

Pupil Premium Strategy

2022-25

(Last updated Autumn 2024)



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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	334
Proportion (%) of pupil premium eligible pupils	123 (38%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025(and termly)
Statement authorised by	Elizabeth Killin
Pupil premium lead	Hannah Gray
Governor / Trustee lead	Rosemary Deacon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 199,205
Recovery premium funding allocation this academic year	£ 22,764 23/24
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 221,969 ACTUAL SPEND £216,960

Evaluation of Year 23-24 at the end of the strategy document P20 onwards

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations and ambitions for our children which we live through our vision 'All things are possible for one who believes' and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that ALL our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way. Our school motto 'Inspiring learning, unlocking the future for all' reflects our high expectations of the whole school community and we aim to be an optimistic school in every respect.

Our population: Leatherhead Trinity school is located in an area of high social deprivation and we have a high percentage of children eligible for pupil premium compared to many in Surrey, which brings some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe there is no "one size fits all" so it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish. We recognise that the gap is widest where our children have

a double disadvantage and therefore we track this group separately and put bespoke interventions in place.

“Leaders have improved disadvantaged pupils’ outcomes significantly. These pupils are making good progress across the curriculum. In particular, leaders have tackled the underperformance of disadvantaged pupils effectively. They have successfully created a culture amongst staff to provide disadvantaged pupils with extra support and opportunities.” (Ofsted June 2019)

We aim to use the pupil premium funding to counter disadvantage and to ensure greater equity.

We will do this by taking a three-tiered approach: 1. Improving quality first teaching 2. Providing targeted academic interventions 3. Using a broad range of strategies to overcome barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Base line assessments and observations suggest disadvantaged pupils generally have under-developed language skills. This impedes disadvantaged children's access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required
2	Assessment data clearly shows multiple barriers e.g. SEND alongside eligibility for PP grant lead to lower outcomes. The difference in outcomes for our disadvantaged pupils for whom that is their only barrier is significant compared to their peers who may have two or more barriers to learning
3	Attendance data shows disadvantaged children representing around 50% of our PA figure rather than 33% or lower. Disadvantaged children also represent a higher proportion of our late children
4	Our admissions data shows an increase in our EAL/disadvantaged pupil cohort and these children attain less well than their peers
5	Class records and pupil voice highlight the fact that our disadvantaged children read less frequently at home, do not complete homework as often and have fewer opportunities to wider curricular activities and, in some cases, life opportunities outside of school.

Intended outcomes		
	Intended outcome	Success criteria
1.	Disadvantaged children are offered the best in Elklan teaching strategies, vocabulary work and speech and language	Attainment data in Nursery and across the rest of the school shows disadvantaged

	<p>support leading to them achieving in line with their non disadvantaged peers across the curriculum</p>	<p>children achieve in line with their peers across the curriculum. Language support groups are priorities to these children</p> <p>Drama, debate and oracy focused extra-curricular activities are offered to targeted disadvantaged children first.</p>
2.	<p>Double disadvantaged children are supported to attain in line with their peers through a carefully thought out, well planned, thorough and exciting curriculum which builds on knowledge and skills in a coherent and connected manner.</p> <p>The curriculum should reflect the new research that is being done around chunking, retrieval and revisiting knowledge and skills in order to commit them to long term memory</p> <p>Double disadvantaged children have scaffolded tasks, necessary resources and</p>	<p>100% of pupils with one disadvantage make expected progress in line with National 20% of pupils with one disadvantage make better than expected progress 80% of pupils with multiple disadvantages make expected progress</p> <p>Pupil voice evidences a though understanding of the skills and knowledge taught over the academic year.</p>

	frequent opportunities to return to and reinforce prior learning	<p>Children can talk about what they knew before and what this will help them learn in future years</p> <p>Children are visibly enthused and engaged with our learning.</p> <p>Book looks, displays and observations show our wider curriculum is filling gaps in skills and knowledge</p>
3.	Continue establishing good attitudes to attendance and punctuality from EYFS to year 6, so that disadvantaged children as a group attend 97% or above and represent no more than 30% of our PA figure	<p>Attendance, persistent absence and punctuality data will measure the success towards this target 97%+ each year group for disadvantaged children</p> <p>Whole school PA figure 7% or lower and disadvantaged pupils making up no more than 2.5% of this</p>
4.	Disadvantaged children with EAL are offered small group work, online	Where children have the double disadvantage (EAL and PP) they make good or

	<p>programs, additional reading and quality first teaching.</p> <p>Disadvantaged children are offered the necessary emotional and social support to allow them to feel safe, happy and settled in Leatherhead and the school</p> <p>The families of our recently arrived families are supported practically and emotionally where possible</p>	<p>better progress against NC or SEND targets.</p> <p>Pupil interviews show this group of children are becoming more fluent in English</p> <p>Families and children report the school as being a source of support and safety</p>
5.	<p>After school learning opportunities are given to disadvantaged children with prioritised places in homework club</p> <p>Culture of vigilance around supporting families with off-site work continues</p> <p>Appropriate challenge given families who don't complete homework</p> <p>Learning resources, stationery and books bought for families in need</p> <p>Trips subsidised and other extra-curricular activities offered free of charge to ensure life experiences/opportunities are enriched</p> <p>After school extra-curricular clubs targeted to disadvantaged children where possible.</p> <p>Regular trips including an extra residential trip offered to children</p>	<p>Pupil voice shows the disadvantaged children talk about the wide and varied opportunities that they have been offered by school</p> <p>Homework and after school wider curriculum club membership and attendance data shows that disadvantaged children are a majority number</p> <p>Achievement data shows the same outcomes for disadvantaged and non-disadvantaged children</p> <p>100% disadvantaged pupils attend all residential</p>

	Tickets and spaces at extra-curricular opportunities targeted at disadvantaged pupils including Young Voices, musical tuition, STEAM event and residentials 2024	
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Activity in this academic year

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

Teaching

Budgeted cost: £ 98,000 ACTUAL SPEND: £ 97,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of an extra teacher/HLTA across lower KS2 to support crossover SEND/PP children	EEF funding research on high impact strategies to support PP children	1 2
Recruitment of an EAL support teacher to work with our refugee/asylum seeking children	EEF funding research on high impact strategies to support PP children	1 2
Work with identified other local Primary school and SAfE to share ideas and expertise	Working in partnership broadens opportunities for success and links in with whole school links target	1 2

<p>Inset has clear focus on curriculum coherence and design. Whole school curriculum the subject of review and redesign to embed reviews/long term memory strategies and coherent sequencing of knowledge and skills</p>	<p>EEF funding research on high impact strategies to support PP children</p>	<p>1 2 4</p>
<p>COIN lead provided expert advice around supporting double disadvantaged children across all KS</p>	<p>EEF funding research on high impact strategies to support PP children</p>	<p>1</p>
<p>Phase Leaders Release to support improved teaching and learning and to ensure quality assurance.</p>	<p>Research shows that within school variance in teaching standards can have a negative effect on progress, especially for disadvantaged pupils.</p> <p>Phase leaders will support greater consistency in teaching, as well as developing some of the more effective interventions as highlighted in the EEF toolkit – feedback,</p>	<p>1 2 4</p>
<p>SLT focus time on ensuring 95% of teaching in the school is good or better.</p> <p>Deputy Head teacher will continue to lead on pupil premium achievement.</p>	<p>SLT focus time on ensuring 95% of teaching in the school is good or better.</p> <p>Deputy Head teacher will continue to lead on pupil premium achievement.</p>	<p>1 2 3 4 5</p>

Assistant head teacher will lead on teaching and learning. All SLT will lead on coaching plans for every teacher across the year with underperformance challenged and support for improvement given in a timely way	Assistant head teacher will lead on teaching and learning. All SLT will lead on coaching plans for every teacher across the year with underperformance challenged and support for improvement given in a timely way	
Additional HLTA teaching in every phase	Additional HLTA teaching in every phase	1 2

Targeted academic support

Budgeted cost: £ 80,000 ACTUAL SPEND: £81060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework clubs run after school and disadvantaged children targeted for invites		1 2 4 5
Pre and post school boosters run daily for targeted year 2,3 and 6 children who have a double disadvantage		1 2
Success@arithmetic	The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition	2 4
Greater depth maths challenge group	EEF toolkit identifies mastery learning as having a positive impact	2 4

	'There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.'	
Reading comprehension pre teach and maths pre teach	EEF toolkit identifies 1:1, small group support and oral language interventions as having a positive impact. Nothing can replace effective quality first teaching using the Teachers' Standards, but pre and over-learning are very clear examples of the application of these – establishing an effective learning environment, quality assessment, differentiated planning and effective deployment of support staff. Daniel Sobel	1 2 4
1 st class @ number	The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition	2 4
ELSA	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	1 2 3 4 5
Addition RWI phonics session in KS2	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	2 4
Additional phonics top ups for KS1 children	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics	2 4

	of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	
LLS behaviour support to allow better access to learning	NFER documentation states that 'clear, responsive leadership' and 'an ethos for attainment for all' are crucial in closing the gap between pupil premium and on pupil premium children	1 3 5
SLT monitor impact of interventions regularly and closely	NFER documentation states that 'clear, responsive leadership' and 'an ethos for attainment for all' are crucial in closing the gap between pupil premium and on pupil premium children	1 2 4
Homework club targeted at children who do not get support at home. Chrome books and laptops provided for children who need them SLT run toy and book library for children Bespoke parent work done where children are reluctant to come in to school/ are hungry/in need of extra emotional support	Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)	2 3 4 5

<p>Transport arranged where possible to get children in where there are specific barriers</p> <p>DSL team at least 4 people throughout maternity covers to ensure strong culture of safeguarding in the school is maintained</p> <p>Weekly behaviour meeting with SLT/ELSA team to ensure we up to date understanding of issued arising and necessary support in place</p>	<p>Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.</p>	<p>2 3 4 5</p>
<p>After school activity clubs offered to small groups of targeted double disadvantaged children</p>	<p>Previous evidence has shown that children attending booster classes make excellent progress.</p> <p>The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition</p>	<p>1 2 3 4 5</p>

Wider strategies

Budgeted cost: £ 43,969 ACTUAL COST: £ 38,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incentivised attendance prizes and awards for targeted children	'a child who is absent a day of school per week misses an equivalent of two years of their school life. 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all' (Hants.gov.uk) "Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold, we are encouraging schools to crack down on absence before the problem escalates" (Nick Gibb)	3 4 5
Significant SLT time given over to working with the families of PA children and those who are potential PA	See above	3 4 5
Home school liaison person recruited x 2 days weekly to encourage improved attendance and punctuality	See above	3
Youth club opened for EAL children and transport home to those in hotels	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5
Emergency sundries fund (food/clothes/shoes etc)	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5

Residential subsidies	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5
SLT time given to work alongside headteacher of school in similar context	NFER documentation states that 'clear, responsive leadership' and 'an ethos for attainment for all' are crucial in closing the gap between pupil premium and on pupil premium children	3 4 5
Books and resources purchased as and when necessary	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5
Piano lessons funded for some pupils	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5
Christmas hampers/food packs, decorations and presents purchased	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5

Total budgeted cost: £ 221,969

EVALUATION

EVALUATION OF TARGETS 2023-24

Intended outcomes			
	Intended outcome	Success criteria	Evaluation October 2023
1.	Disadvantaged children are offered the best in Elklan teaching strategies, vocabulary work and speech and language support leading to them achieving in line with their non disadvantaged peers across the curriculum	<p>Attainment data in Nursery and across the rest of the school shows disadvantaged children achieve in line with their peers across the curriculum.</p> <p>Language support groups are priorities to these children</p>	<p>Lessons observations across the school showed focus on vocabulary remains strong. Evidence in books shows children are being offered key learning vocabulary and this is also reflected in classroom environments.</p> <p>EYFS shows Listening, Attention and then speaking continues to be an area of focus as progress in Reception in speaking slower than we would like for all children including PP</p> <p>Phase leader leading on a renewed focus on adult interaction around this - interaction v observation balance.</p> <p>EYFS specialist supporting the team via SaFe 23-24</p> <p>Over staffing in Nursery v ratio allows for increased teaching focus groups in this area along with phonics</p> <p>AFL strategies revisited in Spring 2024 including talk partners, reading to each other and class circle time talks and discussions to enhance speaking and listening provision in KS2</p>

		Drama, debate and oracy focused extra-curricular activities are offered to targeted disadvantaged children first.	
2.	<p>Double disadvantaged children are supported to attain in line with their peers through a carefully thought out, well planned, thorough and exciting curriculum which builds on knowledge and skills in a coherent and connected manner.</p> <p>The curriculum should reflect the new research that is being done around chunking, retrieval and</p>	<p>100% of pupils with one disadvantage make expected progress in line with National</p> <p>20% of pupils with one disadvantage make better than expected progress</p> <p>80% of pupils with multiple disadvantages</p>	<p>SLT lead on curriculum redesign</p> <p>Book study continued</p> <p>Pupil voice used as assessment tool Spring and Summer 2023 to evidence basic facts retrieval. This was stronger in upper KS2.</p> <p>SEND training clinic offered weekly to teachers to help them plan for double disadvantaged children (attendance averaged 2 teachers per week)</p> <p>Classrooms redesigned September 2024 to minimise distraction/over colourful displays and unnecessary information on walls. Minimum expectation introduced and agreed colour scheme. Consistency is key. SAfE LW in September</p> <p>Staff appraisals and pupil progress meetings focused on double disadvantaged children x 3 each year to keep these children's progress under frequent scrutiny</p> <p><u>SEE DATA EVALUATION BELOW TABLE</u></p>

	<p>revisiting knowledge and skills in order to commit them to long term memory</p> <p>Double disadvantaged children have scaffolded tasks, necessary resources and frequent opportunities to return to and reinforce prior learning</p>	<p>make expected progress</p> <p>Pupil voice evidences a though understanding of the skills and knowledge taught over the academic year.</p> <p>Children can talk about what they knew before and what this will help them learn in future years</p> <p>Children are visibly enthused and engaged with our learning.</p> <p>Book looks, displays and observations show our wider curriculum is</p>	<p><u>Further details on strategies planned and in place to ensure progress and attainment are detailed in data evaluation section below</u></p>
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		filling gaps in skills and knowledge																												
3.	Continue establishing good attitudes to attendance and punctuality from EYFS to year 6, so that disadvantaged children as a group attend 97% or above and represent no more than 39% of our PA figure	<p>Attendance, persistent absence and punctuality data will measure the success towards this target</p> <p>97%+ each year group for disadvantaged children</p> <p>Whole school PA figure 7% or lower and disadvantaged pupils making up no more than 2.5% of this</p>	<p>Oct 2023 Census 134 PP out of 333</p> <p>Oct 2024 Census 124 PP out of 317</p> <p>Severe absence 2023-24:</p> <p>1 PP</p> <p>1 Non PP</p> <p>Attendance data 2023/2024 as at end of year</p> <table border="1"> <thead> <tr> <th>2023/2024</th> <th>PP Totals</th> <th>Current Attendance</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>20</td> <td>93.79%</td> </tr> <tr> <td>Year 1</td> <td>18</td> <td>91.80%</td> </tr> <tr> <td>Year 2</td> <td>16</td> <td>95.28%</td> </tr> <tr> <td>Year 3</td> <td>21</td> <td>89.63%</td> </tr> <tr> <td>Year 4</td> <td>26</td> <td>92.89%</td> </tr> <tr> <td>Year 5</td> <td>17</td> <td>94.49%</td> </tr> <tr> <td>Year 6</td> <td>20</td> <td>91.43%</td> </tr> <tr> <td>Total</td> <td>138</td> <td>92.60%</td> </tr> </tbody> </table>	2023/2024	PP Totals	Current Attendance	Reception	20	93.79%	Year 1	18	91.80%	Year 2	16	95.28%	Year 3	21	89.63%	Year 4	26	92.89%	Year 5	17	94.49%	Year 6	20	91.43%	Total	138	92.60%
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Total	138	92.60%																												

Autumn Term	
PP attendance	93.13%
Non PP	94.47%
Spring Term	
PP Attendance	92.87%
Non PP	95.03%
Summer Term	
PP Attendance	93.29%
Non PP	95.16%

Punctuality		
PP Late	2.52%	76
Non PP Late	2.81%	92
Whole School average	2.67%	

Our PA figure is still higher than our target.

Positives are that this academic the number of children has fallen from an average of 60 to 46.

Negatives are that so far this year they represent 51.6% of PA when they should only be 39% max.

4.	<p>Disadvantaged children with EAL are offered small group work, online programs, additional reading and quality first teaching.</p> <p>Disadvantaged children are offered the necessary emotional and social support to allow them to feel safe, happy and settled in Leatherhead and the school</p> <p>The families of our recently arrived families are supported practically and emotionally where possible</p>	<p>Where children have the double disadvantage (EAL and PP) they make good or better progress against NC or SEND targets.</p> <p>Pupil interviews show this group of children are becoming more fluent in English</p> <p>Families and children report the school as being a source of support and safety</p>	<p>RWI groups ensure bespoke teaching at all levels until end of the program. In years 3 to 6 we now run addition English and maths teaching groups focuses on enabling those PP and double disadvantaged chd the maximum opportunity to catch up and make accelerated progress</p> <p>Small group work with children from Ukraine, Syria, Afghanistan, South America. Talking about home/drawing/language of the month/displays/leading CWs</p> <p>SIAMS inspection finds we support all children emotionally:</p> <p><i>Relationships are overwhelmingly positive with all welcome. This is seen in the daily interactions between pupils and the impactful teamwork of staff. There is a strong sense of watching over one another in love. Parents are unequivocal in their support for the school's culture describing how the lives of pupils are transformed. Staff mobility is low. Those who do move on often return. The strong positive environment supports the wellbeing of all. Mental health is a high priority. Innovations such as a massage chair and clear patterns of communication mean that all staff feel valued. The school is considered a family by adults who look out for one another. As a result, staff feel well supported in difficult moments both professionally and personally. The peculiar circumstances within which the school stands are always considered. Pastoral support from staff extends to the home for those who need it. The school's church partnerships also ensure support is available. Leatherhead Trinity is a safe place for all, ready to help and show that all things are possible to one who believes. Inclusion is at the heart of the school.</i></p>
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5.	<p>After school learning opportunities are given to disadvantaged children with prioritised places in homework club</p> <p>Culture of vigilance around supporting families with off-site work continues</p> <p>Appropriate challenge given families who don't complete homework</p> <p>Learning resources, stationery and books bought for families in need</p> <p>Trips subsidised and other extra-curricular activities offered free of charge to ensure life experiences/opportunities are enriched</p> <p>After school extra-curricular clubs targeted to disadvantaged children where possible.</p>	<p>Pupil voice shows the disadvantaged children talk about the wide and varied opportunities that they have been offered by school</p> <p>Homework and after school wider curriculum club membership and attendance data shows that disadvantaged children are a majority number</p> <p>Achievement data shows the same outcomes for</p>	<p>Homework club offer given to double disadvantaged chd first. This is run daily.</p> <p>Residential trips subsidised:</p> <p>Year 6 PGL – discounted to £215</p> <p>Offered to 14 chd</p> <p>3 didn't go</p> <p>86% (1 of these families stated financial block so we offered further discount but she didn't take it)</p> <p>Hooke Court – discounted to £150</p> <p>Offered to 24 chd</p> <p>6 Did not go</p> <p>75% attended</p> <p>All PP children received book based on topic taught on 2024</p> <p>We provide all resources for children. No PP child has to provide stationery of any kind</p> <p>School pays FOLT for uniform to provide PP families with necessary clothing for children including winter coats, shoes and resources for Residentials e.g. Sleeping bags.</p> <p>EAL/Refugee and asylum seeker chd (7 children 31 % PP) offered weekly youth club and supper.</p>
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	<p>Regular trips including an extra residential trip offered to children</p> <p>Tickets and spaces at extra-curricular opportunities targeted at disadvantaged pupils including Young Voices and West End musical events 2023</p>	<p>disadvantaged and non-disadvantaged children</p> <p>100% disadvantaged pupils attend all residential</p>	<p>STEAM project discounted for PP children</p> <p>Young Voices discounted for PP chd</p>
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DATA EVALUATION BY YEAR GROUP

Year 1 – Attainment

	Reading	Writing	Maths
PP/not PP	83.3 / 65.5	72.2 / 65.5	77.8 / 79.3
Pure PP / All	94.4 / 72.3	88.9 / 68.1	100 / 83

Y2 – 42 children

Progress

Vulnerable groups analysed for 6+ steps

Progress

	Reading	Writing	Maths
PP/not PP	80 / 88.9	86.7 / 70.4	66.7 / 55.6
Pure PP / All	88.9 / 94.7	100 / 89.5	66.7 / 89.5

Attainment

	Reading	Writing	Maths
PP/not PP	73.3 / 77.8	73.3 / 74.1	93.3 / 81.5
Pure PP / All	88.9 / 76.2	88.9 / 73.8	100 / 85.7

Y3 – 50 children

Progress

Progress

	Reading	Writing	Maths
PP/not PP	55 / 72	35 / 48	40 / 56
Pure PP / All	61.5 / 64.4	53.8 / 47.2	38.5 / 48.9

Attainment

	Reading	Writing	Maths
PP/not PP	38.1 / 71	23.8 / 41.9	23.8 / 74.2
Pure PP / All	53.8 / 57.7	38.5 / 34.6	30.8 / 53.8

Y4 – 48 children

Progress

Progress

	Reading	Writing	Maths
PP/not PP	62.5 / 66.7	41.7 / 50	62.5 / 77.8
Pure PP / All	75 / 65.1	56.3 / 44.2	75 / 67.4

Attainment

	Reading	Writing	Maths
PP/not PP	50 / 54.5	34.6 / 40.9	46.2 / 63.6
Pure PP / All	68.8 / 53.1	43.8 / 36.7	62.5 / 53.1

Y5 – 49 children

Progress

	Reading	Writing	Maths
PP/not PP	83.3 / 80	91.7 / 70	100 / 63.3
Pure PP / All	71.4 / 81	85.7 / 76.2	100 / 73.8

Attainment

	Reading	Writing	Maths
PP/not PP	76.5 / 81.3	35.3 / 46.9	64.7 / 62.5
Pure PP / All	100 / 60	55.6 / 64	55.6 / 72

Y6- Minus 6 new to UK children

Progress

	Reading	Writing	Maths
PP/not PP	82.4 / 81.5	70.6 / 85.2	94.1 / 88.9
Pure PP / All	88.9 / 81.8	88.9 / 79.5	88.9 / 90.9

Attainment

	Reading	Writing	Maths
PP/not PP	52.9 / 77.8	58.8 / 77.8	58.8 / 85.2
Pure PP / All	66.7 / 68.2	77.8 / 70.5	77.8 / 75

Data Actions

Reception

Literacy	PD – Fine motor with a big focus on Pencil control	Self regulation	Maths
<p>EAL group - Children who are not at the expected have topic words and story vocab pre-teaching x2 week</p> <p>Phonics – additional phase 1 phonics intervention for all below expected x2 a week</p> <p>Phonics 1:1 keep up daily-class teachers</p>	<p>Whole class sensory workshop during two/ three weeks after lunch time to improve children’s fine motor skills.</p> <p>Name writing activity first thing in the morning</p> <p>Boys are engaged in Large outdoor name writing with chalk, paint..etc.</p>	<p>Self-regulation - teaching of zones of regulations and modelling by adults.</p> <p>Key children have in place widgets, now and next board, verbal pre-warning and calm area.</p>	<p>Maths- streaming, small group so children develop basic number skills before moving onto numerical patterns</p> <p>Maths in the environment Using whiterose suggested activities to set up enhance provision</p>

<p>RWI Phonics pinny time – LSA’s during freeflow use sound flash cards to help all children learning sounds at speed daily</p> <p>RWI fred games – oral blending & segmenting activities incorporated in carpet input so children are developing sound awareness at speed moving on to word reading.</p>			
Year 1			
Reading	<ul style="list-style-type: none"> • Morning readers – LSA/CT • Reading volunteer – Wendy’s Tuesday • Phonics intervention – CF – 3 times a week – during collective worship: • Phonics intervention CI – PM • Pinny time - AM • Free Flow – focus children • Chromebooks • Oxford Owl – books to read • Resources for parents 		

Writing	<ul style="list-style-type: none"> • Free Flow writing area – supported to complete the activity • Colourful Semantics • Widgets • Fine motor skills – add to Free Flow planning • Writing opportunities in all areas in Free Flow
Number	<ul style="list-style-type: none"> • Sneaky Peek – AM – Collective Worship. 3x a week – (some of these children made expected progress but did achieve REC S) • LSA – intervention in Free Flow • Numbots – chromebooks in classroom • White Rose App – speak to parents
Year 2	

Reading	<ul style="list-style-type: none"> • Phonics groups and interventions • Shine interventions • Focus readers • Pinny time
Writing	<ul style="list-style-type: none"> • Phonics/literacy groupings • Sneaky peeks – preteaching • Wigits, word banks and sound mats
Maths	<ul style="list-style-type: none"> • Sneaky peeks • Keep up/ catch up • Manipulatives/number lines/visuals • Consolidation sessions within maths time • Whiterose app signalled to parents

Year 3 and 4

Focus	Actions to be put in place in Autumn term 2024
To raise attainment in writing across Year 3 and Year 4	<ul style="list-style-type: none"> • Targeted support (writing focus group) within the lesson – fast feedback, adult support, word banks, wigits, colourful semantics, ninja books.

<p>Rationale: Year 4 sitting at 34.6% at or above for writing SEN Progress and attainment highlighted as an area of development in Year 3 and 4</p>	<ul style="list-style-type: none"> • English SPAG starters focusing on key skills that children can apply in their written work – Jumpstart Grammar, SPAG.com • Writing intervention to focus on key skills such as punctuation, sentence structure, year 3 and 4 grammatical features. • Shine intervention to support with reading and vocabulary. • Scaffolding sentence starters and WAGOLL examples • Textual analysis – identifying success criteria and year 3 and 4 grammatical features within a text. • Opportunities for handwriting practice. • Marking/Fast feedback within the lesson
<p>To develop fluency and problem solving skills in maths so that all pupils make good or accelerated progress</p> <p>Rationale: Large number of children making 5 steps of progress in maths. Progress in maths seen as an area of development.</p>	<ul style="list-style-type: none"> • Continue with Number Sense intervention in Year 3 • Introduce Mastering Number for arithmetic in Year 4. • Raising confidence and self-esteem of focus pupils through additional practice – teaching test technique and question styles. • Scaffolding problem solving and reasoning questions through sentence stems and resources. • Modelling sentence stems throughout the lesson to support with reasoning. • Target those group of children making 5 steps of progress in maths so that they make accelerated progress this term. • Problem solving and reasoning questions included on the boards so that children are exposed to wording used and have the opportunity to practice PS and R. • Marking/Fast feedback within the lesson
<p>To develop challenge for the MA pupils in Writing.</p> <p>Rationale: Number of children working above for</p>	<ul style="list-style-type: none"> • Writing intervention to focus on adding greater detail and description (figurative language) • Setting high expectations for writing – non-negotiables for punctuation, handwriting etc, use of a range of year 3 and year 4 grammatical features, figurative language. • WAGOLL examples, modelled write, ninja books, word banks,

writing is 9.5% in Year 3 and 1.9% in Year 4.	<ul style="list-style-type: none"> Developing vocabulary – using synonyms and tier 3 words.
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Year 5 and 6

Focus	Actions to be put in place in Autumn term 2024
Reading Yr 5 and 6	Key children reading with reading volunteer LSAs timetabled to listen to SEN readers Reading test in Sept with year 6 to prioritise children SLT boosters key children LSA shine reading interventions with key children House points for home reading Speak to parents of non-readers Reading texts chosen to engage boys
Writing Yr 5 and 6	Year 5 SPAG sneaky peeks Year 6 SLT boosters LSA start sneaky peeks writing if needed Yr 6 later in term World War 2 theme for writing should engage boys
Maths Yr 5 and 6	Sneaky peeks Yr 5 and 6 LSAs keep up interventions Yr 5 LSA before school times table gp for children not passing MTC Yr 6 SLT boosters