



## Pupil Premium Strategy Review

| Intended outcome                                                                      | Jan 2025 Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | May 2025 Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | End of 3yr Plan Success criteria                                                                                                                        |
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| Improved levels of independence, resilience and self-regulation amongst our DA pupils | <p>Behaviour records demonstrate a continued reduction in the amount of behaviour incidents, showing increased levels of self-regulation.</p> <p>Where PP pupils have recorded behaviour incidents, they are being supported through targeted support plans, which show small steps of progress towards behaviour specific targets.</p> <p>Vip Education emotional coaching support and Lego therapy has now reached 4 PP pupils and is having a significant impact on their emotional regulation and reduced behaviours incidences for these pupils.</p> <p>3B rules in classrooms promote independence via the “Be ready” rule. This was evident in the feedback in our recent Ofsted inspection who noted that all children know and follow our 3B rules effectively. Scaffolding was seen to be effective for those that required it.</p> <p>Lesson and pupil voice (internal triads/ Ofsted inspection) reported high levels of engagement and independence of all pupils – including PP and SEND PP. Ofsted reported that ‘they have many opportunities to be successful, particularly those from disadvantaged backgrounds.</p> <p>Positive impact on PP pupils’ esteem, resilience, confidence, independence of accessing the wider</p> | <p>Behaviour records demonstrate a continued reduction in the amount of behaviour incidents, showing increased levels of self-regulation.</p> <p>Where there are recorded behavioural incidents for PP, these children are being supported via targeted support plans which include nurture, adapted timetables and adapted behavioural ladders.</p> <p>Pastoral scores have improved overall for all year groups from 53.6% with a score of 8 or above in Autumn term to a score of 54.7% in Spring term, showing a 1% increase. However, there have been some new PP children to the school in the middle of Spring term who are still finding their feet. Therefore, these scores should increase further by the end of Summer term.</p> <p>The percentage of children with a score of 4 or above in Autumn term was 78.2%, which is the exact same for Spring term. The reason for this not improving is that some children are LAC or have received support from outside agencies, meaning their score cannot increase on defining grades due to these. However, staff work well to build relationships with families and children to work on their pastoral and these children are happy most of the time in school.</p> <p>Year 3 PP pupils will have had sessions to work on their confidence and leadership skills. Shadowing current Year 4’s. This will increase their self-confidence,</p> | <p>Observations and pupil voice activities indicate our DA pupils operate with confidence, independence, motivation and purpose within all lessons.</p> |



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|                                                                            | <p>curriculum can be seen through staff voice, VIP Education reports and EPEP target data.</p> <p>With a score of 7 or above for 'Healthy Body and Mind', the baseline for PP pupils was 48.2%. At the end of December, the number of children with a Healthy Body and Mind Score of 7 and above was 63.8%. Showing an increase of 15.6% between September and December.</p> <p>Pastoral scores on defining grades have improved by 5.2% for scores over 7 (from 60.3% to 65.5%) between September and December.</p>                                                                                                                                                                                                                                                                                                                                                         | <p>resilience and independence to go for a leadership role ready for when they get to year 4.</p> <p>Positive impact on PP pupils' esteem, resilience, confidence, independence of accessing the wider curriculum can be seen through staff voice, VIP Education reports and EPEP target data.</p> <p>In year 1 there are now 6 children in the higher bracket for pastoral scores compared to 3 in Autumn term. This has doubled due to the positive relationships built with parents and students to improve engagement with school.</p> <p>The children's scores have improved or been maintained for most children.</p>                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                 |
| Improved oral language skills and vocabulary amongst disadvantaged pupils. | <p>Learning walks have shown that children were being given the opportunity to rehearse and embed new language through the 'I do, We do, You do' lesson pathway. Within lessons teachers targeted PP pupils to check their understanding of new language and to ensure that they had the correct knowledge and skills to build upon within lessons. Pre-teaching of vocab takes place where PP children lack cultural capital.</p> <p>Learning walks have shown that PP children are becoming increasingly confident to talk when using the support of the working walls. Through recent RADY training staff purposely question PP children and let them magpie answers to develop their confidence in answering questions.</p> <p>As a result of school trips being funded all DA pupils have had additional opportunities to expand and develop their vocabulary bank.</p> | <p>Through staff voice, PP children have been given further opportunities to develop their oracy skills through purposeful and targeted questioning. Through the RADY training staff have been using strategies in class to answer questions such as popcorn (popping questions to another), repeating answers from peers to develop confidence, and a no hands up policy. Another element of this equity vs equality approach is to have targeted questioning in lessons and to ensure PP children are being questioned more often than non-PP peers to ensure they have further opportunities to embed new vocabulary and share their thinking.</p> <p>As a result of school trips being funded, all DA children have had additional opportunities to expand and develop on their vocabulary bank. Children have had experiences prior to their main learning of a topic, to develop the language and knowledge needed before learning is built upon through the term.</p> <p>PP children are continually supported by Deb Wilshaw</p> | Assessments and observations indicate significantly improved oracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement with their peers and ongoing formative assessment. |



|                                                                                                                                                                                                                                         | <p>PP children were supported via Deb Wilshaw at Speak Write to narrow the language gap and improve social interactions. Children have seen a range of progress including a marked improvement in attention via Bucket Time and Speech and Language difficulties being targeted through the support of standardised testing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>in the form of check-ins and standardised assessments when a teacher feels these are needed.</p> <p>In June, a learning walk will take place with PP lead and RADY mentor to observe how questioning and equity vs equality is being implemented in classrooms. This will give an insight to the oracy of PP children and how language is embedded for them in the classroom compared to non-PP peers.</p> |            |          |   |       |       |   |       |     |   |       |       |   |     |       |            |            |          |   |       |       |   |     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |            |          |   |       |       |   |       |       |   |       |       |   |     |       |            |            |          |   |       |       |   |     |       |   |       |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Improved writing attainment amongst disadvantaged pupils across KS 1 and 2</p> <p>Increased percentage of PP pupils working above ARE.</p> <p>Pupils with SEND consistently build on prior learning and make sustained progress.</p> | <p>PP data for Writing shows that attainment has been maintained for Year 1 and 4, with an increased writing attainment for Year 1 with SEND.</p> <p>PP Attainment data has slightly dropped for year2 and 3. This is due to new children at the school having an impact on percentages as these did not have a previous year baseline.</p> <p>Staff have all had RADY training with PP Champion on supporting PP children and identifying their barriers.</p> <p><b>PP without SEN</b></p> <table><tr><th>Year Group</th><th>Baseline %</th><th>Dec 24 %</th></tr><tr><td>1</td><td>85.7%</td><td>90.3%</td></tr><tr><td>2</td><td>69.2%</td><td>82%</td></tr><tr><td>3</td><td>90.9%</td><td>90.9%</td></tr><tr><td>4</td><td>80%</td><td>90.4%</td></tr></table> <p><b>PP writing with SEN</b></p> <table><tr><th>Year Group</th><th>Baseline %</th><th>Dec 24 %</th></tr><tr><td>1</td><td>53.8%</td><td>80.8%</td></tr><tr><td>2</td><td>60%</td><td>77.3%</td></tr></table> | Year Group                                                                                                                                                                                                                                                                                                                                                                                                    | Baseline % | Dec 24 % | 1 | 85.7% | 90.3% | 2 | 69.2% | 82% | 3 | 90.9% | 90.9% | 4 | 80% | 90.4% | Year Group | Baseline % | Dec 24 % | 1 | 53.8% | 80.8% | 2 | 60% | 77.3% | <p><b>Writing attainment – Spring Term</b></p> <p><b>PP without SEN</b></p> <table><tr><th>Year Group</th><th>Baseline %</th><th>Mar 25 %</th></tr><tr><td>1</td><td>85.7%</td><td>87.5%</td></tr><tr><td>2</td><td>69.2%</td><td>76.9%</td></tr><tr><td>3</td><td>90.9%</td><td>91.6%</td></tr><tr><td>4</td><td>80%</td><td>83.3%</td></tr></table> <p><b>PP with SEN</b></p> <table><tr><th>Year Group</th><th>Baseline %</th><th>Mar 25 %</th></tr><tr><td>1</td><td>53.8%</td><td>53.3%</td></tr><tr><td>2</td><td>60%</td><td>66.6%</td></tr><tr><td>3</td><td>90.9%</td><td>84.6%</td></tr><tr><td>4</td><td>64.3%</td><td>68.8%</td></tr></table> <p>PP data for writing shows that without SEND, all PP</p> | Year Group | Baseline % | Mar 25 % | 1 | 85.7% | 87.5% | 2 | 69.2% | 76.9% | 3 | 90.9% | 91.6% | 4 | 80% | 83.3% | Year Group | Baseline % | Mar 25 % | 1 | 53.8% | 53.3% | 2 | 60% | 66.6% | 3 | 90.9% | 84.6% | 4 | 64.3% | 68.8% | <p>KS 1 and internal writing outcomes in 2024/25 show that more than <b>80%</b> of disadvantaged pupils met the expected standard. 8% of DA pupils will be working above ARE by July 2025.</p> <p>The progress of DA pupils with SEND is consistent and sustained. Standardised tests including Salford, YARC and BPVS will indicate higher levels of attainment in reading comprehension and use of language/vocabulary.</p> <p>Speak Write will be funded to support with staff CPD in relation to: diagnosing need, training in relation to suggestions and assessing progress made.</p> |
| Year Group                                                                                                                                                                                                                              | Baseline %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Dec 24 %                                                                                                                                                                                                                                                                                                                                                                                                      |            |          |   |       |       |   |       |     |   |       |       |   |     |       |            |            |          |   |       |       |   |     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |            |          |   |       |       |   |       |       |   |       |       |   |     |       |            |            |          |   |       |       |   |     |       |   |       |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <table><tr><td>3</td><td>90.9%</td><td>86.2%</td></tr><tr><td>4</td><td>64.3%</td><td>84.8%</td></tr></table>                                                                 | 3                                                                                                                                                                                                                                                                                | 90.9%                                                                                                                                                                              | 86.2% | 4 | 64.3% | 84.8% | <p>children have made progress in writing and this has increased since baseline.</p> <p>After implementation of RADY in September, all teaching staff understand their PP students better. In TADAC meetings, staff have spoken on how they are being equitable in the classroom and making adaptations such as seating, routes around the room and extra personalised questioning.</p> <p>14/14 SEND PP children have had PLP meetings for summer term. All children met at least 1 of their PLP targets and new targets are currently being written or adapted for the summer term.</p> <p>Writing data shows that – except for year 3 where there have been new children starting, all SEND PP children either made expected progress or have made further progress in their writing to now be expected. This is due to the extra scaffolding, support and RADY approach being implemented in the classroom.</p> <p>With SEND removed, Year 2 are still the lowest for writing. However, due to their lower reading levels this is our RADY cohort focus, which will continue to have a positive impact on their writing levels. This is continually being reviewed and looked at by RADY lead and Year 2 staff and is being introduced to the new Year 2 staff member.</p> |  |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 90.9%                                                                                                                                                                         | 86.2%                                                                                                                                                                                                                                                                            |                                                                                                                                                                                    |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 64.3%                                                                                                                                                                         | 84.8%                                                                                                                                                                                                                                                                            |                                                                                                                                                                                    |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <p>12/12 SEND PP children that have had recent PLP meetings met at least 1 of their 2 or 3 targets. 8 out of these 12 PP SEN children met all of their PLP targets and are being set new targets for our Spring Cycle.</p> <p>4/12 PP SEND children that have had recent PLP meetings did not achieve all of their set PLP targets. 2 of the SEN PP children who did not meet all of their PLP targets have applied for an EHCP/emergency 1:1 funding. Their targets are being reviewed and broken down further to ensure better chance of success before the next PLP review.</p> <p>There are 2 more SEN children not included in the above analysis. One of which does not have a PLP. The teacher of the other child is still awaiting a PLP meeting for them.</p> <p>Year 2 are the lowest PP writing cohort – however due to their lower reading levels this is our RADY cohort focus which in turn will have a positive impact on their writing. This is the start of our journey to gain RADY beacon status. However, the school remains on track for more than 80% of pupils to meet ARE+.</p> |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                    |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <p>To achieve and sustain improved wellbeing support for all pupils in our school, particularly our disadvantaged pupils.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>4 PP pupils have now attended VIP education funded using PP funding this term resulting in improved classroom participation and emotional strategies in the classroom.</p> | <p>PP children have attended VIP education sessions this term via PP funding. This has resulted in improved classroom participation and emotional strategies being used well in the classroom. As a result, there has been a decrease in behaviour incidents for PP children</p> | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>• qualitative data from pupil voice, parent voice/feedback</li></ul> |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |



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|  | <p>With a score of 7 or above for 'Healthy Body and Mind', the baseline for PP pupils was 48.2%. At the end of December, the number of children with a Healthy Body and Mind Score of 7 and above was</p> <p>For 'Curriculum Entitlement', TADAC meetings took place to discuss how to improve these scores. Club ideas, pupil voice and other actions were put into place with teachers to increase this. From September, the number of children with a CE score above 5 has increased from 77.2% to 87.5% of PP children. This shows a 10.3% increase of PP children with an increased CE score above 5. Showing that more PP children have accessed enrichment activities and wider responsibilities within school such as a class job. In turn having a positive impact on their emotional wellbeing, as Healthy Body and Mind scores have also increased.</p> <p>63.8% of PP children have a HB&amp;M score of over 7 compared to just 48.2% in September. Showing a positive impact from the extra support, interventions and clubs that have been put into place, due to TADAC meeting discussions.</p> <p>Pupil voice shows that children are aware of wellbeing and emotional support that is available to them and that they actively use this.</p> <p>Pupil Voice in our recent Ofsted inspection said that 'Pupils are confident that the 'Knypersley Knights' will help them if any issues arise.'</p> <p>Children are aware that their peers are there to offer support and guidance alongside staff.</p> | <p>throughout the school, with the exception of Year 1.</p> <p>Year 1 children are having extra daily nurture sessions and adapted timetables to work on managing emotions and being a kind friend to others.</p> <p>TADAC meetings took place in Spring term, where teachers reviewed their actions for their PP children and to reflect on what is working or may need to be changed. Opportunity to discuss and set targets for their pupils as part of our Triple A strategy for PP children.</p> <p>81.3% of PP children have a healthy body and mind score of 6 or above. Showing a positive impact from the extra support offered in class via our equity vs equality approach, extra clubs and interventions. This is compared to 75.3% of PP children with a HB&amp;M score of 6 or above in Autumn term. This shows an increase in their scores meaning happier PP children.</p> <p>Staff report that all of their PP children that are not SEND are aware of their classroom emotional non-negotiables and are able to use these. This was discussed through recent TADAC meetings. Extra emotional support has been put into place for those with a lower score, mainly SEND children such as emotional resources ordered through EPEP funding for multiple children in reception and year 1. These resources have enabled the children to discuss emotions using tactile resources and have fidget toys available to help them to focus and feel regulated in class.</p> <p>Pupil voice will take place for summer term to look at wellbeing of PP children.</p> <p>There will also be an 'exit questionnaire' for Year 4 PP</p> | <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> |
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|                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | children at the end of Summer term to gather data of where they feel support was given or lacking, so that we can improve on this ready for the next academic year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                         |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>It is an improving picture for attendance for PP children. In September the PP average attendance was 93.9% and by the end of the Autumn term this had increased to 95.1%. This is above national average of 94.1% for PP children.</p> <p>This is an increase from the previous year Autumn term attendance figure of 94.6%.</p> <p>The overall school attendance for Autumn term sits at 95% meaning that PP attendance is now in line with their peers.</p> <p>The PP attendance breakdown for each month of Autumn term 2024 shows that attendance increased after September and only dipped in December, mainly due to illness.</p> <p><b>Sept – 93.9%</b></p> <p><b>Oct – 95.3%</b></p> <p><b>Nov – 97%</b></p> <p><b>Dec – 94.2%</b></p> <p>In September there was 15.3% of DA children persistently absent. At the end of December, due to clinics and EWO support, this has now dropped to 11.9% of children persistently absent. This shows a decrease in PP children that are persistently absent. The national average of persistently absent children is 15.2% meaning that a positive impact has been made particularly for our PP children.</p> <p>For Defining Grades PP attendance scores that are</p> | <p>It remains a positive picture for attendance of PP children.</p> <p>PP – 95.41%</p> <p>Non-PP – 95.88%</p> <p>Due to some PP children joining and others leaving, PP attendance scores changed slightly but are still in line with non-PP peers.</p> <p>The PP attendance breakdown for each month of Spring term 2025 shows that Attendance dipped in February. Thus is due to illnesses of children. It has gradually increased each month for PP children after February and we are now within our target range.</p> <p><b>Jan – 95.6%</b></p> <p><b>Feb – 94.9%</b></p> <p><b>Mar – 95%</b></p> <p><b>Apr – 96.2%</b></p> <p><b>May – 96.7%</b></p> <p>For Spring term, the persistently absent score for PP children is 10.96%. This has decreased since the last review in Autumn term which was 11.9% of PP children. This positive change is due to clinics, EWO support and improved relationships with families to get children into school. This is better than the national average of 15.2% of PP children being persistently absent, which is a positive for our children and in line with our target. Where there are PA PP children, staff are working with those families due to unforeseen family circumstances, ill health support or SEND needs resulting in part time timetables.</p> | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and all non-disadvantaged pupils being below 1%</li> <li>the percentage of all disadvantaged pupils who are persistently absent is in line with national expectations.</li> </ul> |





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|                                                                                                         | <p>8 or above have increased from 51.8% in September to 66.7% in December. Alongside this is the Part-time timetable children and some PA children that are already having interventions and support from the EWO.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>For defining grades PP attendance scores that are 8 or above have increased from 66.7% in Autumn to 70.3% for Spring term. This shows a positive increase for attendance of PP children, showing the impact of positive relationships being build between staff and families, alongside support from the EWO and clinics held.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                         |
| <p>To ensure all disadvantaged pupils have access to a full and wide ranging curriculum entitlement</p> | <p>64.4% of Pupil Premium recipients have accessed an extra-curricular activity/club in the Autumn term, opposed to 62.7% of non-PP pupils. This shows that slightly more PP children have engaged in a club compared to their non-PP peers. Reasons for others not attending is that 14 of the 73 children are SEN and their needs limit their ability to attend cubs currently. They are however encouraged to attend one. Additionally, more lunchtime clubs have been made accessible for the Spring term to meet the needs and interests of PP/SEND PP children.</p> <p>Pupil voice has been taken from Pupil-Premium children in September to determine the types of clubs that they are interested in and this was used to guide club options. This continued into the Autumn 2 and Spring 1. This is now a regular activity before clubs are released in order to best suit the wants and needs of PP children.</p> <p>Some lunchtime clubs have been made available for PP children whose parents who do not wish them to stay after school due to other commitments. These have been targeted to suit their needs alongside their requests such as a yoga club and mindfulness colouring club. These aid their self-regulation and emotional wellbeing.</p> <p>100% of PP Children have had access to swimming, music lessons and trips (with funding if</p> | <p>Since Autumn term, 81.1% of PP students have now accessed an extracurricular club within school. The reasons for this not being 100% is due to the 14% of PP children being SEND and who have struggled to access a club in Spring term, or that some children attend multiple clubs outside of school, therefore do not attend in-school clubs. Most of the SEND children that had not accessed a club were in EYFS. Therefore, there has been an increase in after school clubs to meet the SEND EYFS needs for summer term.</p> <p>For Summer term we have catered after school clubs more towards SEND children to ensure they are included and access a club. This includes EYFS messy play, gardening club, outdoor adventure and cosmic yoga.</p> <p>Due to Pupil voice in Spring term, all clubs put in place are from suggestions of PP children. Many PP children suggested a gardening club so we have ensured that there is s high representation of PP children in this club.</p> <p>For Spring term, we had a paid cheerleading club and a paid gymnastics club for summer. We sent out a letter to all parents and messaged PP parents directly to ensure they did not feel that the payment was a barrier, as we would cover the cost of this club for their child. This club is now full.</p> | <p>100% of DA pupils access wider curriculum learning opportunities such as clubs, music lessons, leadership roles, swimming lessons, forest school and visits.</p> <p>100% of pupil feedback indicates pupils have the resources and support to complete home learning activities.</p> |



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|                                                                                                     | <p>needed) throughout the Autumn term.</p> <p>All PP pupils have attended the planned visits and visitors, without a financial barrier – e.g. Pantomime trip, Blists Hill.</p> <p>Pupil-Premium spots were reserved in all clubs to ensure that PP children could access them.</p> <p>Curriculum entitlement scores above 8 on defining grades have increased from 77.2% to 87.5% of PP children between September and December for PP children. Meaning that they have an average attendance figure of 96% or above – our school target.</p> <p>100% of PP pupils have a pupil leadership role within their classroom or wider school. This will continue into spring and encouragement of all PP to have one (where they can, based on their needs).</p> | <p>100% of PP children have had access to swimming, music lessons and trips (with funding if needed) through Spring term.</p> <p>As noted in the report written by RADY mentor Simon – ‘The RADY lead is doing excellent work in breaking down the barriers to disadvantaged learners attending clubs and activities, whether by ensuring that any perception of cost is removed, by ensuring children feel they fit in, by working with parents or encouraging individuals.’ This shows that individual barriers are being broken down and staff are learning about individual families in order to best support their PP child.</p> <p>100% of PP pupils have had a leadership role and have maintained this either in their classroom or wider school. This will continue to Summer, term and encouragement of all PP to have one (where they can, based on their needs). This has improved for example a SEND child in year 1 is now paired with another PP child to be the dinner register monitor, to give them a responsibility and purpose in part of the school day.</p> <p>For Summer term the RADY lead is doing a lunchtime club with all year 3 PP children to develop their confidence and leadership skills. In turn, the children will improve in their self-confidence and put themselves forward for future leadership roles ready for when they get to Year 4. They will be given an opportunity to shadow current Year 4 children to support them further with leadership opportunities.</p> |                                                                                                                                                                                              |
| <p>Parents of DA pupils engage with our school and know how to support their child/ren at home.</p> | <p>Staff voice reports that PP parents have increased their engagement levels with school.</p> <p>Staff report that SOME to MOST of their PP pupils have been accessing their home learning activities. E.g. reading, spelling shed, TT Rockstars and Numbots. Barriers to this will now be investigated</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Parent voice showed that PP parents are currently happy with the support offered to their children and they know where we can help or where to go if they need support.</p> <p>Parent voice looked at barriers to parents not engaging</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Increased amount of parents engage with support offered by the academy.</p> <p>Parental views of DA pupils show increased % know how to support their children with their learning at</p> |





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|  | <p>and identified to increase this amount. Where PP children are not able to do this at home, they are given opportunities within school time to access this home learning.</p> <p>PP children have been accessing their tailored extra home learning activities in order to increase their attainment outcomes.</p> <p>As part of our RADY cohort, some of the Year 2 PP children have been given an extra reading book to practise comprehension skills at home in order to access deepening in school. This will continue through the Spring term.</p> <p>Most PP parents have attended Parent Workshops and Parents' evenings. Parent workshops have taken place in multiple year groups to show parents the learning taking place and give support on how to best support their children's learning at home. The remainder were met with at a time convenient with them to ensure that ALL DA pupils' parents have the information/support required to support their child at home.</p> <p>Where parents were unable to attend, staff contacted them in a different way such as phone calls, speaking on the door or arranging another time for a face-to-face meeting. This way, staff ensured parents were offered alternative ways of meeting, to ensure engagement.</p> <p>*The numerical data for parental engagement in sessions will be tracked more closely in the Spring and Summer terms to track progress of this.</p> | <p>in some parental engagement activities and the main barrier was the timing of activities during the school day, as they are working. This information was passed to the parental engagement lead. At the start of Summer term Year 1 put two parent information sessions on during school time and later in the evening to ensure parents had a better chance of attending. Other parental engagement sessions have taken place in Spring term where two times are given to increase the number of parents joining.</p> <p>From discussion at TADAC meetings, more PP children are accessing learning at home. Where this need is not met at home, staff have given children designated time each day to complete home learning activities such as times tables and spellings. PP children are also a priority for extra reading in all year groups and extra reading sessions take place for them.</p> <p>Most PP parents have attended Parent's evenings and some parent workshops in multiple year groups. These workshops focus on a non-core subject to break down a barrier for PP parents attending, rather than being core subject focus. Sewing skills was a workshop in year 2 and mechanisms in Year 3. There was a fantastic turn out of PP parents for both of these workshops, and parents gave lovely positive feedback about these sessions.</p> <p>Where parents were unable to attend parents evening, staff contacted them in other ways such as phone calls, speaking after school or arranging another meeting time. This way, staff ensured that all PP parents were aware of how their child is doing in school and communicated directly with their parents – building up their relationships.</p> <p>*The numerical data for parental engagement in</p> | <p>home including pupils with potential to work at a deepening level.</p> <p>Increased % of PP pupils access home learning activities.</p> <p>DA pupils access tailored additional support prompts at home at an appropriate age and stage, with parental support, leading to increased attainment outcomes including those targeted to work at a deepening level.</p> |
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|  |  | sessions will be tracked more closely in the Summer terms to track progress of this. |  |
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