

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Otford Primary School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helen Roberts Headteacher
Pupil premium lead	Paula Williams Assistant Headteacher
Governor / Trustee lead	Paul Jackaman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57185
Recovery premium funding allocation this academic year	£5945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63130

Part A: Pupil premium strategy plan

Statement of intent

Oxford Primary School values are kindness, courage and curiosity and are at the heart of our inclusive school ethos. Our vision is to promote an inclusive learning environment where all our children are encouraged to be kind and respectful of difference in our community, are curious about the world we live in and have courage to challenge themselves and be resilient to thrive as global citizens. Every single child is given the opportunity to achieve their very best through rich, high quality learning experiences which are fun, practical and engaging for all. Our aim is for children to be life-long learners who make progress, achieve high attainment and strive for personal happiness, irrelevant of personal background or challenges they face.

In line with national trends, analysis of our school data shows our disadvantaged children do not perform as well in reading, writing and maths as other children by the end of KS2. Our vulnerable learners continue to be most impacted by the COVID pandemic academically, socially and personally and it is integral to our school vision and strategic school improvement to focus on reversing this trend. Our aim is to implement outcome based strategies that will reduce the identified learning gap and provide enrichment opportunities for all of our vulnerable learners and identified disadvantaged children. Analysis of data, pupil progress meetings, provision planning and monitoring have been used to plan the strategy and identify the focus areas of need for our disadvantaged children. Evidence based high quality teaching and specific targeted interventions will be used to close the learning gap and enrich the learning experiences of our disadvantaged children. A robust cycle of assess, plan, do, review will be used to monitor children's progress and outcomes, which may result in tweaks to the strategy.

Key Pupil Premium Strategy Principles

- All of our children will benefit from high quality teaching opportunities and the continuous evolution of our inspiring curriculum, including our disadvantaged children.
- Target tracker tool, provision planning and pupil review meetings will ensure all children's specific needs are identified and tracked; learning gaps are analysed; progress and outcomes are reviewed; and provision is implemented. This is part of a termly assess, plan, do, review cycle which will happen three times a year.
- Learning gap analysis and evidence based research have and will be used to identify the areas that will have the greatest impact on reducing the attainment gap and enrichment opportunities: oral language, phonics, reading comprehension skills, writing grammar, maths reasoning, enrichment opportunities and emotional regulation.
- Continuing professional development is integral and will focus on developing high quality teaching for vulnerable children through scaffolding, explicit instruction, use of technology, metacognition strategies and flexible groupings.
- All staff work as a team to implement the strategy and take responsibility for disadvantaged children outcomes and have high expectations of all of our children. Performance management targets ensure this staff focus.
- The leadership team work strategically to review the outcomes and make tweaks to ensure they are achieved and the needs of our disadvantaged children are met. The strategy is part of the whole school improvement plan.
- The governing body work strategically to ensure the pupil premium funding is well managed and linked to successful outcomes.

- Parent partnership is promoted to strengthen home-school links for our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged children. This is evidenced in EYFS/YR1 Language Link and through pupil voice and book scrutiny in yr2-yr6.
2	Phonics screening outcomes-current year 2 83% pupil premium children passed year 1 phonics screener in 2022 compared to 92% non pupil premium.
3	Reading: In Sept 2022 42% of our PP children were below expected 13% of non pupil premium children were below expected.
4	Writing: In Sept 2022 66% of our PP children were below expected 24% of non pupil premium children were below expected
5	Maths: In Sept 2022 42% of our PP children were below expected 14% of non pupil premium children are below expected were below expected.
6	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils continue to be impacted-continued support is needed to provide equity to develop children's positive social, emotional and mental health and resilience to self-manage emotions.
7	Pupil premium children are less likely to have increasing levels of attendance year on year.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.

PP children without SEND to reach at least age related expectations in reading, writing and maths,	PP pupils without SEND to reach at least age related expectations in reading, writing and maths, in line with non PP children.
PP children without SEND to make age related progress from EYFS TO KS1 TO KS2.	PP children without SEND make at least expected annual progress from EYFS baseline to KS2.
PP children with SEND to reach key stage outcomes in reading, writing and maths. (non to be assessed as pre-key stage)	PP children with SEND are working within Key Stage outcomes in reading, writing and maths.
PP children with SEND to make progress in line with SEN non pupil premium children.	PP children with SEND make good progress in their interventions, closing the learning gap between themselves and non pupil premium SEN children.
Achieve and sustain improved well being for all pupils in our school, particularly our pupil premium and disadvantaged children.	Sustained high levels of well being by 2024/25 Pupil voice expresses good self-awareness, self management, social awareness, social relationships and decision making. Pupil voice expresses good learning attitudes and resilient behaviours.
PP children attendance and punctuality to be in line or above national average	Attendance of our disadvantaged children shows a sustained improved attendance annually. Bespoke strategy for our disadvantaged children with below average attendance. Pupil voice expresses an improved attitude to arriving to school on time and attendance.

Activity in this academic year 2022-23

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6944

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1 2 3 4 5

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>CPD-Language Link</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Annual subscription of Bug Club DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ongoing CPD for staff to promote quality teaching of phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 3 4
<p>Annual purchase of Book Bands to promote reading progress, fluency and motivated readers.</p> <p>Funding for lead teacher release to continue embed reading culture into school.</p>	<p>Evidence shows that supporting children to develop fluent reading capabilities can support comprehension because children's cognitive skills are freed from focusing on word recognition and redirected towards comprehension skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3
<p>CPD-funding for member of LT to develop high quality teaching techniques that will support all children but will specifically target outcomes for disadvantaged children</p>	<p>Evidence shows that teaching metacognition to children can improve learning outcomes up to 8 months- Opportunities to develop scaffolding, explicit instruction, use of technology, metacognition strategies and flexible groupings will also improve learning outcomes for vulnerable learners.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	3 4 5 6

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Continue with PSHE relationships subscription-Di-covery</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 31065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have below age related expectations.</p> <p>Language Link-CPD for LPs</p> <p>Colourful Semantics</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1 4
<p>Additional phonics sessions targeted at disadvantaged children in KS1, Y3 & 4 who require further phonics support.</p> <p>Ongoing CPD for staff to promote quality teaching of phonics & use of Bug Club.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 3 4

<p>In year 5 & 6 implement high quality reading comprehension intervention that targets the identified reading gaps.</p> <p>Ongoing CPD for staff to promote quality reading comprehension skills.</p>	<p>Evidence shows that diagnosing gaps and teaching specific comprehension strategies can enable children to overcome reading comprehension barriers- prediction, questioning, clarifying, summarising, inference & activating prior knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3
<p>Colourful Semantics interventions to develop grammar knowledge and sentence level work for children below age expectation.</p>	<p>1:1 or small group teacher led writing groups are highly effective in reducing the writing learning gap when learning needs and diagnosed and learning time is well structured by an experienced teacher.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	4
<p>Purchase of a maths programme to target mastery learning for our disadvantaged children.</p> <p>MY Maths</p> <p>LP funding for children who are not accessing home learning.</p> <p>Ongoing CPD for staff to promote maths mastery.</p>	<p>Evidence shows that structured interventions should be used to provide additional support through explicit & systematic instruction- learning should also be linked to class learning.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £25121

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition & self regulation interventions to	Evidence shows that interventions to teach children specific strategies for	3 4 5 6

<p>teach children how to learn, motivation and the process of knowing and understanding.</p> <p>Forest Explorers SEMH groups</p>	<p>planning, monitoring and evaluating their learning can be highly effective and result in +8 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Counselling Social and Emotional Learning groups Leap Pad Room Lunchtime clubs-games club Mindfulness club Listening Ear LP check in time Nurture Hubs Purchase materials to promote SEMH. Well-being safe zone/tent-mindful area</p>	<p>Evidence shows social and emotional learning have a positive impact on learning but also impact a child's well being and ability to regulate.</p> <p>2021-22 Counselling outcomes show the positive impact on well being.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3 4 5 6
<p>Homework club and refocus homework policy to promote pre teaching, vocabulary and mastery learning,</p>	<p>Evidence shows homework needs to have a purpose and should be linked to class work, knowledge learning, fluency and metacognition.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	3 4 5
<p>Attendance meetings with vulnerable families to plan bespoke attendance programmes to support punctuality and attendance.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	7
<p>Financial hardship-uniform purchases, payment for educational visits and wider curriculum activities.</p>	<p>The impact of poverty on young children's experience of school (basw.co.uk)</p>	6 7
<p>Enrichment opportunities-payment for extra curricular clubs</p>	<p>educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Ofsted research 2019-empahasis on improving cultural capital</p>	6 7

Total budgeted cost: £ 63130

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

<p>Date of review: September 2022</p> <p>Academic Year 2021-22</p> <p>School: Otford Primary School</p> <p>Head teacher: Mrs Helen Roberts</p> <p>Pupil premium Lead: Paula Williams</p> <p>Governor Lead: Paul Jackaman</p> <p>September 2021</p> <p>Number of pupils in school: 370 children</p> <p>Proportion of pupil premium children eligible pupils in September 2021: 40 children 10.8% of the school population</p> <p>44% of PP & SEN</p> <p>September 2022</p> <p>Number of pupils in school: 337 children</p> <p>Proportion of pupil premium children eligible pupils in September 2022: 46 children 14% of the school population</p> <p>39% of PP & SEN</p>	
<p>Challenges at beginning of the year and outcomes at the end of the year.</p>	
<p>Detail of challenge</p>	<p>Outcomes 2021-22</p>
<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged children. This is</p>	<p>Despite comparable expected progress in reading and writing for non pp and pp children, Tier 1 and 2 PP & SEN children continue to display</p>

<p>evidenced in EYFS/YR1 Language Link and through pupil voice and book scrutiny in yr2-yr6.</p>	<p>underdeveloped oral language-linked to sentence construction and vocabulary knowledge which impacts reading and writing learning outcomes and written recording outcomes across the curriculum.</p>
<p>Reading: In Sept 2021, 53.8 % of our pupil premium were below age expectation, 23% at risk. Non pupil premium children 14.5% were below expected, 17.5% at risk.</p>	<p>Summer Term 2 2022-Reading 44% of our pupil premium children were below age expected across the school. 13% at risk. 14% of our non-pupil premium children were below expected across the school and 11% were at risk of not attaining expected levels.</p> <p>The % of pp children that made expected progress in reading is in line with non pupil premium children, compared to a 17% difference for PP children in the previous year.</p> <p>2020-21 53% PP achieved 6 levels progress 70% of non pp.</p> <p>2021-22 67% PP achieved 6 sub levels progress 66% non pp.</p>
<p>Writing: In Sept 2021, 71.8% of our pupil premium children were below age expectation, 12.8% at risk. Non pupil premium children 27.3% below expected, 18.9% at risk.</p>	<p>Summer Term 2 2022-Writing 67% of our pupil premium children were below age expected across the school. 19% at risk. 26% of our non-pupil premium children were below expected across the school and 15% are at risk of not attaining expected levels.</p> <p>The % of pp children that made expected progress in writing is in line with non pupil premium children, compared to a 20% difference for PP children in the previous year.</p>

	<p>2020-21 49% PP achieved 6 levels progress 69% of non pp.</p> <p>2021-22 61% PP achieved 6 sub levels progress 61% non pp.</p>								
<p>Maths: In Sept 2021, 51.3% of our pupil premium children were below age expectation 30.8% at risk. 19.6% were below expected, 17.8% at risk.</p>	<p>Summer Term 2 2022 Maths 48% of our pupil premium children were below age expected across the school. 15% at risk. 17% of our non-pupil premium children were below expected across the school and 12% at risk of not attaining expected levels.</p> <p>The % of pp children that made expected progress in maths is in line with non pupil premium children, compared to a 15% difference for PP children in the previous year.</p> <p>2020-21 51% PP achieved 6 levels progress 66% non pp</p> <p>2021-22 67% PP achieved 6 levels progress 66% non pp</p>								
<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.</p>	<table border="1"> <tr> <td data-bbox="791 1368 1094 1570">SEN Tier 1 (cognition & learning)</td> <td data-bbox="1102 1368 1398 1570">9 children 19% of our pp children</td> </tr> <tr> <td data-bbox="791 1581 1094 1783">SEN Tier 2 (cognition & learning)</td> <td data-bbox="1102 1581 1398 1783">24 children 50% of our pp children</td> </tr> <tr> <td data-bbox="791 1794 1094 1984">Counselling register for SEMH</td> <td data-bbox="1102 1794 1398 1984">14 children 29% of our pp children</td> </tr> <tr> <td data-bbox="791 1995 1094 2051">ASD Referral</td> <td data-bbox="1102 1995 1398 2051">1 child</td> </tr> </table>	SEN Tier 1 (cognition & learning)	9 children 19% of our pp children	SEN Tier 2 (cognition & learning)	24 children 50% of our pp children	Counselling register for SEMH	14 children 29% of our pp children	ASD Referral	1 child
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ASD Referral	1 child								

		2% of our pp children
	KS2 Nurture hub (SEMH)	18 children 38% 38% of our pp children
	KS1 Social skills	7 children 15% of our pp children
2020-21 Pupil Premium Children's attendance 92.9%	Pupil premium children attendance- 89%.	
Non pupil premium children 96.8%		

Intended outcome	Resources & strategies	Impact
Improved oral language skills and vocabulary among disadvantaged children.	<p>Language link used as an assessment and tracking tool.</p> <p>Vocabulary word maps to scaffold writing.</p> <p>SENCO led CPD with LPs on declarative language and role in supporting oral language in class.</p> <p>Colourful semantics introduced-EYFS-4.</p> <p>Narrative therapy-4 & 5</p>	<p>Decrease in children below expected in reading & writing-improved reading attainment.</p> <p>In reading and writing, the % of pp children that made expected progress is in line with non pupil premium children, compared to a 17% difference in reading and 20% difference the previous year.</p>
Improved reading attainment among disadvantaged children.	Termly provision planning with SENCO, class teacher and	Across the school, reading attainment has improved with 44% of PP

	<p>learning partner to track progress and attainment for all children.</p> <p>SENCO led CPD with LPS on developing reading skills.</p> <p>English lead-teaching staff CPD on reading.</p> <p>Parent workshops for reading.</p> <p>Whole school phonics strategy introduced-Bug Club KS1 & SEN Yr3/ Rapid Phonics YR 3-6.</p> <p>Whole school reading band book scheme introduced.</p> <p>Whole class guided reading introduced in summer term.</p> <p>Regular 1:1 reading integral to Provision planning.</p> <p>Home-school partnership in reading promoted.</p> <p>Y5 & 6 reading booster groups.</p>	<p>children at age related expectation in reading- of those 10% are above.</p> <p>The % of pp children that made expected progress in reading is in line with non pupil premium children, compared to a 17% difference for PP children in the previous year.</p> <p>Reading is still a priority as 44% of children are below age expected compared to 14% non PP.</p>
<p>Improved writing attainment among disadvantaged children.</p>	<p>Termly provision planning with SENCO, class teacher and learning partner to track progress and attainment</p>	<p>Writing attainment has improved with less PP children below age expected from the beginning of the year.</p>

	<p>for all children to target writing outcomes.</p> <p>Colourful semantics introduced-EYFS-4 in Spring Term.</p> <p>Narrative therapy-4 & 5 in Spring Term.</p> <p>Yr 5 & 6 writing intervention with qualified teacher,</p>	<p>The % of pp children that made expected progress in writing is in line with non pupil premium children, compared to a 20% difference for PP children in the previous year.</p> <p>Writing continues to be a priority for our PP children as 67% are below age expected compared to 26% for non PP children.</p>
<p>Improved maths attainment among disadvantaged children.</p>	<p>Termly provision planning with SENCO, class teacher and learning partner to track progress and attainment for all children to target maths outcomes.</p> <p>Spring Term: Year 4, 5, 6 Perfect & correct provision introduced</p> <p>Spring Term: My maths intervention Y2-6.</p>	<p>Maths attainment has improved with less PP children below age expected from the beginning of the year.</p> <p>The % of pp children that made expected progress in maths is in line with non pupil premium children, compared to a 15% difference for PP children in the previous year.</p> <p>Maths is still a priority for our pp children as 48%</p>

		are below age expected compared to 17%.
Achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged children.	<p>Termly provision planning with SENCO, class teacher and learning partner to track children's social, emotional and mental health difficulties.</p> <p>Counselling for SEMH children.</p> <p>Nurture Hub- SEMH children</p> <p>Leap Pad Room Introduced</p> <p>Forest Explorers- metacognition focus.</p> <p>SEMH assembly x1 KS1 X1 KS2</p> <p>Discovery PSHE Programme</p> <p>Zones of Regulation used to support children's regulation.</p> <p>Lunch games club-daily</p> <p>Pupil passport introduced.</p> <p>CPD for teachers & LPs- declarative language to support SEMH.</p>	<p>Interventions and tracking systems are in place to identify children who are having difficulties with social, emotional and mental health difficulties.</p> <p>PSHE is timetabled.</p> <p>Weekly SEMH assembly has been reintroduced to embed school values and curriculum intent.</p> <p>Pupil passport introduced for children to reflect on well -being and learning and embed curriculum values and intent.</p> <p>Zones of regulation used by children to support regulation and improve behaviour around the school.</p> <p>Leap Pad Room is available for children who find home: school transition difficult.</p> <p>100% of children who attended Forest School reported they had improved on metacognition skills-</p>

		shown in pupil questionnaire.
Attendance in school to be in line or above national average particularly for our disadvantaged children.	<p>Parent meeting with Head Teacher and Attendance officer for children with low attendance-bespoke strategy implemented.</p> <p>Emotional school avoidance strategy developed to support anxiety around coming into school.</p> <p>Awareness of ongoing impact of COVID.</p> <p>Transition social stories given to all SEMH children to help with anxiety of coming back to school.</p>	<p>Attendance of our PP children is 89%</p> <p>Attendance is tracked by HT and Attendance Officer and personal plans are implemented to improve attendance for low attenders.</p> <p>Attendance is tracked on PP register as part of end of year summary data, alongside provision.</p>

Focus Areas 2022-23

Embed provision planning approach and intervention monitoring strategy for all interventions to track progress and attainment and respond to learning, social and emotional needs of our PP children-focus is still on reading, writing and maths attainment, as well as progress.

Adapt language in the curriculum to ensure access to the revised curriculum is equitable.

Embed 8R inclusive practice to review, assess, plan and implement strategies to target academic, social, emotional and mental health progress-include in subject leadership.

PP children without SEND reach at least age related expectations in reading, writing and maths by end of KS2.

Improve writing by supporting written recording in foundation stage learning and writing outcome focus.

Internal data tracking shows all PP children make expected progress in reading, writing and maths. (continue to use NTS as a summative assessment tool to validate teacher assessment.)

Homework club-prioritise low attendance & SEND PP children, or children at risk from attainment lower than age expectation.

Embed metacognition within Forest School.

Develop safe spaces and well-being areas in school.

Improve lunchtime experience for PP children-games club, mindfulness, playground equipment, Listening Ear.

Lunchtime Nurture hub x1 KS1 X2 KS2

Maintain counselling-prioritise PP children.

Teach Zones of Regulation from Year 2 to 6

Focus our attendance strategy as a leadership team.

