



Brockmoor Primary School

Pupil Premium Strategy Statement

2023/24

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 pupil premium spending had within our school.

School overview

Detail	Data
School Name	Brockmoor Primary School
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	52.99%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 - 2026/27
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Russell Bond <i>Headteacher</i>
Pupil premium lead	Tom Amphlett <i>Assistant Head Teacher</i>
Governor / Trustee lead	Tim Sunter <i>Pupil Premium Link Governor</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year 2023/24	£297,895 (203 pupils and 1 post LAC)
Recovery premium funding allocation this academic year	£29,580
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year	£327,475 (Based on projected PP for 24/24)

Part A: Pupil premium strategy plan

Statement of intent

At Brockmoor Primary School, we are dedicated to ensuring that all pupils, regardless of their background or challenges they may face, experience educational opportunities that empower them to make outstanding progress and achieve high attainment in every subject. Our overarching goal is to close the achievement gap for disadvantaged pupils while benefiting all children throughout our school.

Our strategy is guided by a commitment to providing an excellent education to all, recognising the transformative power of education in improving life chances. We are unwavering in our resolve to overcome barriers that may hinder pupils' access to an excellent education. As a result, we focus on closing the gaps in achievement and attainment that may exist for different groups of pupils within our school community.

Our strategic objectives encompass:

High Attainment (Closing the Gap): Ensuring that all disadvantaged pupils in our school make or exceed nationally expected progress rates, reducing and ultimately closing the attainment gap.

High-Quality Teaching: Centering our approach on delivering high-quality teaching that responds to the specific needs of disadvantaged pupils, understanding that it has the greatest impact on closing the disadvantage attainment gap. This approach, while benefiting disadvantaged students, also supports the academic progress of non-disadvantaged peers.

Love of Reading: Fostering a love of reading is a key aspect of our strategy. We aim to provide access to a rich and diverse range of books and resources, nurturing a lifelong passion for reading.

Closing the Vocabulary Gap - Vocabulary Acquisition and Oracy: Acknowledging the vital role of vocabulary in academic success, our strategy includes targeted efforts to enhance vocabulary acquisition and oracy skills among disadvantaged pupils.

A Data-Driven Approach: Employing data to guide our strategy, identify areas for improvement, measure progress, and adapt our approach to best meet the unique needs of our pupils.

Whole School Responsibility for Outcomes: Ensuring that every member of our school community, from teachers to leadership, takes responsibility for the outcomes of all pupils, fostering higher expectations of what every child can achieve.

Early Identified Intervention: Early intervention is central to our strategy, ensuring that pupils' specific barriers to learning are identified and addressed proactively.

Wider Strategies to Improve Attendance: Implementing evidence-based strategies to improve attendance, addressing issues related to persistence, lateness, and absence that can hinder educational progress.

Support for All Vulnerable Groups: Addressing the challenges faced by all vulnerable pupils. Our strategy supports these needs comprehensively, regardless of disadvantaged status.

Well-Being: Recognising the significance of pupils' well-being, we provide support to promote their happiness, confidence, and readiness to learn.

Enrichment Opportunities: Our commitment to providing enriching experiences beyond the standard curriculum ensures that our pupils have access to a wide range of curricular and extracurricular experiences, broadening their horizons and nurturing their talents.

Our approach is aligned with best practices and responsive to the evolving needs of our pupils. We do not make assumptions about the impact of disadvantage; instead, we robustly assess and monitor each child as an individual. We look at trends across the school to identify learning needs, provision requirements, and systemic needs such as staff development and school resourcing.

The multifaceted strategies we have adopted complement each other, creating a holistic approach to help our pupils excel. To ensure their effectiveness, we will:

Implement Robust Assessment and Tracking Systems: Systems that teachers and leaders own, enabling early intervention when needs are identified.

Whole-School Responsibility: Foster a whole-school approach where all staff take responsibility for all pupils' outcomes, with a particular focus on disadvantaged students and raising expectations of their potential.

Through this comprehensive strategy, we are determined to provide all children at Brockmoor Primary School with an outstanding education, fostering a love of learning, and enabling them to reach their full potential, regardless of their background or challenges they may face.

Challenges

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

Challenge number	Detail of challenge
1	Many students entering Brockmoor Primary School start with notably low baseline skills, especially in language, communication, oracy, and essential life skills.
2	Our school grapples with a significant level of deprivation, resulting in a substantial child protection caseload and a need for Social, Emotional, Mental Health (SEMH) support. A significant portion of our school community face multiple adverse childhood experiences, impacting their learning, mental well-being, and emotional stability.
3	<i>The Income Deprivation Affecting Children Index (IDACI)</i> places the area of Brockmoor in the top 10-20% most deprived in the UK. The index ranks the child level deprivation as 1 (highest possible) in terms of decile. In Brockmoor the highest flags for deprivation are; Income, Employment, Education and Skills and Living Environment. However, migration in the area is very low. The area has 92.8% of residents born in the UK and 87.9% of residents from a White British background both significantly higher than the national average. This points to high levels of generational deprivation.

4	Our students have limited exposure to a diverse range of experiences beyond their immediate environment, which restricts their global perspective.
5	Persistent attendance issues are a challenge for our school, with a higher-than-average number of disadvantaged pupils experiencing chronic absenteeism.
6	Disadvantaged pupils across all areas of the school are less likely to attain age-appropriate expectations and reach greater depth compared to their peers.

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
To narrow the disparity in academic achievement between underprivileged students and their counterparts	Internal school performance records will indicate a reduction in the achievement gap between underprivileged students and their peers. The results at the conclusion of Key Stage 2 will reveal that the academic achievement and progress disparity for disadvantaged students aligns with national standards.
To ensure every child has excellent teaching.	Teaching standards are regularly monitored by the Senior Leadership Team Evidence from monitoring cycles, teacher triangulation, and coaching models confirm the quality of teaching. A comprehensive catalogue of Continuous Professional Development (CPD) programs are accessed by teachers and teaching assistants. Increased participation of teachers in National Professional Qualifications (NPQs).
To ensure that every child is reading with fluency and confidence in all subject areas	Disadvantaged pupils demonstrate fluency and confidence in reading across all subjects, indicating a smooth transition from 'learning to read' to 'reading to learn.' Pupil feedback and monitoring consistently demonstrate a genuine love for reading among all children.
To sustain the improved attendance for all pupils, particularly our disadvantaged pupils	School-wide attendance reaches or exceeds the target of 96%.

	<p>Disadvantaged pupils' attendance is on par with or better than that of their non-disadvantaged peers.</p> <p>The rate of persistent absence for all pupils remains below national and regional averages and the gap between disadvantaged and non-disadvantaged pupils is minimal.</p> <p>Strategies to improve attendance have a positive impact</p>
<p>To improve vocabulary acquisition and language comprehension among disadvantage pupils</p>	<p>Improved vocabulary acquisition and language comprehension for disadvantaged pupils are evident through assessments and observations.</p> <p>Outcomes from WellCom assessments at the end of Reception show significant progress in word acquisition and language comprehension for disadvantaged pupils.</p>
<p>To attain and maintain enhanced well-being for all students in our institution, with special attention to students with SEMH needs.</p>	<p>Qualitative/quantitative data from pupil voice, parent surveys, and teacher observations demonstrate sustained high levels of well-being from 2024/25.</p> <p>Targeted support for pupils with SEMH (Social, Emotional, and Mental Health) needs is consistently provided where needed.</p> <p>High quality CPD for all staff so they are able to identify and support vulnerable pupils.</p> <p>Positive feedback from parents indicating that they feel well-supported by the school in matters of well-being and support.</p>
<p>To improve phonics data</p>	<p>The percentage of disadvantaged pupils meeting or exceeding national expectations in phonics outcomes at the end of Year 1 increases.</p> <p>Phonics screening check results show a higher number of disadvantaged pupils meeting the required standard.</p>
<p>To improve GLD in EYFS</p>	<p>GL baseline assessments support prioritisation of curriculum planning in 2023/24.</p> <p>Pupils in EYFS make at least good progress in lessons, interventions, and programs measured against baseline starting points.</p>

<p>To improve greater depth outcomes for disadvantaged children.</p>	<p>Outcomes for disadvantaged pupils in Key Stage 2 show achievement in line with or exceeding their non-disadvantaged peers at greater depth levels.</p>
<p>To provide wider enrichment opportunities.</p>	<p>An increase in the number of disadvantaged pupils actively participating in extracurricular activities, after-school clubs which are offered free of charge to all families to remove cost as a barrier, trips, visits, and residential programs. Many trips are partially or fully subsidised by school.</p> <p>Enrichment opportunities are made accessible and appealing to all pupils, promoting a well-rounded educational experience.</p>

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: £ 197,575.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Read Write Inc. DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ensure that the core elements of phonics are taught consistently using the principles of “keep up not catch up”.</p> <p>Ensure all new staff have received paid-for training to deliver the new phonics scheme effectively</p> <p>Teacher / TA training to enable CPD development</p>	<p>Phonics methodologies are underpinned by robust evidence demonstrating a favourable influence on the precision of word reading, especially among disadvantaged students. Phonics exhibits an overall positive effect, with a substantial body of evidence supporting a significant improvement in performance (+5 months). It serves as a pivotal element in fostering early reading skills, particularly for students hailing from disadvantaged backgrounds. Phonics Toolkit</p>	<p>1</p>

<p>Monthly Phonics Day monitoring with newly appointed Phonics Lead and School Improvement Advisor for 2023/2024</p> <p>Whole staff Phonics training</p> <p>Smaller teacher to children ratios</p>		
<p>Identifying specific teachers for tailored coaching and mentoring interventions, aimed at enhancing and maintaining high-quality initial instruction.</p>	<p>Research demonstrates that high-quality initial instruction is the most effective approach to enhancing children achievements and reduce educational disparities. Our coaching and mentoring program capitalises on existing expertise, offering guidance and practical demonstrations to bolster the refinement of teaching methods.</p> <p>Professional Development Guidance</p>	<p>1, 6</p>
<p>All teachers and support staff have access to high-quality Continuous Professional Development (CPD) available through both internal and external channels</p>	<p>Ongoing professional development is instrumental in advancing the quality of initial instruction by enhancing pedagogical skills, subject expertise, and by offering insights into the latest educational best practices. This aligns with the principles outlined in the Education Endowment Foundation's (EEF) Effective Professional Development framework.</p> <p>Staff investment in NQP programs ensure the teachers are pioneering in gaining the knowledge and leadership skills needed to teach in an ever-changing world.</p> <p>Professional Development Guidance</p>	<p>1,2,6</p>
<p>Ensure the implementation of efficient modelling techniques that leverage children's' prior knowledge and connections with crucial concepts, knowledge, and skills to facilitate pupil advancement.</p>	<p>Teacher modelling serves as a fundamental element of successful instruction. It involves explaining the cognitive processes of a proficient learner, which, in turn, nurtures the metacognitive skills of students.</p> <p>Metacognition Guidance</p>	<p>1, 4, 6</p>

<p>Additional Year 6 Teacher</p>	<p>When the size of a class or teaching group diminishes a teacher can employ a broader array of strategies and provide more individualised attention to each child, ultimately leading to enhanced student outcomes. Reducing class size seems to yield approximately three months of additional progress for children, on average.</p>	<p>6</p>
<p>Accelerated Reader A program designed to offer high-quality online reading materials along with teacher assessments. The Accelerated Reader system has a demonstrated track record of increasing reading involvement and facilitating accelerated academic advancement.</p>	<p>Reading Comprehension Strategies</p>	<p>1,3,6</p>
<p>Ensure the consistent delivery of fundamental math concepts through the "keep up, not catch up" approach.</p> <p>Monitor our implemented uniform math lesson structure aligned with the White Rose Ready to Progress criteria. Enhance our math instruction and curriculum design in accordance with the guidance provided by the Department for Education (DfE) and the Education Endowment Foundation (EEF).</p> <p>Allocate resources to facilitate teacher release time for the effective integration of guidance within the school and to access valuable resources and Continuous Professional Development (CPD) offered by our Maths Lead and other external agencies.</p> <p>Prioritise maths training, primarily leveraging the resources and coaching provided external agencies plus additional support from our dedicated Math Lead.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths Guidance for KS1 and KS2 (PDF)</p> <p>The EEF guidance is based on a range of the best available evidence: Maths Guidance for Key Stages 2 and 3 (PDF)</p>	<p>6</p>
<p>Foster the growth and delivery of a comprehensive curriculum, with a focus on ambitious scope, precision, coherence (emphasising significant concepts and connections both within and across subjects), and meticulous sequencing to gauge its quality. This effort will be fortified by a deliberate, intentional incorporation of vocabulary into our teaching methods.</p>	<p>CUSP curriculum</p> <p>Based on Ofsted evidence and priorities of, scope, rigour, coherence and sequencing Curriculum - Keeping it Simple</p> <p>Increasing staff knowledge and application of Cognitive Science can have a significant impact on</p>	<p>1,3,4,6</p>

<p>Expand upon the professional development initiatives centered on Cognitive Science</p> <p>Provide training through CUSP to equip educators with the knowledge and skills to effectively support all students.</p>	<p>rates of learning in the classroom Cognitive Science Approaches in the Classroom</p>	
<p>Whole school approach to communication and language and oracy.</p> <p>Speech and Language team to use Wellcomm EYFS and Wellcomm Primary. Support from qualified Speech and Language Therapists ensures both speech and language processing issues are identified and supported for key children across the school.</p> <p>TAs to support in KS1 and EYFS</p> <p>Implement CUSP vocabulary</p>	<p>A compelling body of evidence indicates that oral language interventions, which encompass dialogic activities like engaging classroom discussions, are both cost-effective and yield substantial benefits in terms of reading outcomes.</p> <p>Oral Language Interventions One-to-One Tuition</p>	1
<p>Through use of external teachers, create opportunities to enrich arts education and cultivate a passion for the arts, simultaneously fostering the cultural capital of our students.</p>	<p>Arts Participation</p>	3,4
<p>Dudley Performing Arts - An opportunity to elevate the curriculum, nurture talents, performing to live audiences and concurrently enhance the cultural capital of our students.</p>	<p>Arts Participation</p>	3,4
<p>Technology and other resources dedicated to enhancing and facilitating high-quality teaching and learning.</p>	<p>'...where resources were purchased, it was recognised by schools that they had an important role to play in supporting curriculum delivery.'</p> <p>Curriculum Support Resources in Schools (PDF)</p>	4, 6
<p>Subscriptions: CUSP, TTRS, Spelling Shed, Kinetic Letters, Letter Join, Twinkl, Classroom Secrets, Primary PE Planning, Moki and Grammarsaurus,</p>	<p>Impact of Remote Learning</p>	6

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

Budgeted cost: £ 97,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and comprehension sessions will be provided to disadvantaged pupils who need extra phonics support. These sessions will be conducted by additional staff members, and our Phonics, Assessment, and English Lead will also be allocated to oversee and ensure the quality and effectiveness of these sessions.	Phonics approaches are supported by substantial evidence, indicating a positive impact on pupils, especially those from disadvantaged backgrounds. Research has demonstrated that targeted phonics interventions are most effective when they are delivered as consistent sessions spanning a period of up to 12 weeks. For more information, you can refer to the Phonics page on the Education Endowment Foundation's website: Phonics Toolkit	1,2,6
Individualised 1:1 and small group interventions will be offered to address identified speech and language needs among our students. Additionally, professional development opportunities (CPD) will be made available to enhance the skills of the identified staff members involved in these interventions.	The EEF found that The Nuffield Early Language Intervention had a positive impact on the language skills of pupils: Communication and Language in Early Years	2,6
Upon analysing teacher assessments, we have identified interventions to be implemented in order to support the skills, knowledge, and concepts taught and to address any misconceptions.	In cases where interventions proved successful, they were tailored to specific pupils with the aim of enhancing particular aspects of their skills or knowledge in reading, writing, communication, or mathematics.	1, 6
An experienced Year 6 teacher will provide focused interventions in Year 6.	In cases where interventions proved successful, they were tailored to specific pupils with the aim of enhancing particular aspects of their skills or knowledge in reading, writing, communication, or mathematics.	1, 6
We will utilise Chromebooks and implement a targeted use of Accelerated Reader to assist all Key Stage 2 (KS2) learners in accessing and advancing their reading skills. Additionally, we will provide accessibility training for all teaching staff.	Strong evidence base for impact on reading fluency and comprehension Reading Comprehension Strategies	1, 6

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

Budgeted cost: £ 32,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will implement a strategy to promote reading for pleasure, and we will introduce a new Reading Lead to oversee this initiative. Furthermore, we will work towards achieving the RfP Quality Mark to ensure the quality of our reading for pleasure programs.	There is substantial evidence supporting the positive impacts of reading for pleasure strategies. You can find more information on this subject in the following source: Reading for Pleasure in Secondary Schools: Literature Review .	1,3,4,6
We will implement an Enrichment Curriculum that includes tailored visits and guest speakers to offer enriching experiences for our students. Additionally, we will provide financial support to subsidise residential trips and other excursions.	The Education Endowment Foundation (EEF) notes that there is limited evidence due to challenges in school assessment. Therefore, it is crucial to closely monitor the outcomes when employing aspiration-based approaches as a method to enhance educational attainment. For more information, you can visit this source: EEF - Aspiration Interventions .	1,2,3,4,5,6
Dudley Performing Arts offers a valuable opportunity to enrich the curriculum, nurture talents, provide live performance experiences for our students, and simultaneously enhance their cultural capital. This includes the provision of instruments for children to learn and explore their musical abilities.	EEF - Arts Participation .	3,4
We will work on expanding the Breakfast Club to better serve our students.	Research indicates that a 2-month participation in Key Stage 1 (KS1) has a positive impact on student behaviour throughout the school for all pupils. EEF - Magic Breakfast .	2, 5
Family Liaison Officer to provide support to families concerning attendance and acute needs. We will also integrate the principles of good practice outlined in the Department for Education's (DfE) guidance on "Improving School Attendance." This will include providing training and release time for staff to develop and implement new procedures and appointing attendance/support officers dedicated to enhancing attendance, with a specific focus on Early Years	Engaging parents has a positive impact, resulting in an average of 4 months' additional progress for students. Parental Engagement . The relevant EEF guides are "EEF Guide to Pupil Premium" (2019) and "The EEF Guide to Supporting School Planning; Tiered Approach" (2020).	2,3,4,5

and SEND pupils. Parental workshops and use of Early Help process are in place.		
Attendance Officer to aid families dealing with attendance-related issues and other concerns. Education Attendance Solutions strategic support tools to be deployed.	Engaging parents has a positive impact, resulting in an average of 4 months' additional progress for students. Parental Engagement . The relevant EEF guides are "EEF Guide to Pupil Premium" (2019) and "The EEF Guide to Supporting School Planning; Tiered Approach" (2020).	5
We will provide Learning Support for various aspects, including assisting homeless students, addressing behaviour issues, promoting regular attendance, and offering timely interventions as needed.	EEF - Behaviour Interventions EEF - Social and Emotional Learning .	2,3,5
Residential experiences	We aim to provide children with the opportunity to explore environments beyond Brockmoor, fostering the development of relationships and teamwork skills. This approach will contribute to improved student well-being, attendance, and behaviour. EEF - Arts Participation .	3,4,5
We will provide private educational psychologist support to address the unique needs of our students.	We will focus on early identification of pupils with learning, emotional, or communication needs, enabling us to swiftly provide tailored intervention and support to meet each child's specific requirements. This approach will ensure that pupils and their parents feel well-supported, ultimately leading to improved school attendance.	2
We will introduce a comprehensive set of rewards and attendance incentives that comprise themed competitions related to the curriculum and calendar events. These incentives also encompass popcorn parties (film afternoons for classes with full attendance), and a bike raffle for attendance. Furthermore, attendance will prominently feature as a key theme in slideshows displayed on interactive boards in the school entrance and lunchtime hall.	Attendance-REA-report.pdf .	5
We will contribute to extracurricular opportunities, ensuring that all pupils have access to additional sporting activities. Additionally, we will facilitate	Research provides compelling evidence that education and health are intricately connected. Promoting the health and well-	2,3,4,5

school visits for disadvantaged and vulnerable pupils who may otherwise be unable to participate or access these opportunities.	being of students within schools and colleges has the potential to enhance their educational and overall well-being outcomes. The Education Endowment Foundation (EEF) highlights that outdoor adventure learning can result in an additional four months of academic attainment for pupils. Outdoor Adventure Learnings	
Integrating the PHASD (Physical, Health, and Sensory Difficulties) Trust with SEMH (Social, Emotional, and Mental Health) support in schools can create a more comprehensive and efficient system to address the needs of pupil premium children.	This approach enables early intervention, individualised plans, cross-training, and optimized resource allocation, resulting in improved educational outcomes, inclusivity, and family engagement.	2
We will establish a contingency fund to address acute issues as they arise.	Drawing from our own experiences and those of similar schools, we recognise the necessity of allocating a portion of funding to promptly address unforeseen needs that may arise.	1,2,3,4,5,6
Further integration of the school nurse by providing immediate access to healthcare resources and support for both physical and mental health needs.	School nurses can facilitate early detection and management of health-related issues, promote health education, and work collaboratively with educators and families to create personalised care plans. This approach fosters a healthier and more inclusive learning environment, enhancing the well-being of pupil premium children and supporting their academic success.	1,2,5
We will establish a hardship fund to provide financial assistance to those facing challenging circumstances.	Establishing a hardship fund in schools is a crucial and evidence-backed initiative. It promotes equity, improves attendance and academic performance, supports students' mental health, reduces persistent absence rates, and fosters community inclusivity. Additionally, it contributes to long-term societal benefits, legal and ethical compliance, and community support, ultimately enhancing child retention and well-being.	3

Total budgeted cost: £327,475

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The decision to conclude the Pupil Premium strategy for 2021-2022, 2022-2023, and 2023-2024 one year earlier than initially planned is rooted in our acknowledgment that achieving a 'Good' Ofsted grading, while commendable, does not necessarily propel us towards becoming an Outstanding school.

Our prior strategies have undoubtedly yielded positive results, contributing to our attainment of a 'Good' rating by Ofsted. However, we recognise that the pursuit of educational excellence requires a continuous evolution of our approach. Staying at the "Good" level may imply a degree of comfort and complacency that does not align with our aspirations for our children's' success.

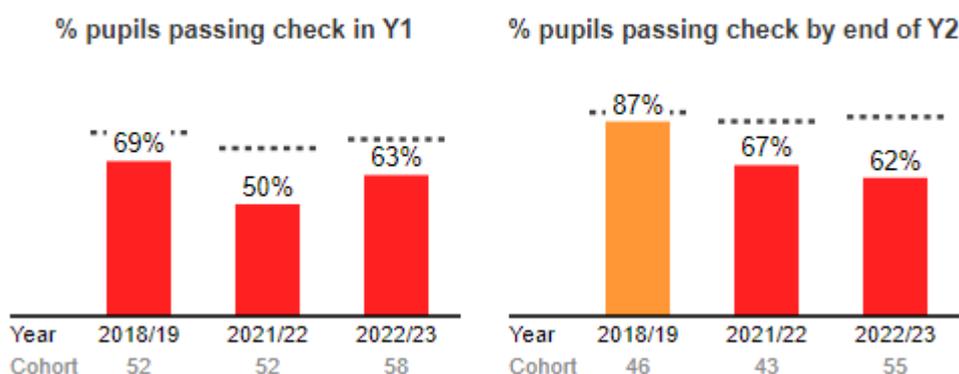
To truly become a great school, we understand the need for innovation, adaptation, and sustained improvement. We must remain agile in responding to the ever-changing landscape of education, including the challenges posed by various external factors, such as the impact of the COVID-19 pandemic and shifting educational priorities.

The decision to initiate a new three-year cycle ahead of schedule demonstrates our commitment to raising the bar even higher and our belief that we can offer our students an outstanding education experience. By evaluating, reimagining, and enhancing our strategies, we aim to provide a transformative and exceptional learning environment for all our students. It's not just about being 'Good,' but about consistently striving for 'Great'.

The following information acts as a reflective summary to the previous Pupil Premium Strategy cycle:

Achieve national average scores in Year 1 phonics screening

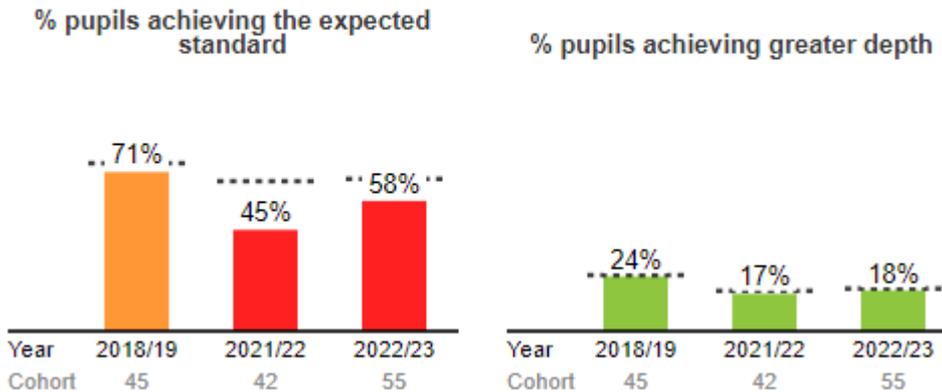
Phonics Screening Check



Phonics data is currently falling short of meeting national standards. Consequently, it has become a top priority for the entire school to take action and work towards improving this situation.

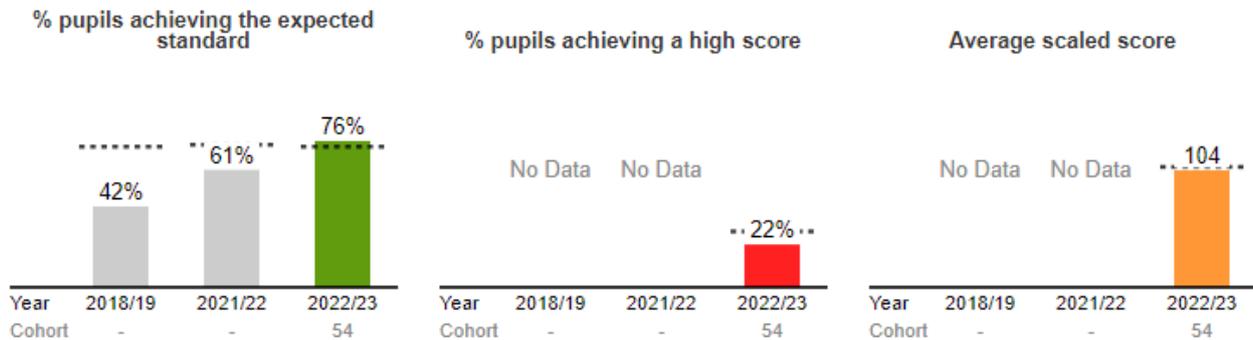
Improve attainment and progress in Reading at KS1/KS2

Key Stage 1 – Reading



Key Stage 2 – Reading

Scores range from 80 to 120. A score of 100 or more achieves the expected standard. A high-score is 110 or more.

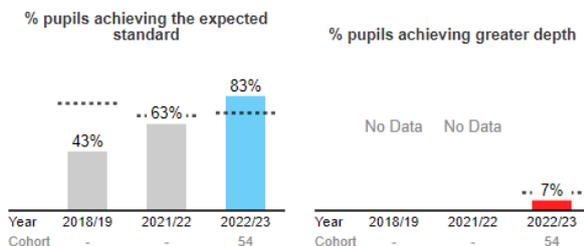


Reading standards have shown improvement, with a 10% gap below national standards in Key Stage 1 and a 3% achievement above national standards in Key Stage 2. However, there is room for further growth, especially in reaching greater depth compared to national standards. Our new strategy places a high priority on enhancing reading skills to ensure all students excel in this crucial area.

Identify and plug gaps in learning due to COVID 19

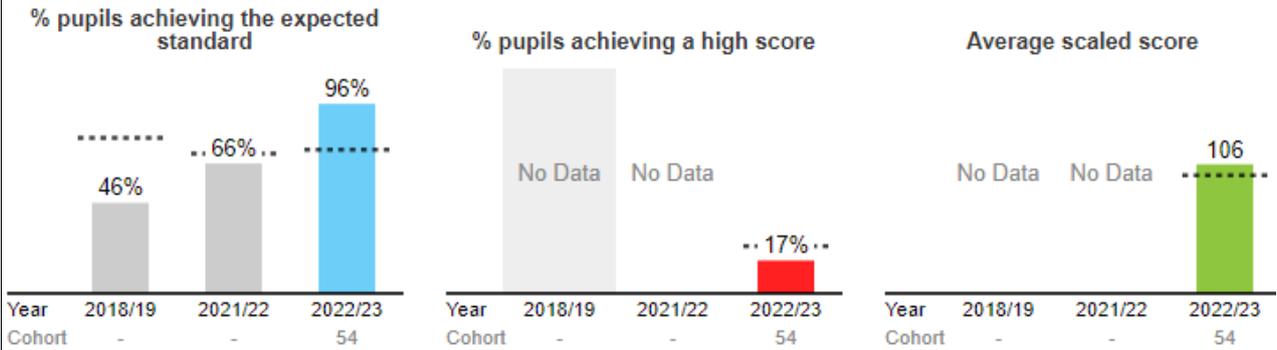
Key Stage 2 – Writing

Writing is only teacher assessed, so there is no scaled score.



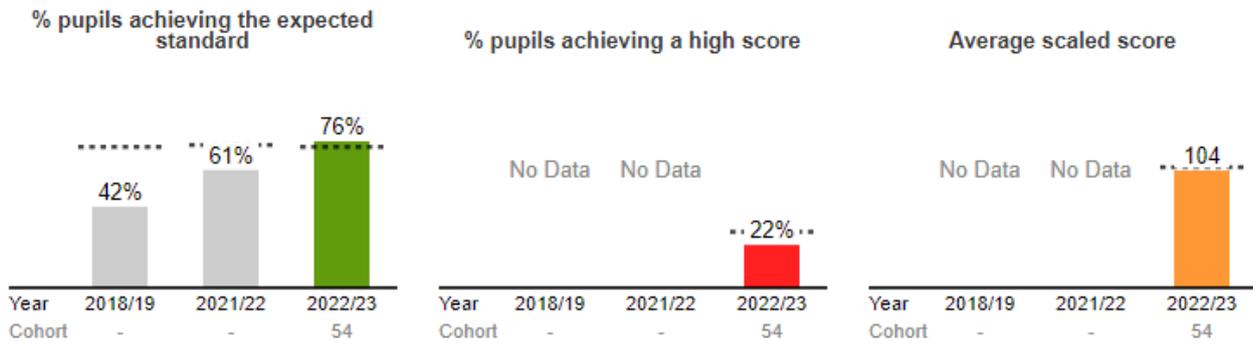
Key Stage 2 – Maths

Scores range from 80 to 120. A score of 100 or more achieves the expected standard. A high-score is 110 or more.

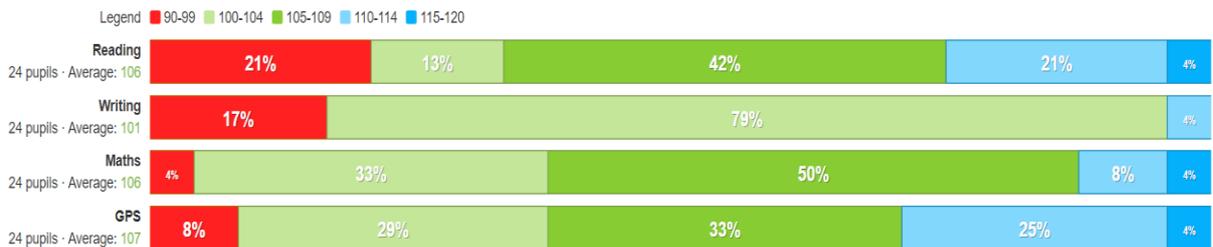


Key Stage 2 – Reading

Scores range from 80 to 120. A score of 100 or more achieves the expected standard. A high-score is 110 or more.



SATS Attainment overview for pupils from 2022-2023 in Year 6 who are disadvantaged



The Key Stage 2 (KS2) outcomes clearly indicate that our disadvantaged children have made substantial accelerated progress throughout their time at the school.

Improve SLCN support and outcomes across school

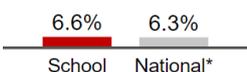
To achieve this outcome, three staff members were assigned specific roles. A significant number of children have been discharged from speech and language services, while for other children, we have witnessed improved outcomes in external speech and language team assessments.

Improve attendance

2022-2023 (pupils who are disadvantaged)

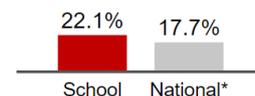
Absence Rates

	School	National*
Overall absence rate	6.6%	6.3%
- Authorised absence rate	4.6%	4.8%
- Unauthorised absence rate	2.0%	1.5%



i School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence

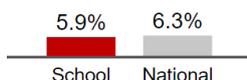


i Percentage of Y1 to Y6 pupils who miss 10% or more sessions

2022-2023 (whole school)

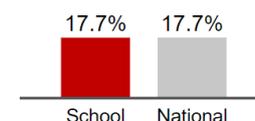
Absence Rates

	School	National
Overall absence rate	5.9%	6.3%
- Authorised absence rate	4.1%	4.8%
- Unauthorised absence rate	1.8%	1.5%



i School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence

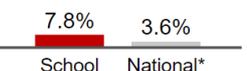


i Percentage of Y1 to Y6 pupils who miss 10% or more sessions

2020-2021 (pupils who are disadvantaged)

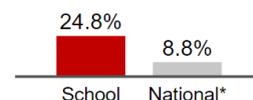
Absence Rates

	School	National*
Overall absence rate	7.8%	3.6%
- Authorised absence rate	5.2%	2.7%
- Unauthorised absence rate	2.7%	0.9%



i School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence



i Percentage of Y1 to Y6 pupils who miss 10% or more sessions

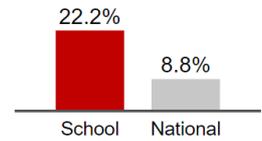
2020-2021 (whole school)

Absence Rates



ⓘ School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence



ⓘ Percentage of Y1 to Y6 pupils who miss 10% or more sessions

While we have observed improvements in attendance, and persistent absence rates have decreased since the inception of our strategy, our new approach will concentrate on elevating persistent absence rates for our disadvantaged children above the national average. It's important to note that our disadvantaged data still is behind the rest of the school.