

Yew Tree Primary Pupil Premium Strategy Statement

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

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

School overview

Detail	Data
School name	Yew Tree Primary School
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	45%
Academic year that our current pupil premium strategy plan covers	2024-25
Date this statement was published	01/09/24
Date on which it will be reviewed	01/07/25
Statement authorised by	J.Barry
Pupil premium lead	R.Sherwood
Governor / Trustee lead	B.Dearden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377,400
EYPP	£4,000
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	£381,400

Part A: Pupil Premium Strategy Plan

Statement of intent

At Yew Tree, a significant proportion of children are eligible for Pupil Premium. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being in need of intervention and support.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure our children attend school and are on time so no learning time is lost and all can achieve 'everyday excellence'.

We will work towards achieving these objectives by:

- Ensuring all pupils receive quality-first teaching by embedding regular coaching, in addition to CPD which reflects current educational practice, to strengthen teaching skills.
- Considered use of assessment data to identify gaps in learning for priority pupils so additional support can be given (both in school and after hours).
- SEMH and wellbeing support for disadvantaged pupils and families through the work of our safeguarding lead, attendance officer, family support worker and pastoral team.
- Supporting families financially through subsidised trips, enrichment opportunities and experiences out of school such as residential trips.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. **The challenges are varied and there is no "one size fits all"**.

Challenge number	Detail of challenge
1	Closing the attainment gap at the expected standard - disadvantaged pupils have starting points well below their non-disadvantaged peers with significant gaps in many years
2	Closing the attainment gap at greater depth
3	Addressing weak language and communication skills
4	Addressing poor breadth of vocabulary and pupils not at ARE as regards key knowledge and skills
5	Addressing SEMH issues which act as a barrier to learning
6	Supporting pupils with behaviour difficulties
7	Supporting pupils with complex family situations that may prevent them from flourishing due to less support being in place at home
8	Addressing attendance and punctuality issues

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
Reading, Writing & Maths attainment for disadvantaged pupils is in-line with national average	Achieve national average at the end of KS2 in Reading, Writing and Maths. Identified gaps at ARE and GDS show evidence of narrowing
Improved phonic standards for disadvantaged pupils	Achieve national average expected standard in PSC. Close the disadvantaged gap.
Improved attendance for disadvantaged pupils	Attendance of disadvantaged pupils is at least at 96%
Improved strategies for dealing with challenges and resilience building	Children can talk about and have strategies for overcoming challenges and resilience

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £197,289

Activity	Evidence that supports this approach	Challenge number addressed
<p>Professional development to support the implementation of evidence-based approaches - this continued commitment to ensuring high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. We will continue to focus on securing professional development over the 24/25 academic year to drive meaningful change.</p> <p>Professional development directly links to the 24/25 School Development Plan. Priorities for professional development include:</p> <ul style="list-style-type: none"> - Strengthening the English (writing) curriculum through the implementation of Grammarsaurus across the school - Embedding & developing the use of Mighty Writer - Developing the use of Insight tools in order to build a central record of information to support AfL - Refining, enhancing and strengthening aspects of the wider curriculum, in line with the curriculum action plan, to develop exemplary practice. - Reviewing & refining technical aspects of the English curriculum (matched with coaching & training) to ensure high standards in spelling & handwriting and a strong application of basic skills. - Maximising opportunities to further strengthen maths curriculum/delivery, e.g. links with Maths Hub. - Behaviour for learning - Further developing exemplary practice in T&L audits by providing coaching & training linked to cognition, learning & pedagogy. 	<p>School Development Plan 24/25 Despite the low attainment on entry, and the many challenges faced by so many of our children, outcomes have compared favourably to national benchmarks for some time now. However, there is no room to be complacent. In a school as large as Yew Tree, there is almost invariably a subject/area where outcomes and attendance needs to improve. In order to stand out as 'The Place To Be...' we must strive for the best. We should show how exemplary our school is by ensuring that every measurable outcome for our children, whether that be linked to academic outcomes or attendance, is at least in line with national. We know this will give our children the best chance of success in life.</p> <p>The EEF Guide to the Pupil Premium (September 2023): High Quality Teaching Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.</p> <p>The EEF Guide to the Pupil Premium Menu of approaches: evidence brief and supporting resources Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p>	<p>1,2,3,4,5,6,7,8</p>

	<p>EEF EFFECTIVE PROFESSIONAL DEVELOPMENT Guidance Report Ensure that professional development aligns with the needs of the school and is supported by school leadership.</p>	
Increased teaching capacity in Y6 (MD) to strengthen provision and outcomes in core subjects.	<p>The EEF Guide to the Pupil Premium (September 2023): Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.</p>	1,2,3,4,5,6,7,8
Improving outcomes through additional teacher (MD) releasing senior leaders from teaching commitments so that they have increased capacity to support teacher professional development, utilising their experience and expertise in providing personalised planning support, coaching & development work in order to improve outcomes for PP pupils.	<p>EEF EFFECTIVE PROFESSIONAL DEVELOPMENT Guidance Report Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’. What’s more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development</p> <p>PD is more likely to succeed when there is alignment between the aims of the programme and the priorities of the school or setting as well as support from leadership.</p>	1,2,3,4,5
Role of additional teacher (MD) to provide subject leaders curriculum development time. Curriculum sequencing & provision strengthened through leadership release to monitor and implement effective implementation alongside coaching and staff CPD.	<p>EEF EFFECTIVE PROFESSIONAL DEVELOPMENT Guidance Report High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>Great Teaching Toolkit Evidence Review June 2020 Great teachers understand the content they are teaching and how it is learnt. This means teachers should have deep and fluent knowledge and flexible understanding of the content they are teaching and how it is learnt, including its inherent dependencies. They should have an explicit repertoire of well-crafted explanations, examples and tasks for each topic they teach.</p>	1,2,3,4
Use of diagnostic assessment to respond to the needs of pupils and address identified gaps in learning - pupil progress review meetings with Assessment Lead every term using Insight and gap analysis data following termly data drops.	<p>The EEF Guide to the Pupil Premium (September 2023): Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step to develop an effective Pupil Premium strategy. Once you’ve assessed the performance of your disadvantaged pupils against national</p>	1,2

	<p>benchmarks, you should examine what could be hindering the attainment of those pupils who are below age-related expectations or are eligible higher attainers who are underachieving. This will involve diagnosis of academic challenges, for example to identify which pupils require additional support to develop literacy skills and in which specific areas.</p>	
<p>Improving English & Maths outcomes through TAs working alongside class teachers to provide explicit instruction and scaffolding, develop cognitive and metacognitive strategies, support flexible grouping and the use of technology</p>	<p>EEF T&L toolkit: Feedback +6 Meta Cognition and Self-Regulation +7</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p>	1,2,3,4,5,6
<p>Purchase of resources to support professional development and high-quality teaching to improve outcomes in English and Maths (including Grammarsurus subscription, Speech & Language support, Boom Reader)</p>	<p>EEF EFFECTIVE PROFESSIONAL DEVELOPMENT Guidance Report Effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts</p>	1,2,3,4,5
<p>Laptop provision: Additional laptops purchased to support teaching & learning in core subjects</p>	<p>USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING Guidance Report</p> <p>An overarching recommendation in this report is that technology itself is unlikely to improve young people’s learning, but the pedagogy behind it can. Put simply, this means buying a tablet for every pupil is unlikely to boost pupil attainment. However, if those tablets are used purposefully – for example, increasing the quality or quantity of practice pupils undertake through a quiz app, or the precision with which feedback on misunderstandings is provided – they stand a much better chance of doing so.</p> <p>Good implementation is crucial to success. This means that once you have considered the pedagogical rationale for putting a new technology to work, you have to ensure your school has the capacity to implement it effectively.</p>	1,2,3,4

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

Budgeted cost: £85,905

Activity	Evidence that supports this approach	Challenge number addressed
<p>Interventions, including phonics, targeted at pupils who require further support based on continuous assessment and tracking of progress</p>	<p>EEF T&L toolkit: Teaching Assistant Interventions +4 Oral language interventions +6 Phonics +5 Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF SELECTING INTERVENTIONS Evidence insights Evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions. The aim should be to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom.</p>	<p>1,3,4,5</p>
<p>Talk boost intervention in Early Years</p> <p>Early Talk Boost is a catch-up programme for children aged 3-4 who are struggling with talking and understanding words. The programme supports children who are not achieving their expected levels of progress in their language development. It is proven to improve children's language and communication.</p>	<p>EEF EARLY YEARS TOOLKIT Communication and language approaches +7</p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p>	
<p>Continued commitment to tutoring through after school tuition for identified pupils - use of gap analysis and assessment data to target identified pupils in English and Maths.</p>	<p>EEF T&L toolkit: Feedback +6 Small group tuition +4 Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. The cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £100,602

Activity	Evidence that supports this approach	Challenge number addressed
<p>Attendance Lead to maximise the use of strategies to ensure compliance with attendance expectations.</p> <p>Attendance Lead will rigorously monitor attendance across the school, including PP so that support can be targeted carefully. Attendance Lead will support meetings to work with families of identified PP pupils whose attendance needs to increase.</p> <p>Attendance Lead will continue to drive efforts to improve attendance and reduce persistent absence, building beyond NAT/FFT/LA figures by:</p> <ul style="list-style-type: none"> • introducing Attendance Ambassadors • designing & delivering a Yew Tree attendance campaign • playing a leading role in the development of communication strategies with Sandwell LA • building on progress and challenges identified in LA 360-audit tool • specifically promote attendance within EYFS so that children attend school regularly and attendance, within this phase of learning, matches the rest of the school. 	<p>WORKING TOGETHER TO IMPROVE SCHOOL ATTENDANCE May 2022</p> <p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.</p> <p>The most effective schools consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance.</p> <p>The EEF Guide to the Pupil Premium (September 2023):</p> <p>Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy.</p>	<p>1,2,5,7,8</p>
<p>Pastoral Team: Provide effective outreach pastoral support so that children are settled in class and ready to learn.</p>	<p>EEF T&L toolkit: Social & Emotional Learning +4 Behaviour interventions +4</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	<p>1,2,5,6,7,8</p>

<p>Residential subsidy: Ensure all disadvantaged children have the opportunity to partake in a subsidised residential experience in KS1 and KS2.</p>	<p>EEF T&L toolkit: Physical activity +1</p> <p>Studies carried out by Dr John Allan, the head of learning and impact at the award-winning company Inspiring Learning, show that carefully constructed and facilitated outdoor learning can bring lasting benefits to school deliver the strongest scale of change in pupils' psychological wellbeing. "Dr Allan's study into the effectiveness of outdoor activities and residential – entitled <i>Getting the right fit</i> (Allan et al, 2014) – found such activities promoted self-determination and high levels of autonomy, resulting in feelings of independence and control, as well as motivation. He continued: "Pupils feel proud and content of their accomplishments, become more independent, build confidence and competence, and feel valued as a member of their group.</p> <p>Council for Learning Outside the Classroom: This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn.</p>	<p>1,2,3,4,5,6</p>
<p>Curriculum enrichment through visits and visitor to school so that pupils are given real experiences in order to help them learn, develop their vocabulary, broaden their knowledge and gain experiences of the world around them.</p>	<p>EEF T&L toolkit: Arts participation +3</p> <p>Within successful primary schools, curriculums are enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that could enhance pupils' learning, and an extensive range of extra-curricular activities (Ofsted, 'The curriculum in successful primary schools' 553. 2002).</p>	<p>1,2,3,5</p>
<p>Subsidised places for extra-curricular clubs: provide enrichment opportunities for disadvantaged pupils through subsidised places in extra-curricular clubs so they have access to a wide-range of experiences and opportunities which nurture different skills and talents.</p>	<p>EEF T&L toolkit: Physical activity +1 Extending school time +3</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p>	<p>1,2,3,5</p>
<p>Safeguarding Leader work and support for the school ECM Team to support social and emotional learning. Planning, implementation, tracking and monitoring of interventions that seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p>	<p>EEF T&L toolkit: Social & Emotional Learning +4</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	<p>1,2,5,6,7,8</p>

<p>SEMH approach focuses on developing a positive ethos which also aims to support greater engagement in learning.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>The Children's Society's Good Childhood Report 2023 has revealed that 10% of the children aged 10 to 17 who completed the survey had low wellbeing, and almost a third were unhappy with at least one specific area of their lives. The report, recommends that schools are enabled to support pupils' wellbeing by expanding mental health support teams.</p>	
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Total budgeted cost: £383,796

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 2023 to 2024 academic year.

Statutory Data
End of KS2 Results
2024 Y6 PP Attainment (Perspective Nova Report Data)

PP ATTAINMENT	Reading	Writing	Maths
YTP PP	63%	66%	66%
National PP	63%	59%	59%
Comparison of YTP PP v National PP	=	+7%	+7%
Comparison of YTP PP v National ALL	-11%	-6%	-7%

While 2024 Y6 PP attainment was below national for All Pupils, it was in-line with National PP in Reading and above in both Maths and Writing. Increasing Greater Depth attainment for PP pupils is a priority for the 24/25 Y6 cohort, as we did not see the progress hoped for by Y6 PP pupils with GDS attainment lower than National PP.

The progress of Y6 pupils is important to recognise; while there is no official measure for this cohort due to Covid, the information detailed below highlights the overall positive progress made by Y6 pupils.

2024 Y6 PP PROGRESS
(36 PP pupils)

As there were no KS1 SATs due to Covid, all pupils were assessed at the start of the Autumn Term in 2020. It is from this point that progress has been measured. Where PP pupils arrived after this, progress has been measured from their first assessment point, with data then combined to determine overall progress.

Forensic analysis of data has identified that 2024 Y6 PP pupils made very good progress from their individual baseline assessments (see figures in table below). Nearly half of the PP cohort made rapid progress in Writing and Maths. PP pupils made greater rapid progress in both Reading and Maths than their Non-PP peers. Rapid progress in Writing was broadly in-line.

Comparing attainment from the Covid Y3 entry baseline to the end of Y6, gaps closed in all core subjects:

Reading = 9% closure

Writing = 12% closure

Maths = 11% closure

Y6 - 28 pupils were here for the Y3 Covid entry baseline assessment

PROGRESS FROM COVID BASELINE	Reading	Writing	Maths
Expected progress	68%	96%	96%
Rapid Progress	25%	50%	54%

Y6 - 8 pupils started school after the Y3 Covid entry baseline so progress measured from their first assessment

PROGRESS FROM COVID BASELINE	Reading	Writing	Maths
Expected progress	100%	100%	100%
Rapid Progress	63%	25%	25%

Y6 - 36 pupils from Covid baseline + new pupils entry data

PROGRESS FROM COVID BASELINE	Reading	Writing	Maths
Expected progress	75%	97%	97%
Rapid Progress	33%	44%	47%

Year 4 PP MTC

50% of PP pupils achieved full marks (25/25) on the Multiplication Tables Check (MTC). This is significantly above the 2024 All Pupils' result of 34%.

In 2024, the national average attainment score of disadvantaged pupils who took the multiplication tables check was 18.9 with pupils not known to be disadvantaged scoring an average of 21.3. This compares to Yew Tree average scores of:

Disadvantaged pupils = 22

Pupils not known to be disadvantaged = 24

In terms of the % of PP achieving the full MTC score of 25, PP pupils saw their attainment increase from a start of year baseline of 19% to 50% (+31%). This increase saw the disadvantaged gap narrow, as Non-PP pupils made a 21% increase meaning more PP pupils made rapid progress.

Year 2 PP Phonic Re-Take

Daily phonic lessons, supported by targeted interventions, saw the phonic result increase for PP pupils from 70% at the end of Y1 to 89% by the end of Y2 (an increase of 19%). This was slightly higher than the 16% increase seen by Non-PP pupils.

64% of PP pupils passed the Y2 re-take. This is a very positive result and one which is higher than the national re-take result for All Pupils which was 55%.

Year 1 PP Phonics

PP pupils had a result of 62% (6% below the National PP Result) which will be a priority to be addressed in Y2 so that the retake result evidences rapid progress and significantly more PP working at the expected phonic standard. In light of the challenge of long-term staff absences this year, good progress has been made this year with the % at 32+ increasing from 17% at the end of the Autumn Term to 62% for the PSC (45% increase). There is an end of year gap of -15% (Non-PP result of 77%) which we have started to address with phonic interventions.

EYFS

There is no PP gap at the end of Reception as PP pupils have made good in-year progress and have eradicated the 11% GLD entry baseline gap. PP pupils have an end of year GLD result of 67% (+6% above the non-PP result of 61%). The PP result is above the National PP 2024 result of 52% and compares favourably with the All Pupils result of 68%. At the entry baseline, 29% of PP pupils were on track to achieve the GLD result – we have seen a 38% increase to 67% by the end of the year.

Y1-5

Y5 PP – attainment in writing and maths is in-line with 2024 national PP and above in reading. Y5 PP pupils have an end of year combined result of 51% which is above the 2024 national PP combined result of 46%. There is no significant gap with Non-PP pupils in writing as attainment is broadly in-line. Gaps have widened slightly in reading and maths.

Y5 PP – rapid progress is very positive. 33 PP pupils were here for the Y3 Covid entry baseline assessment with progress detailed below.

PROGRESS FROM COVID BASELINE	Reading	Writing	Maths
Expected progress	97%	100%	100%
Rapid Progress	70%	67%	55%

8 pupils were not here for the Y3 baseline so progress measured from first assessment. Stronger rapid progress seen in reading.

PROGRESS FROM COVID BASELINE	Reading	Writing	Maths
Expected progress	88%	88%	88%
Rapid Progress	38%	13%	13%

Overall, Y5 have 41 PP pupils with a baseline assessment (be that their Covid baseline or when new in school. Very strong rapid progress has been seen.

PROGRESS FROM COVID BASELINE	Reading	Writing	Maths
Expected progress	95%	98%	95%
Rapid Progress	63%	56%	46%

Y4 PP – pupils have KS1 results as this was the first year to begin KS1 SATs testing after Covid. The disadvantaged gaps seen at the end of KS1 are closing (reading by 12%, writing by 18% and maths by 8%). The priority for next year is to increase attainment in reading as this is below the 2024 KS2 national PP result.

Y3 PP – attainment in reading and maths has increased by 8% from the end of KS1 while writing has remained in-line. Both writing and maths have seen small gap closures. Attainment in reading and maths is higher than writing. As such, increasing the number of PP pupils writing at the expected standard by the end of Y4 will be a priority.

Y2 PP – although disadvantaged gaps have increased, attainment is in-line with 2023 KS1 national PP results. The priority for Y3 will be to narrow gaps in all core subjects, with writing a priority as attainment is lower.

Y1 PP – while PP attainment is in-line with 2023 KS1 national PP pupils in reading, it is above in both writing and maths. The disadvantaged gap in maths has seen a closure of 12% with gaps in reading and writing remaining broadly in-line.

Recovery Funding

Recovery funding has again been used to cover SLT teaching commitments allowing experienced leaders to work alongside teachers for curriculum development work and to provide planning, coaching and modelling support. Our ambitious and engaging curriculum is designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital

they need to succeed in life. Layered provision provides a wealth of opportunity to develop cultural capital.

Leaders have continued to work alongside teachers to ensure planning meets policy and curriculum expectations and is based upon data analysis, so identified gaps and misconceptions are addressed. Teaching support has again focused on team teaching of core subjects, modelling of clear and explicit instructions, behaviour for learning and how to impart key knowledge and skills through scaffolding so pupils understand learning expectations. As such, teaching throughout the year has continued to be consistently strong across the school again this year.

Phonics continued to be key area for support this year, particularly in the Spring Term with additional support and teaching led by the KS1 Phase Leader in light of staff absence. As a result of this support, Y1 PP pupils made progress but were just below the Y1 National PP result. Y2 PP Phonic Screening Check Re-take saw a result of 89%.

Leaders again focused support in Y6 in terms of teaching support and leading interventions. 2024 Y6 PP attainment was below national for All Pupils but in-line with National PP in Reading and above in both Writing and Maths. In-year gap closures seen in both writing and maths with overall very good rapid progress made from entry baseline assessments post-Covid.

Attendance

Strategies employed this year, alongside work by Family Support Worker, have again had a positive impact on attendance figures. Using Arbor attendance data, YTD (Year To Date) whole school attendance is 94.3%. This is in-line with the YTD National Average of 94.2%.

Pupil Premium attendance data shows overall YTD attendance at 93.2%. This is above the 92.0% national figure for similar pupils.

Whole school YTD attendance data for PA (Persistent Absentees) is 15.1%. This is below the National Average YTD figure of 16.8%.

Pupil Premium PA is 21.4%. This is below the National Average YTD figure of 27.1%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	