 data indicates that a significant proportion of PPG children are leaving KS2 without meeting national expectations for reading, writing and maths.
2	Assessments, observations, and discussions with pupils indicate that there is underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from year 3 to year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with staff and pupils indicate that the current curriculum needs to be built on further to prepare <u>all</u> pupils for the wider world. <i>John Ray’s most recent Ofsted report states: “The school’s curriculum is not yet fully coherent in every subject. Pupils therefore do not experience the same high-quality provision in all subjects. It is clear that leaders are in the process of bringing this about. Leaders need to ensure that they finalise and implement their curriculum plans so that pupils know and remember more in every subject of the national curriculum.”</i>
4	Assessments, observations, and discussions with staff and pupils indicate the need to develop learning behaviours, particularly with disadvantaged pupils who are at risk of underachieving due to a lack of motivation and aspirations. The EEF (Education Endowment Fund) recommends the explicit teaching of Metacognitive strategies to enable pupils to become self-regulated learners.

5	<p>Assessments, observations, and discussions with staff and parents identified the increase of SEMH needs which is more prevalent in our disadvantage pupils and therefore the children are unable to access learning successfully and consistently which puts them at risk of cumulative dysfluency.</p> <p>The impact of COVID-19 has meant that some children have developed further anxieties. As a result, this gap has widened for several PP children.</p>
6	<p>Recent data indicates that attendance is below the national average and with 36% of disadvantaged pupils being persistent absentees.</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.

Intended outcome	Success criteria
Improved reading, writing and maths outcomes at the end of KS2 for disadvantaged pupils.	<ul style="list-style-type: none"> • End of KS2 outcomes in 2024/2025 shows that disadvantaged pupils achieve in line with their peers. • All children are at least in line with national figures reading, writing and maths in 2024/2025. • Internal data across KS2 shows a rapid increase in numbers of pupils on track to achieve age related expectations, approaching national figures over the next 3 years.
Improved understanding and application of children's vocabulary for all subject and increased oracy skills.	<ul style="list-style-type: none"> • Internal data using specific language assessment identifies that children's language needs are at age related expectations. • Reduction in speech and language support from speech and language therapists for children in year 5 and 6. • Internal data across KS2 shows a rapid increase in numbers of pupils on track to achieve age related expectations, approaching national figures over the next 3 years. • End of KS2 outcomes in 2024/2025 shows that disadvantaged pupils achieve in line with their peers. • Children are engaged in high quality academic talk with peers and adults to enable them to use vocabulary as a tool to improve their future prospects.
Improved, high quality teaching that builds upon prior knowledge which helps them to gain greater	<ul style="list-style-type: none"> • Children are exposed to a wide range of social, cultural, enrichment and sporting

<p>understanding and knowledge in each subject (computing, geography, RE, art and music).</p>	<p>experiences within school and outside of the school day.</p> <ul style="list-style-type: none"> Enhanced skills of subject leaders who develop the curriculum alongside Senior Leaders whereby children can refer to previous learning and prior knowledge through assessments, observations, pupil voice, teacher feedback and triangulation using planning and evidence in pupil books.
<p>Improved understanding and application of metacognitive strategies and a growth mindset.</p>	<ul style="list-style-type: none"> End of KS2 outcomes in 2024/2025 shows that disadvantaged pupils achieve in line with their peers. All children are at least in line with national figures reading, writing and maths in 2024/2025 and make at least good progress from their starting point' Internal data across KS2 shows a rapid increase in numbers of pupils on track to achieve age related expectations, approaching national figures over the next 3 years.
<p>Improved social, emotional and wellbeing needs of pupils, particularly disadvantaged pupils.</p>	<ul style="list-style-type: none"> Sustained improvement in pupil wellbeing and individual social and emotional skills for children who are attending Nurture through Boxall Assessments each academic year. Pupils displaying difficulties with their social, emotional, and mental health needs are accessing the school curriculum with improvements in their personal wellbeing through pupil voice, teacher observation and parental feedback by 2024/2025. Reduction in fixed term and permanent exclusions. Children can self-regulate, display exemplary learning behaviours, and access learning in the classroom. End of KS2 outcomes in 2024/2025 shows that disadvantaged pupils achieve in line with their peers. All children are at least in line with national figures reading, writing and maths in 2024/2025. Internal data across KS2 shows a rapid increase in numbers of pupils on track to achieve age related expectations, approaching national figures over the next 3 years.

	<ul style="list-style-type: none"> • Whole school culture which is intrinsic in every aspect of school life through behaviours, interactions, and values.
<p>Improved attendance to at least national average for all pupils, reducing persistent absentees and decrease number of late attendees for disadvantage pupils</p>	<ul style="list-style-type: none"> • Reduce persistent absentees to 15% by 2024/2025. • Reduce persistent pupil lateness to 0% by 2024/2025. • Improved attendance for all pupils to ensure classes are at 96% or above for each academic year by 2024/2025.

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 (Continued Professional Development), recruitment and retention)

Budgeted cost: £21,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching will be enhanced through a comprehensive CPD programme planned for teachers and support staff, to include the following –</p> <ul style="list-style-type: none"> • Rosenshine’s Principles of Instruction • Embedding applied understanding of cognitive science. • Reading into writing • Developing fluency in reading. • Greater Depth in Writing (Pie Corbett) <p>(£2,520 for teachers CPD £480 for reading course £777 for greater depth writing)</p>	<ul style="list-style-type: none"> • All CPD will be research and evidence based. Further training around planning will incorporate the research-based strategies described in Rosenshine’s Principles of Instruction. Rosenshine’s Principles of Instruction promotes an approach of modelling, peer to peer support and individual learning. • Subject specific training, and curriculum design, based on Ofsted’s research. • Revisiting evidence based principles from ‘Make it Stick,’ Developing Reading and Metacognition and Self-regulation. • Recommended strategies and evidence from Marc Rowland’s book. Rowland, M. (2021) <i>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way</i>. John Catt Publications. Woodbridge. • Recommended strategies for cognitive science and application in the classroom to be applied as suggested by Education Endowment Foundation. • Evidence as part of reading comprehension strategies discussed by the EEF provides children with 6 months + progress. 	<p>1, 3 and 4.</p>
<p>Monitoring and development of staff from subject leaders and practitioners to coach and support others (£5000)</p>	<ul style="list-style-type: none"> • High Quality Teaching is essential and has the most positive impact on pupils, the EEF guide to Pupil Premium advocates the priority on securing high quality teaching. 	<p>1, 3 and 4.</p>

<p>Whole school development plan and CPD focusing on language development and the deployment of a language lead.</p> <ul style="list-style-type: none"> • ELKLAN training • Carole Farrer (LEA SEP (School Effectiveness Partner) to support with the review and development) • Development of oracy and teacher talk in the classroom. • Planned and explicit CPD around subject specific questioning to deepen knowledge and elicit subject specific vocabulary. <p>(£250 per half day for service level agreement visits from the local authority. £150 per staff member for EKLKAN - £600 total)</p>	<ul style="list-style-type: none"> • Recommended strategies and evidence from Marc Rowland’s book. Rowland, M. (2021) <i>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way</i>. John Catt Publications. Woodbridge. • Evidence from Alex Quigley’s book: Quigley, A. (2018) <i>Closing the vocabulary gap</i>. Routledge. Oxon. • The EEF research identifies that oracy and oral interventions can have up to 6m additional progress through oral language interventions as well as impacting reading. 	<p>1, 2 and 4.</p>
<p>Accelerating pupil progress by applying the principles of metacognition</p> <ul style="list-style-type: none"> • ½ termly metacognition teaching from class teachers. <p>(£1000 for books £500 for additional resources)</p>	<ul style="list-style-type: none"> • EEF research identified improving metacognition is particularly important for low-attaining pupils and that metacognition facilitates independent learning (Metacognition and Self-regulation). • Recommended strategies and evidence from Marc Rowland’s book. Rowland, M. (2021) <i>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way</i>. John Catt Publications. Woodbridge. 	<p>1, 3 and 4.</p>
<p>Targeted individualised homework linked to classroom learning</p>	<ul style="list-style-type: none"> • Evidence from the EEF identified homework as high impact for low cost when teachers plan for children, there is an average increase of 5 months learning. 	<p>1 and 3.</p>

using Century Tech accessible at home. If not, then an after-school club provided with laptops for children to complete. (£3,978 for Century subscription + £1000 for HLTA to lead after school club)		
CPD for support staff to support early reading and the Little Wandle Phonics Programme (DfE (Department for Education) validated phonics programme) (£2700 for class teacher release for 6 hours training. £1280 to pay for overtime for support staff to carry out the training. Resources / books to come from Trust budget)	<ul style="list-style-type: none"> • Recommendations from the EEF identifies that phonics teaching provides children with 5 months + progress, • Little Wandle (https://www.littlewandlelettersandsounds.org.uk/). has been validated by the DfE and supports the approach for Early reading 	1
Research Schools Network CPD for improving Literacy in KS2: (£120 per delegate x 3 = £360).	<ul style="list-style-type: none"> • Recommended strategies included in the Research Schools training from the EEF Literacy recommendations. • CPD programme designed by the Research Schools Network and suggested by the Disadvantage Champion Lead for Essex. 	1, 2 and 3.

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

Budgeted cost: £64,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two academic mentor to deliver 1:1 tutoring, group tuition and small interventions. (£5000)	<ul style="list-style-type: none"> • 1:1 tuition provides intense support to individual pupils with an impact on 6 months + progress. 	1 and 3.

<p>HLTA delivering interventions linked to identified gaps from class teachers, release provided for her role covered by a Sports Coach. (£9,120)</p>	<ul style="list-style-type: none"> • Small group delivery based on a need approach to support the use of vocabulary in the classroom for specific children. • Interventions that have an evidence based delivered by the teaching assistants have shown a moderate impact for moderate cost by the EEF. • Internal data suggests that pupils' needs are being identified leading to accurate identification and specific intervention for support. 	<p>1</p>
<p>Targeted 3 weekly sessions delivered by class teachers for pre-teaching vocabulary. (Included as part of the school day).</p>	<ul style="list-style-type: none"> • Small group delivery based on a need approach to support the use of vocabulary in the classroom for specific children. • Recommended strategies and evidence from Marc Rowland's book. Rowland, M. (2021) <i>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way</i>. John Catt Publications. Woodbridge. • Rowland, M (2017) <i>Learning without labels: improving outcomes for vulnerable children</i>. John Catt Publications. Woodbridge. 	<p>1, 2 and 3</p>
<p>EPS maths intervention to support with foundational maths skills delivered by two trained LSAs (Learning Support Assistants) 5 x a week. (£5000 for staff costs + £100 training)</p>	<ul style="list-style-type: none"> • EPS Maths is a recommended intervention encouraged by Essex County Council where children make double the rate of progress on standardised assessments • Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. • Interventions that have an evidence based delivered by the teaching assistants have shown a moderate impact for moderate cost by the EEF. 	<p>1</p>
<p>Additional copy of high-quality class text to be provided to all pupils in receipt of PPG. (£1000)</p>	<ul style="list-style-type: none"> • The curriculum has been designed alongside the CLPE which has a list of books which have worked successfully in the classroom: https://clpe.org.uk/blog/choosing-and-using-quality-texts. • Evidence as part of reading comprehension strategies discussed by the EEF provides children with 6 months + progress. 	<p>1 and 2.</p>
<p>Support for children with social, emotional, and mental health</p>	<ul style="list-style-type: none"> • Nurture is an evidence-based approach recommended by Department for Education in mental health and behaviour in schools. 	<p>1, 5 and 6.</p>

difficulties, in particular children who have experienced trauma or who have attachment difficulties to attend Nurture provision. (£39,976)	<ul style="list-style-type: none"> Evidence and research direct from Nurture UK: https://www.nurtureuk.org/research-evidence/. School behaviour analysis and reduction in exclusion data. Individualised assessments through the Boxall Profile. Adult modelling is also a form of mentoring and the EEF identifies this as improving pupil outcomes by 2 months. 	
Targeted speech and language intervention and assessment from a trained speech and language therapist. (£3120)	<ul style="list-style-type: none"> Internal data suggests that pupils' needs are being identified leading to accurate identification and specific intervention for support. Use of Wellcomm data from school assessments. 	1 and 2.

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

Budgeted cost: £73,201

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision for children with social, emotional and mental health difficulties who are struggling to engage in academic learning and are not able to regulate and require support managing their wellbeing through two learning mentors. (£38,148)	<ul style="list-style-type: none"> This approach supports children to develop self-regulation strategies to manage periods of stress and anxiety and reduced challenging behaviour. The EEF Behaviour Interventions identify an improvement of 4months + for children who have targeted support for behaviour. School behaviour analysis and reduction in exclusion data. Adult modelling is also a form of mentoring and the EEF identifies this as improving pupil outcomes by 2 months. 	1, 4, 5 and 6.
Attendance officer (£2,600)	<ul style="list-style-type: none"> This approach ensures there is a thorough approach to monitoring the attendance of pupils. Using an attendance officer that does not work for the school ensures that parental relationships can continue and remain positive. The EEF is currently researching attendance evidence. We know that absence and persistent absence has a large impact on learning outcomes and that even small 	6

	<p>improvements can lead to meaningful impact.</p> <ul style="list-style-type: none"> Recommendations from the Department for Education suggest following the local authority process which an Attendance Office can deliver in the 'Improving School Attendance' document. 	
<p>Parental and carer funding support for trips and uniform (£3,000).</p>	<ul style="list-style-type: none"> Financial support for parents or carers who are struggling will allow for children to be exposed to all experiences we provide without financial pressure and will increase engagement. School uniform is part of a sense of belonging and being part of our community, Supports the relationships with parents and carers and increased parental engagement: Rowland, M. (2021) <i>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way</i>. John Catt Publications. Woodbridge. 	1, 3 and 6
<p>Twice weekly play therapist (£15,000)</p>	<ul style="list-style-type: none"> Play Therapy is a strategy recommended by Department for Education in mental health and behaviour in schools. Social and emotional learning strategies are found to improve engagement in learning, support social, emotional and mental health needs and improve behaviour. 	5
<p>Breakfast club to improve attendance and reduce lateness</p> <p>(Staff costs £8,370 and yearly food cost for breakfast club £3000)</p>	<ul style="list-style-type: none"> Evidence in school highlights an improvement in pupil punctuality. Reduction in behaviour incidents and fixed term exclusions for disadvantaged children due to the nature of the intervention which provides children with breakfast and opportunities to develop their social and emotional skills. The Department for Education document 'Improving School Attendance' recommends using pastoral staff who are trained in supporting families to overcome barriers. 	1, 5 and 6.
<p>Parental and carer funding support for after school clubs. (£1,240)</p>	<ul style="list-style-type: none"> Encourages experiences for all children regardless of financial implications. Increased pupil cultural capital which is essentials for children to have wider experiences outside of school. Supports the relationships with parents and carers and increased parental engagement: Rowland, M. (2021) <i>Addressing Educational Disadvantage in Schools and Colleges, The</i> 	1, 3, 5 and 6.

	<i>Essex Way</i> . John Catt Publications. Woodbridge.	
Trauma Perceptive Practice Approach, training for whole school. (£1,843 for staff overtime).	<ul style="list-style-type: none"> Recommended strategies and evidence about building relationships and staff knowledge of childhood stress and adverse childhood experiences from Marc Rowland's book. Rowland, M. (2021) <i>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way</i>. John Catt Publications. Woodbridge. 	1, 5 and 6.

Total budgeted cost: £159,512

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The CPD we delivered around metacognitive strategies and learning dispositions allowed teachers to support learner engagement and helped children to become more independent, this was particularly useful when teaching was delivered remotely during the period of school closure.

The Developing Reading programme was implemented by an Assistant Head. Regular CPD and monitoring of reading strategies identified a positive impact on pupil learning. The pandemic interrupted the consolidation of strategies and as result is being continued this year. Two additional class teachers will be trained this academic year to support the CPD of this programme and to provide additional capacity to implement the strategies as a whole school approach.

As a result of a local strategy, specific training was offered for the Disadvantaged Champion within Essex. It was evident that an area we need to focus on was around vocabulary and language development and was introduced in the spring term. The previous intervention we labelled 'Prime Time' had a change of focus and we progressed to specific pre-teaching of vocabulary to small groups of children identified through the PPG. Monitoring, assessments and discussions with staff and pupils identified the value of Prime Time and the focus of vocabulary in English lessons, we progressed to introducing whole class vocabulary teaching linked with the class text. We worked with a school effectiveness partner to measure the impact of the strategy so far and identified an improvement in pupil engagement and outcomes.

We continued to support the development on pupils social, emotional, and mental health needs throughout pastoral care. Our Play therapist worked with and supported pupils who struggled through the pandemic and remote learning. The two learning mentors supported children SEMH needs virtually over the school closure and in school through targeted group and individual interventions. They continued to refer to external agencies when required and worked closely with families and children to support pupil need. Additional needs were identified during and after the school lockdown. Due to this, children transitioned back to school well after the lockdown. Our Nurture Provision was not able to be delivered effectively over the school closure, the two members of staff were able to keep in touch with the pupils and regularly supported children in the class to maintain positive relationships and reinforce expectations for learning behaviours, this resulted in positive outcomes. There was an increase in difficult behaviour for some children, but the key adults were able to successfully support them to reduce permanent exclusion.

Evidence based interventions were delivered in year groups, both LSAs and HLTAs delivered interventions such as precision teaching to support children who are entitled to PPG. This level of support was available to fill gaps that had formed prior to coronavirus and as a result.

The Attendance Officer supported families with attendance and other needs and worked throughout the school lockdowns, she spoke with both the Headteacher and families over the phone to increase

attendance and engagement, she was able to return to school in the summer term and regularly met with families to set the expectations of attendance and support families who needed it.

2021-2022

We have seen that language and vocabulary has become embedded in classroom practices and this has been evidence in teacher assessment. This has been included into our curriculum and writing lessons as part of our universal offer, we continue to deliver pre-teaching to pupils who require it. A recent review identified there was high quality language and vocabulary involved in all elements of the classroom teaching.

Teaching staff have received professional development training on Rosenshine principles and initial feedback from children and staff suggests this approach to teaching is benefitting all children. All year groups have participated in an educational visit this academic year to improve their exposure supported by our curriculum. Subject leaders have been seen to understand their curriculum subject which has positively impacted the delivery as identified through reviews.

Our Nurture group has been fully established this academic year and we have seen accelerated progress of children's social and emotional skills and academic progress. We have also seen reduced fixed-term exclusions, improved behaviour and improved pupil mindset and resilience to learning for these children.

<i>Developmental</i>	Below ARE	Working towards ARE	ARE
Initial data	67%	33%	0%
Summer 22 assessment	13%	47%	40%

At the beginning of the intervention 67% of children were scored below ARE for their social and emotional development and 0% were at ARE. By the end of this academic year, this reduced to 13% with 40% of pupils working at ARE for their social and emotional development.

<i>Diagnostic</i>	Below ARE	Working towards ARE	ARE
Initial data	60%	40%	0%
Summer 22 assessment	40%	20%	40%

For the children's diagnostic assessment, 60% of children were not at age related and this decreased to 40%. There were not any children working at the expected standard for their diagnostic score whereas at the end, this had increased to 40% of children in their summer assessment. In addition to this, when analysing our school outcomes for reading writing and math, there was an acceleration in progress.

Progress data			
	Reading	Writing	Maths
Expected progress	93%	73%	93%
Accelerated progress	33%	27%	27%

The Attendance Officer supported families with attendance, she spoke with both the Headteacher and families over the phone to increase attendance and engagement, she meets with families to set the expectations of attendance and support families who needed it. Our pastoral manager has been supporting families with persistent absences and medical conditions, as well as accessing external support and supporting with medical evidence. We have also accessed alternative provision to engage children who are unable to attend school as a result of emotional school-based avoidance. Our attendance for this academic year currently sits at 93.4% which is a difference of 2.9% for all children. When compared to National, our PPG pupils attendance is 4.1% below national.

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
Academic Mentoring Programme	Ranstad
Phonics	Little Wandle