Wood End Primary

Pupil Premium Strategy Statement

Headteacher	Miss Sonia Sharma	Pupil Premium Lead:	Mrs Fay Bellenger	Chair of Governors:	Mrs Rabia Adeogun

School overview

Key information	Data
School name	Wood End Primary School
Pupils in school	207 (+28 Nursery)
Proportion of disadvantaged pupils	YR – Y6 72 (+4 EYPP)
Academic year or years covered by statement	September 2022 – July 2023
Publish date	September 2022
Review date	July 2023
Statement authorised by	Miss S Sharma
Pupil premium lead	Mrs F Bellenger
Governor lead	Mrs D Wadelin / Mrs H Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101 105
Recovery premium funding allocation this academic year	£10 295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£111 400

Statement of intent

- We strive to ensure disadvantaged pupils attend school regularly and receive a pertinent quality first curriculum offer that enriches their learning journey. We aim to support them in diminishing the difference between disadvantaged and all pupils through personalised SMART interventions.
- Our strategy intends to enable our disadvantaged pupils to read widely and develop a love of reading as a result. This in turn will enable them to develop a writer's voice and flair in the written form. We aim for our pupils to develop skills in editing and produce work which is coherent and well structured demonstrating strong composition skills, supported by their reading enrichment.
- We aim for our pupils to demonstrate a breadth of curriculum knowledge and understanding which they have the skills to communicate in both the written and oral forms. Changes to the structure of

the curriculum and its delivery will support pupils in doing this. We intend to give our pupils the skills to articulate themselves clearly in a range of contexts to enable them to share their ideas and knowledge. We expect them to be able to articulate the breadth of curriculum offer given and provide opportunities to deepen their understanding.

- Our strategy aims to support with SEND and in receipt of PPG in accessing appropriate provision to meet their complex needs.
- Our strategy aims to support pupils in accessing appropriate next steps in learning and learning and applying rapid recall skills effectively to demonstrate numerical skills and problem solve.
- We intend for our pupils to identify and manage emotions to enable them to access the curriculum and appropriately problem solve and manage conflicts and emotions. Our pupils will be able to identify, articulate and manage emotions. We will develop a shared vocabulary to describe emotions and their regulation.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' attendance is not always at least in line with national. This is a significant barrier to making progress and building upon previous teaching.
2	Pupils do not always read widely and for a variety of purposes. Their opportunities to read are often limited by exposure to a variety of texts and purposes for reading. Written work as a result can lack flair and pupils do not demonstrate higher order compositional skills or writer's voice. Editing is not always used effectively to improve the quality of written work.
3	Pupils sometimes lack a breadth and depth of understanding of wider curriculum subjects and key events or phenomena. The structure of the curriculum prevents the development of individual study, rehearsal and writing and reading skills. This in turn can lead pupils' study to be narrow and lacking depth. .
4	Pupils with identified SEND and PPG often have gaps in learning which prevent them in making accelerated progress. Assessment procedures and interventions that support the quality first curriculum offer do not always reflect and respond to pupils' changing needs quickly. Pupils with specific, complex SEND difficulties do not always have consistent access to supportive provision.
5	Pupils do not always demonstrate rapid recall skills to access learning and apply taught skills. Teaching structures do not always support pupils in reinforcing and demonstrating security in key skills.
6	Pupils sometimes lack clarity in identifying and articulating emotions. In turn, staff sometimes lack precision and skill in supporting pupils in understanding and managing their emotions. Vocabulary used to explain feelings and explore emotions varies between adults and this can lead to confusion for pupils.

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
Disadvantaged pupils' attendance is at least in line with national. The impact of Early Help Assessments and multi agency working to support pupils in attending school regularly to access the curriculum is evident.	Attendance analysis identifies disadvantaged pupils' attendance is at least in line with national and that of all pupils. Analysis of families supported through multi agency working and EHAs demonstrates effective working to improve attendance for vulnerable families.
Pupil voice demonstrates a breadth of opportunity to read and a growing love for reading across subject areas for a variety of purposes. They present as engaged learners with a desire for self improvement who are self motivated. The curriculum structure enables pupils to read, digest and discuss new learning and knowledge. In EYFS children are able to take new learning into their play and extend their experiences following on from initial input with purpose and precision. Additional opportunities are provided for pupils to read about wider curriculum content and discuss and narrate their thoughts through planned opportunities. In EYFS there is a rich and stimulating environment for pupils to explore and moving their learning forwards with purpose and precision. The structure of teaching and learning supports additional opportunities to read alongside access to high quality, stimulating resources. More pupils demonstrate higher order skills and a coherent, writer's voice is evident in moderation of written work. The structure of teaching and learning enables pupils to learn how to edit and demonstrate higher order skills as a result. In EYFS standards in writing demonstrate more pupils achieving ARE than at their starting point. Pupil voice demonstrates a breadth of knowledge of the world around them and the ability to engage in specific, pertinent conversation with accurate vocabulary choice to express themselves.	Curriculum mapping shows a curriculum rich with opportunities to read for pleasure and enrichment of curriculum knowledge. Pupil voice demonstrates a love of reading and a breadth of knowledge as a result of enrichment opportunities provided in lessons. Pupils read widely across subject areas with purpose and precision. Chaining, through the use of success criteria, demonstrates pupils read for clarity and purpose. Timetabling demonstrates a focus on opportunities for high quality reading and oracy linked to wider curriculum areas. Pupils discuss learning with precision and appropriate technical vocabulary. Learning walk demonstrates a range of high quality resources are used effectively to enrich curriculum areas which pupils engage with inquisitively and purposefully. In mathematics these resources are shared with families to support acquisition and reinforcement of taught skills. Book scrutiny demonstrates pupils' writing demonstrates coherent writing and a breadth of topics and skills. Pupils make clear links between wider curriculum knowledge and written skills. Wider curriculum area demonstrates and promotes high levels of oracy, reading and written work. Timetabling demonstrates editing is timetabled, taught, developed and embedded into classroom and pupil practice in Key Stage two to enable pupils to produce work of a high standard. Pupils demonstrate self motivation in seeking improvement and the skills to develop as written communicators.

	Data analysis shows more pupils achieve GLD in EYFS writing than at the start of the year baseline.
The curriculum structure enables pupils to read, digest and discuss new learning and knowledge. Additional opportunities are provided for pupils to read and write about wider curriculum content and discuss and narrate their thoughts through planned opportunities. In EYFS pupils are supported through high quality interactions in play and planned opportunities to develop taught skills and extend knowledge. Pupil voice demonstrates a breadth of knowledge of the world around them and the ability to engage in specific, pertinent conversation as a result. The wider curriculum offer is engaging and makes explicit links across curriculum areas and experiences to deepen understanding. The curriculum and teaching and learning structures in EYFS enables pupils to reflect on and extend new learning.	Timetabling demonstrates opportunities to read and speak widely are built into the curriculum offer. Timetabling identifies opportunities to write about wider subjects built into the timetable. Wider curriculum work demonstrates high levels of written skill. Pupil voice demonstrates they are given opportunities to develop oracy skills linked to wider curriculum content. They speak coherently and precisely. Pupil voice and book scrutiny demonstrates a breadth of understanding of the wider curriculum. Pupils actively engage with reading for purpose, both to undertake tasks at an instructional level and deepen knowledge. Information is analysed and digested efficiently for purpose. Difficulties identified by pupils are matched to stages of steps to success and support staff in moving pupils' learning forwards In book scrutiny, written work demonstrates writing opportunities built around wider curriculum areas and of good quality. In EYFS pupils make good use of taught skills to extend their learning across areas and transfer skills. They articulate and narrate their actions.
School undertakes timely, accurate assessment of pupils to identify additional needs. Early intervention agencies such as SNEYS, Health Visitors and SALT work alongside school collaboratively to support engagement and participation of our youngest pupils. Pupils with identified SEND and PPG access sufficiently personalised quality first provision. In addition, they access intervention carefully mapped and managed to meet their specific needs and diminish the difference. Children with specific, complex SEND needs have sufficiently differentiated provision and curriculum access as a result of effective intervention and assessment information and advice from professionals. The Engagement Model effectively supports them in being assessed accurately and accessing new learning. Provision mapping allows staff to assess the impact of intervention and make swift adjustments as a result.	Provision maps make reference to individual gaps in learning and advice from professionals. Staff demonstrate a good understanding of their pupils' cognitive and pastoral needs in their provision offer and their relationships. Provision maps are interacted with and edited promptly to reflect changes in pupil provision. Provision offered to pupils reflects advice from professional agencies. In EYFS this includes SNEYS. Learning walk demonstrates pupils with complex, significant SEND access appropriately differentiated provision and environmental amendments to meet their needs. Pupils demonstrate engagement with learning and increasing independence. They are observed Data analysis demonstrates pupils with identified SEND in receipt of PPG make at least expected progress. Provision mapping identifies pupils with additional needs are provided appropriate consolidation and support through targeted SMART intervention.

	Record keeping demonstrates appropriate curriculum access and assessment planned for pupils with complex SEND.
	Learning walks show all pupils have access to quality first instruction with adapted lesson sequences and structures to meet pupils' needs and support access.
Mathematical teaching structures enable pupils to over rehearse and embed new knowledge before moving on.	Scrutiny of teaching slides demonstrates pupils are given opportunities to rehearse and embed new learning before moving on.
Changes to assessment structures enables pupils to demonstrate security in key skills and focus learning on key mathematical concepts and skills.	Revised Cold and Hot tasks enables pupils to demonstrate security of skill and achieve ARE through opportunities to rehearse and embed learning.
Additional opportunities to rehearse and practise rapid recall skills will support pupils in demonstrating security in arithmetic.	Supportive resources shared with families enable children to demonstrate learning and understanding, whilst providing opportunities for collaboration and reinforcement with home. Data analysis shows pupils make at least expected progress in maths across the year.
NCETM materials and a revised structure for the teaching of maths pupils in EYFS with high quality access to number skills.	More pupils in EYFS achieve ARE in maths.
	Timetabling demonstrates additional opportunities to practise rapid recall skills. As a result, data analysis shows increased security with rapid recall skills. More pupils achieve ARE in number clubs than at the end of the previous year.
Zones of Regulation training will support staff in enabling pupils to effectively manage emotions and problem solve.	Learning walk demonstrates shared vocabulary used by staff and pupils to identify and manage emotions.
Pupils will demonstrate a shared understanding of the vocabulary of emotions and feelings and identify strategies to manage those feelings. Staff will be empowered to support them in a systematic, school wide model.	Strategies to articulate and manage emotions are standardised across school and a shared language and consistent approach is evident.
	Pupil voice demonstrates a consistent approach to management of emotions and increased awareness of their emotions and how to manage them.
	Staff voice demonstrates consistency of approach and shared understanding of school expectations.
	Vocabulary is used with precision and purpose to articulate emotions and needs.
	Pupils in EYFS demonstrate ARE in PSED.

Activity in this academic year

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

Teaching

Budgeted cost: to be determined

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum planning and timetabling to enable provision to be in place for pupils to access additional opportunities to read, orate and write across the wider curriculum	**EEF Literacy recommendation 1** **Develop pupils' language capabilities** Purposeful speaking and listening activities support pupils' language development. Purposeful activities include: • collaborative learning activities where pupils can share their thought processes; • reading books aloud and discussing them, including use of structured questioning; • and pupils articulating their ideas verbally before writing. Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words. **EEF Literacy recommendation 2** **Support pupils to develop fluent reading capabilities** Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Develop pupils' fluency through: • guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and • repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.	2, 3

	EEF Metacognitive and self regulated learning Recommendation 5 **Promote and develop metacognitive talk in the classroom** As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills. Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies. However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge. **Oral language interventions** Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒🔒🔒🔒🔒 +6	
Editing and metacognitive skills are included as part of quality first teaching practice across subject areas. Training is given to staff to support in developing editing skills	**Feedback** Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒🔒🔒🔒🔒 +6 **Metacognition and self-regulation** Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒🔒🔒🔒🔒 +7 EEF Literacy Recommendation 4 **Teach writing composition strategies through modelling and supported practice** Writing can be thought of as a process made up of five components: • planning; • drafting; • revising; • editing; and • publishing. Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. EEF Metacognition and self regulated learning Recommendation 2	2

	Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents. While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents.	
Training and support is given to support staff in meeting the needs of pupils accessing the Engagement Model. Professional advice and positive relationships with pupils is used to shape provision offered to pupils.	*EEF Special Educational Needs in Mainstream Schools Recommendation 2* **Build an ongoing, holistic understanding of your pupils and their needs** **Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.** Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.	4
Amendments to the teaching and learning models used in school provide opportunities for wider learning in Science and non core subjects and overlearning and over rehearsal in Maths and writing to embed skills. Pupils engage with supportive resources in mathematics outside of school with families.	*EEF Improving maths in the Early Years and Key Stage 1 Recommendation 4* **Ensure that teaching builds on what children already know** **It is important to assess what children do, and do not, know in order to extend learning for all children.** A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts. Carefully listen to children's responses and consider the right questions to ask to reveal understanding. Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next. *EEF Guidance on improving Mathematics in Key Stage 2 and 3 Recommendation 1*	2, 3, 5

| | **Use assessment to build on pupils' existing knowledge and understanding**

Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.

Effective feedback will be an important element of teachers' response to assessment. Feedback should be specific and clear, encourage and support further effort, and be given sparingly.

Teachers not only have to address misconceptions but also understand why pupils may persist with errors. Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise.

EEF Guidance on improving Mathematics in Key Stage 2 and 3 Recommendation 4

Enable pupils to develop a rich network of mathematical knowledge

• Emphasise the many connections between mathematical facts, procedures, and concepts.

• Ensure that pupils develop fluent recall of facts.

• Teach pupils to understand procedures.

• Teach pupils to consciously choose between mathematical strategies.

• Build on pupils' informal understanding of sharing and proportionality to introduce procedures.

• Teach pupils that fractions and decimals extend the number system beyond whole numbers.

• Teach pupils to recognise and use mathematical structure. | |

Targeted academic support

Budgeted cost: to be determined

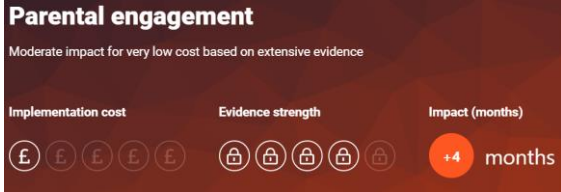| Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention with opportunities to revisit and build upon learning are the basis of provision	*EEF Making Best use of Teaching Assistants Recommendation 5*	4

mapping. Use of Precision Teaching and evidence based interventions. Pupils with identified needs access a differentiated curriculum offer to address next steps in learning.

Use TAs to deliver high quality one-to-one and small group support using structured interventions

Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.

EEF SEND Recommendation 4

Complement high quality teaching with carefully selected small-group and one-to-one interventions

Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEN.

High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.

The intensity of intervention (from universal to targeted to specialist) should increase with need.

Interventions should be carefully targeted through identification and assessment of need.

Interventions should be applied using the principles of effective implementation described in the EEF's guidance report **Putting Evidence to Work: A School's Guide to Implementation**.

	EEF Making Best use of Teaching Assistants Recommendation 6	
	Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction	
	Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:	
	• Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery	
	• TAs receive extensive training from experienced trainers and/or teachers (5–30 hours per intervention)	
	• The intervention has structured supporting resources and lesson plans, with clear objectives	
	• TAs closely follow the plan and structure of the intervention	
	• Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child	
	• Connections are made between the out-of-class learning in the intervention and classroom teaching (see Rec 7).	
Pupils with complex SEND access significantly differentiated curriculum content and provision. Staff action professional advice and build positive relationships with pupils to meet needs.	EEF SEND Recommendation 1 **Create a positive and supportive environment for all pupils without exception** An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: • promote positive relationships, active engagement, and wellbeing for all pupils; • ensure all pupils can access the best possible teaching; and • adopt a positive and proactive approach to behaviour, as described in the EEF's **Improving Behaviour in Schools** guidance report.	4
Pupils articulate a shared understanding of emotions and appropriate vocabulary. Pupils with identified SEMH difficulties access intervention to	EEF Improving social and Emotional Learning in Primary Schools Recommendation 1	6

develop emotional intelligence	**Teach SEL skills explicitly** Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies. *EEF Improving social and Emotional Learning in Primary Schools Recommendation 3* **Plan carefully for adopting a SEL programme** Use a planned series of lessons to teach skills in dedicated time. Adopting an evidence-based programme is likely to be a better bet than developing your own from scratch. Explore and prepare carefully before adopting a programme – review what is required to deliver it, and whether it is suitable for your needs and context. Use evidence summaries (such as those from EIF and EEF) as a quick way of assessing the evidence for programmes. Once underway, regularly review progress, and adapt with care. **Metacognition and self-regulation** £ £ £ £ £ 🔒🔒🔒🔒🔒 +7 Very high impact for very low cost based on extensive evidence **Behaviour interventions** £ £ £ £ £ 🔒🔒🔒🔒🔒 +4 Moderate impact for low cost based on limited evidence	
Additional adult support is used to support pupils in 'catching up' when attendance is a barrier to learning in core subjects	*EEF Making Best use of Teaching Assistants Recommendation 7* **Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions** Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away, from the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.	1

Wider strategies

Budgeted cost: to be determined

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance of disadvantaged pupils in line with all pupils (94.31% up to 95.81%+)		1
Purchase of additional resources to support wider curriculum reading and discussion.		3
Training is given to all school staff in Zones of Regulation. Resources are purchased to support the implementation of Zones of Regulation.	_EEF Improving social and Emotional Learning in Primary Schools Recommendation 1_	6

Teach SEL skills explicitly

Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.

Self-awareness: expand children's emotional vocabulary and support them to express emotions.

Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.

Social awareness: use stories to discuss others' emotions and perspectives.

Relationship skills: role play good communication and listening skills.

Responsible decision-making: teach and practise problem solving strategies.

EEF Improving social and Emotional Learning in Primary Schools Recommendation 3

Plan carefully for adopting a SEL programme

Use a planned series of lessons to teach skills in dedicated time.

Adopting an evidence-based programme is likely to be a better bet than developing your own from scratch.

Explore and prepare carefully before adopting a programme – review what is required to deliver it, and whether it is suitable for your needs and context.

Use evidence summaries (such as those from EIF and EEF) as a quick way of assessing the evidence for programmes.

Once underway, regularly review progress, and adapt with care.

Total budgeted cost: to be determined

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 2021 to 2022 academic year.

A review of the year 2021-2022 is below using a mix of schools quantitative and qualitative data.

Aim	Outcome
All pupils are able to read fluently with appropriate speed and comprehension. Pupils are able to read at ARE using accurate decoding and sight vocabulary at KS1 and with age appropriate speed in KS2.	Training has been given to staff new to phonics teaching in order to deliver early reading in line with school expectations. PP phonics outcomes were in line with all pupils' outcomes. This will be embedded further moving into 2022-2023. <table><tr><td>Year 1 phonics check</td><td>All pupils meeting the standard</td><td>PPG pupils meeting the standard</td></tr><tr><td></td><td>80%</td><td>83%</td></tr></table> Staff have been trained and undertaken school led tuition focusing on reading. Of those pupils who undertook tuition 48% achieved ARE from their starting point. A third of pupils made more than expected progress. The models used this year will be carried forward into 2022-2023. <table><tr><td>KS1 reading outcomes 2022</td><td>All pupils meeting the standard</td><td>PPG pupils meeting the standard</td></tr><tr><td>Y2 Cohort 2022</td><td>63%</td><td>43%</td></tr></table> In Year 2 50% of PPG pupils made expected progress with 50% making accelerated progress across the year, which was broadly in line with all pupils (56%).

KS2 reading outcomes	All pupils meeting the standard	PPG pupils meeting the standard	
Y6 cohort 2022 (GDS)	90% (31%)	83% (25%)	
Comparison with KS1 results for Y6 cohort (GDS)	72% (24%)	75% (12%)	

Pupils in receipt of PPG achieved broadly in line with all pupils in end of key stage assessments. A similar number of pupils achieved GDS as all pupils at end of Key Stage 2. More pupils in receipt of PPG achieved ARE and GDS than at Key Stage One, with a significant increase in the number achieving GDS at the end of Key Stage Two.

Increase in % pupils achieving ARE in Reading across 2021-2022 Years 2-6	All pupils	PPG pupils
	+35.4%	+37.6%

More pupils in receipt of PPG achieved ARE from their starting point than all pupils in reading.

Learning walks and pupil voice demonstrate the use of echo and choral reading to support pupils in accessing and comprehension texts across subjects. Pupils are also beginning to identify these as self help strategies to support reading effectively. In 2022-202 the use of echo and choral reading will transfer across from core subjects into the wider curriculum.

Provision maps and learning walks identify echo and choral reading as strategies to support pupils in making progress in reading from their starting points,

All pupils are able to articulate ideas clearly with attention to the context for speech and the listener.	Training has been delivered to staff to support with developing oracy. Targets and units of work are identified to enable

| | staff to structure pupils' spoken opportunities. Oracy is included as part of the weekly curriculum offer. Learning walks and pupil interviews demonstrate pupils are articulating ideas with increasing clarity and coherence. In 2022-2023 this focus on oracy will shift into the application of oracy skills across curriculum areas.

Learning walks demonstrate narration as a tool for learning across school. This continues to be a focus of work, additional access to technology will support this further in 2022-23.

Curriculum design builds in opportunities for oracy and discussion. This is to be further developed in 2022-23 with a focus on oracy skills across the wider curriculum.

Additional adults provide opportunities for pupils with identified communication difficulties to access support and intervention. As part of this the SENCo liaises between agencies to ensure pupils access health services to support timely reviews and pieces of work.

Staff undertook training for NCETM Mastering Number. This has formed the basis of mathematical work in Reception this academic year. It has been included as a daily focused skill within Years 1 and 2. In 2022-2023 it will continue to be a core piece of Reception foci, and a tool for intervention and reinforcement in Years 1 and 2. |
|---|---|
| All pupils are able to access all areas of EYFS to further the application of core skills. | Intervention in EYFS has provided opportunities for pupils to engage with activities to purposefully support pupils in developing gross motor skills and core stability. |

Reception	Fine motor all pupils	Fine motor pp pupils	Gross motor all pupils	Gross motor pp pupils
Baseline	53%	63%	47%	50%
End of Year	73%	63%	73%	50%

Progress is evident for all pupils, however impact has been more limited for some PPG pupils due to attendance and specific SEND difficulties. Pupils in receipt of PPG with SEND will be a focus of work for 2022-23.

N2	Fine motor all pupils (18)	Fine motor pp pupils	Gross motor all pupils	Gross motor pp pupils
Baseline	0%	n/a	0%	n/a
End of Year	72%	n/a	84%	n/a

Impact of intervention is evident in progress made by pupils in motor control. Additional training provided in the Autumn term has shaped interventions and materials created and shared with parents.

The purchase of additional resources and the structure of EYFS and activities offered within it provides opportunities for pupils to experience and build upon prior learning and skills and apply physical skills..

60% of pupils achieved GLD this year. PD was not a limiting factor. Pupils in receipt of PPG were broadly in line with all pupils at 50%.

All pupils are given access to a broad and balanced, appropriate curriculum.	Pupils with complex additional needs and EHCPs received specific and targeted intervention Provide additional adult support to meet the needs of pupils with complex needs and meet the needs of pupils with EHCPs.

SEND Outcomes:

Year Group	Increase in pupils achieving ARE across 2021-22 Reading	Increase in pupils achieving ARE across 2021-22 Writing	Increase in pupils achieving ARE across 2021-22 Maths
2	0%	0%	0%
3	0%	0%	0%
4	0%	+17%	+33%
5	+60%	+40%	+20%
6	+34%	+67%	34%

Provision mapping shows intervention in place to meet identified groups of pupils. Precision Teaching has been identified as a significant tool in closing the gap for the

acquisition of knowledge and facts such as times tables, number bonds and spelling and reading of common exception words. In 2022-2023 Precision Teaching will continue to be a tool for intervention and supporting the acquisition of key knowledge and skills.

Provision map analysis shows:

	% of children achieving provision map target for precision teaching		
	Autumn	Spring	Summer
Year 1	91%	73%	71%
Year 2	70%	100%	60%
Year 3	100%	29%	
Year 4	89%	100%	94%
Year 5	100%	79%	0%
Year 6	100%	100%	97%

Access to quality first instruction with adapted lesson sequences and structures meets pupils' needs and supports access. A range of after school clubs and activities have been offered to pupils across school.

Pupils have also had access to off site visits and in house speakers, both virtually and in person. Pupils could speak animatedly about their experiences. Pupils displayed engagement at enrichment opportunities such as off site visits to local sites and those further afield such as Cannock Chase Toy Museum, the Black Country Museum and Cadbury World. They expressed aspirations as a result of visitors such as the Wolverhampton Music Service, police officers, scientists and a `farm on wheels'.

Additional workshops including Maths problem solving, the Wonderdome and Shakespeare have also supported pupils in deepening their understanding of core subjects.

Disadvantaged pupils is in line with all pupils (94.48% up to 96.48%+)	Attendance of all pupils from 1.9.2021 to 12.7.2022 (Years 1-6) is 95.81%.

Attendance of PPG pupils from 1.9.2021 to 12.7.2022 (Years 1-6) is 94.31%.

A number of families continue to be support by Early Help and challenge offered by the Education Welfare Officer. |

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
1:1 maths tuition	3rd Space Learning

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

A range of teaching reflective teaching structures and interventions are in place as part of quality first assessment and practice to ensure pupils make accelerated progress.

School have used in school-based tuition to support pupils in making accelerated progress with a focus on reading.

Further information (optional)

A range of teaching reflective teaching structures and interventions are in place as part of quality first assessment and practice to ensure pupils make accelerated progress.