# Pupil premium strategy statement

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

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

## School overview

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| Detail | Data |
| School name | Cavendish Close Infant School |
| Number of pupils in school | 253 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 to 2023 |
| Date this statement was first published | October 2022 |
| Date this statement was reviewed | October 2022 |
| Statement authorised by | Christina Diffin  Headteacher |
| Pupil premium lead | Caroline Howett  Deputy Headteacher |
| Governor / Trustee lead | Carol Moore, Governor for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £103,952 |
| Recovery premium funding allocation this academic year | £10,005 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £113,957 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Our intention** is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.  We have unwavering ambition.  A number of our children don’t have the stability, guidance and support needed to thrive. Instead, they face a life of insecurity, unpredictability, neglect and chaos.  We are aspirational about all our children. Intelligence can grow. We are prepared to do something different to get a different outcome. Every child should experience success every day. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.  **Our context**  Our definition of disadvantage: An unfavourable circumstance that reduces the chances of success.  We view disadvantage as a broad spectrum. We have a number of children at our school who are not on the PP register but can be described more broadly as ‘disadvantaged’. We identify CARD children (Children At Risk of Disadvantage).  We work with a number of children who face significant barriers to educational achievement. These barriers can also affect a child’s wellbeing and ultimately life chances. Many vulnerabilities are linked.  Some children are more disadvantaged than others. Some children are persistently disadvantaged. Our ‘Index of Disadvantage’ will allow us to demonstrate the depth of disadvantage our PP children experience. We seek to understand and embrace children’s vulnerabilities.  **Our strategy** is also integral to wider school plans for education recovery, including targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.  **Our approach** will be responsive to the context of the school, the challenges faced by disadvantaged and vulnerable families in our school community, alongside EEF research and analysis of school data and identification of pupil premium children rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:   * ensure disadvantaged children are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged children’s outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Gaps in phonics attainment**   * Disadvantaged children passing the PSC at the end of Year 1 is low at our school compared to LA and National with a 22% gap between school and LA and 21% gap between school and National data.   2022 end of year data for EYFSP shows;   * 79% children met expected level for Word Reading in school compared to 73% in LA and 74% nationally. * 65% FSM children met expected level compared to only 54% LA and 52% national. Value gap between school and national is +13% * Comparison between FSM and non FSM pupils’ shows non FSM children gap of 10.9% within school.   2022 PSC data shows;   * 74% passed the PSC compared to 76% regionally and 75% in LA. * Only 41% of FSM children passed the PSC compared to 62% regionally and 63% in LA. The gap between school and regional data for FSM children is 21%. * Comparison between FSM and non FSM pupils’ shows non FSM children gap of 33% within school. * The gap between boys and girls is 14% compared to a 7% gap regionally.   2022 end of KS1 data shows;  Both girls and boys do better at our school compared to LA and national.   * 83% girls met expected level or above for reading. 65% boys met expected level or above for reading. The gap between school and national for girls is +12.4% and for boys is +1.6% |
| 2 | **Speech, language and communication needs**  Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.  2021.22 data shows;   * 72.1% non-disadvantaged children were at ARE for listening, understanding and speaking compared to 50% disadvantaged children on entry to reception.   Current SEND data shows;   * 56% (48/85) of disadvantaged children are on the SEND register. * 40% (34/85) of disadvantaged children have Speech and Language support. * 12% (10/85) of disadvantaged children have a medical diagnosis. * 11% (9/85) of disadvantaged children have been referred to a paediatrician for assessment through Single Point of Access referral. * 6% (5/85) of disadvantaged children have received EP involvement. * 5% (4/85) of disadvantaged children have had EP referrals. |
| 3 | **Attendance and punctuality**  Our attendance data from 2021.22 indicates that attendance among disadvantaged pupils was 89%. Persistent absence of disadvantaged children was 32%. |
| 4 | **Social, emotional and mental health needs**  44% of disadvantaged children currently require additional support with social and emotional needs. |
| 5 | **Access to wider opportunities**  Our observations and discussions with children and families have identified social and emotional needs for many children, partly linked to a lack of enrichment and socialisation opportunities during pandemic related school closures. These challenges particularly affect disadvantaged children, including their attainment. |

## 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.

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| Intended outcome | Success criteria |
| Improved reading among disadvantaged children. | Reduce the 10.9% gap between non-disadvantaged and disadvantaged children meeting expected level for word reading for EYFSP  Reduce the 32.7% gap between FSM and non FSM children passing the PSC |
| Improved oral language skills and vocabulary among disadvantaged children. | Reduce on entry to reception 22.1% gap between disadvantaged and non-disadvantaged meeting ARE for listening, attention, understanding and speaking for children who have accessed our nursery provision.  Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children. | Sustained high attendance demonstrated by:   * the overall attendance rate for all pupils is 96% or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. * The overall and the ‘persistently absent’ attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children. | Sustained high levels of wellbeing demonstrated by:   * qualitative data from pupil voice, parent surveys and teacher observations of well-being and involvement   Equal access enrichment activities demonstrated by;   * Ensure participation of disadvantaged children in after-school clubs. * Currently 29 after-school club sessions are funded for PP children. * 61% off PP children accessed an after school curriculum club in the autumn term 2022. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **in 2022.23** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,794

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Implementation of Little Wandle Letters and Sounds Revised Programme**  **Phonics Action Plan implemented effectively** | **EEF Teaching and Learning Toolkit evidence-Phonics;**  Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.  Phonics has a positive impact overall (+5 months) and is an important component in development of early reading skills, particularly from disadvantaged backgrounds. | 1,2 |
| **Word Aware**  **Early Word Aware** **CPD**  Embedding systematic approach to teaching vocabulary across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time. | **- Word Aware evidence research ‘Thinking, Talking’**  Promotes vocabulary development of all children and is of particular value for those who start at a disadvantage through a structured whole school approach.  Word Aware has been developed by combining up to date research with extensive classroom practice.  Effective and time efficient method.  **EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations;**  Prioritise the development of communication and language.  Develop pupils’ speaking and listening skills and wider understanding of language  Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions  **EEF Improving Literacy-Supporting oral language development October 2021;**  Evidence shows the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is to be more important than the quantity. (2017)  [Preparing for Literacy | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years)  [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  DFE Reading Framework | 1,2,4 |
| **Quality First Teaching CPD**  Staff training looking at Ofsted grade descriptors about quality of education.  What does good teaching and learning look like?  Teaching and Learning Handbook reviewed  Develop consistent strategies for staff to support children to know and remember more. | **EEF Teaching and Learning Toolkit evidence-Metacognition and self-regulation;**  Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective (+7 months).  Evidence suggests that disadvantaged pupils are less likely to use meta cognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of meta cognitive and self-regulatory strategies could encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges for themselves in the future.  [Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=metacognition)  **EEF Teaching and Learning Toolkit evidence-Feedback;**  Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).  Effects are high across all curriculum subjects; with slightly higher effects in Maths and Science  Low attaining pupils benefit more from explicit feedback than higher attainers. | 1,2,4 |
| **Developing PP leadership**  *Making the Difference for Disadvantaged Pupil*  *Derby Research Schools training*  **Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.** | **EEF Putting Evidence Work – School’s Guide to Implementation;**  Treat implementation as a process, not an event; plan and execute it in stages.  Create a leadership environment and school climate that is conducive to good implementation. Define the problem you want to solve and identify appropriate programmes or practices to implement.  Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> | 1,2,  4,5 |
| **Principles into Practice and child development CPD** | **Julien Grenier-Principles into Practice**   * The Best for Every Child * High Quality Care * The Curriculum * Pedagogy * Assessment * Self-Regulation * Partnership with Parents   <http://development-matters.org.uk/wp-content/uploads/2020/10/Working-with-the-revised-Early-Years-Foundation-Stage-Principles-into-Practice-.pdf> | 1,2,4 |
| **Continuous provision-training for subject leaders to monitor and improve the quality of learning environment.** | **EEF Metacognition and Self-Regulated Learning**  Teachers should acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge  Explicitly teach pupils how to organise and effectively manage their learning independently  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition> | 1,2,4 |

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

Budgeted cost: £53,295

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Class teacher is responsible for deploying all support staff and students/volunteer effectively**  **Teaching assistants**   * **know who to target and how** * **know ‘end points’**   **Speech and Language Interventions;**   * **Early Talk Boost** * **Talk Boost** * **Speech Link** * **Language Link**   Targeted deployment of teaching assistants  Where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.  *ETB 90 hours intervention plus 54 hours assessment*  *TB cost 1620 hours intervention plus 486 hours assessment*  *Speech and Language Link package*  *Speech Link and Language Link*  *228 hours assessment*  *Speech Link and Language Link*  *931 hours intervention* | **EEF Making Best Use of Teaching Assistants;**  Teaching assistants should not be used as an informal teaching resource for low attaining pupils.  Use TAs to deliver high quality one-to-one and small group support using structured interventions.  Adopt evidence-based interventions to support TAs in small group and one-to-one instruction.  Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.  [Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)  **EEF Teaching and Learning Toolkit evidence-Small group tuition;**  Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact  Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. (+4 months) impact.  Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds  **EEF Teaching and Learning Toolkit evidence-Oral language interventions;** Oral language interventions supported or led by trained teaching assistants have broadly similar impact as those by teachers  Impact of oral language interventions is approximately an additional 6 months progress over the course of a year. Early years is +7months.  Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.  Language interventions with frequent sessions (3 times a week or more) over a sustained period may have a larger impact, overall.  Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with their peers, particularly when provided one-to-one.  <https://ican.org.uk/media/2928/tb-data-statements-0311.pdf>  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  **EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations;**  Prioritise the development of communication and language.  Use high quality targeted support to help struggling children.  Small group support is likely more effective when the children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere.  [Preparing for Literacy | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years)  [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  **Early Talk Boost evaluation evidence ‘I Can’ 2015**  Evidence-based targeted intervention aimed at 3–4 year old children with delayed language development, boosting their language skills to help narrow the gap between them and their peers.  Children make statistically significant progress in their early language development.  On average, children make six months’ progress after the nine-week intervention, helping them to narrow the gap between them and other children their age. This is twice the rate of progress of children not having the intervention.  95% of parents felt that Early Talk Boost had made a difference to their children’s language and communication. Parents felt they had learnt something by being involved in the programme, and would change how they talked to their child.  76% of children said that they were happy telling stories (compared with 31% before the intervention).  Samples of children’s talking showed they used longer and more complicated sentences.  After Early Talk Boost training, all early years practitioners surveyed felt more confident in supporting children’s language, and 94% said it would change the way they worked.  **Talk Boost evidence research ‘I Can’ 2015**  Boosts the language and communication skills of children who have not had the opportunity to develop their language skills either through lack of good language models or because they have EAL.  Evidence shows statistically significant results to show on average, children made between 9-18 months progress in language levels over the 10 week period.  Children who have intact language learning ability but who have not had the opportunity to develop their language benefit most from Talk Boost KS1. | 1,2,4 |
| **Literacy interventions;**  **Little Wandle ‘Keep Up’ and ‘Catch Up’ intervention**  **Launchpad To Literacy**  **Pre-teach to support maths whole class teaching**  **School Led Tutoring**   * **KS1 PP children** * **Group size 6** * **Minimum 15 hour package per child**   Targeted deployment of teaching assistants  (including two trained School Led Tutors)  Targeted deployment of Academic Mentor  *School contribution to ‘School Led Tutor’ allocation*  *School contribution to ‘Academic Mentor’ allocation*  *Launchpad To Literacy Toolkit* | **EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations;**  Effectively implement a systematic phonics programme.  Use high quality structured interventions to help pupils who are struggling with their literacy.  Small group support is likely more effective when the children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere.  [Preparing for Literacy | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years)  [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  **Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best;** how to ensure learning stays in children’s long term memory and how best to enable children to apply their learning to become highly competent readers.  <https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/05/LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL.pdf>  Application of phonics to reading using matched decodable books guidance.  <https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-EXTERNAL.pdf> | 1,2,4 |

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

Budgeted cost: £44,868

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Well-being and involvement- CPD**  **Zones of Regulation**  **Emotion Coaching**  **Andrew Black-Art of being Brilliant**  **CPD**  **Emotional Literacy Support Assistant training programme**  **Leuven Scales**  **Boxall Profile**  **assessment informs teaching and intervention** | **EEF Teaching and Learning Toolkit evidence- Social and emotional learning;**  Social and emotional learning approaches have a positive impact (+4 months) additional progress in academic outcomes over the course of a year.  Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores  Evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils  [Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term)  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 achievement.  One of the major advantages of The Leuven Scale is that it is observation based, and puts the child at the centre of their own learning. Observation based teaching has been shown time and time again to be the most effective method of teaching. By focussing on the child, and their mental, social and emotional wellbeing, the Leuven Scale ensures that the approach doesn’t fall into the trap of being a ‘one size fits all’ pedagogical method that can be blanket applied to every child. It forces practitioners to be adaptive and reactive to a child’s needs. | 1,2,4 |
| **Learning Mentors**  Identifying and supporting disadvantaged and vulnerable families through regular face to face engagement and working closely with social care and health professionals | **EEF Parental Engagement**  The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.  By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 1,2,3,  4,5 |
| **Learning Mentors leading lunchtime provision**  **Children are mostly supported by our TA team over lunchtime** | **EEF Improving Behaviour in Schools**   * Know and understand pupils and their influences * Teach learning behaviours alongside managing misbehaviour * Use simple approaches as part of routine * Whole School approach   <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> | 1,4 |
| **Attendance Leader** monitoring attendance weekly, working closely with Safeguarding Champions and EWO to proactively challenge poor attendance.  **Clearly identified Attendance Action Plan effectively implemented** | **EEF Attendance Interventions Rapid Assessment Evidence;**  Poor school attendance is a significant problem in the UK. In 2019/20, it was reported as 4.9% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).  However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. | 1,2,3,  4, |
| **Develop extended leadership team roles:**  **Personal Development Leader**  **Behaviour and Attitudes Leader**  **Safeguarding Lead Teacher** | **EEF Improving Behaviour in Schools**   * Know and understand pupils and their influences * Teach learning behaviours alongside managing misbehaviour * Use classroom management strategies to manage behaviour * Use simple approaches as part of routine * Tailor targeted approaches to meet the needs of individuals in our school * Whole School approach   <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> | 1,2,3,  4,5 |
| **Link 2 ICT package to identify PP children** | **EEF Using Pupil Premium**  **Identifying children eligible for Pupil Premium** | 1,2,3  4,5 |
| **Wider curriculum opportunities through after-school curriculum club offer which includes sport and music. Funded enrichment opportunities for PP children**  **Discreet support with uniform and educational visits where appropriate.** | **EEF Life Skills and Enrichment**  Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment> | 5 |

**Total budgeted cost: £ 113,957**

# 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.

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| Key Findings from 2021.22   * Internal assessment information demonstrates disadvantaged children making good progress from their starting points. * Staff are ambitious so that disadvantaged children achieve the best possible outcomes.  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Reception Good Level of Development** | | **School**  **2022** | **LA**  **2022** | **NCER National**  **2022** | **School**  **2021** | **School**  **2019** | | **FSM** | 17 children (27%) | **53%** | 51% | 49% | 32% | 58% |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year 1 Phonics Screening Check** | | **School** | **LA** | **EM Regional** | **School**  **2021** | **School**  **2019** | | **FSM** | 22 children (31%) | **41%** | 63% | 62% | 54% | 58% |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Year 2 Expected Standard or above**  **2022** | | | **School**  **2022** | **LA** | **NCER National** | **School**  **2021** | **School**  **2019** | | **FSM** | **Reading** | 29 children (33%)  *National Disadvantaged 19%* | **55%** | 51% | 52% | 75% | 61% | | **Writing** | **52%** | 40% | 41% | 64% | 64% | | **Mathematics** | **55%** | 55% | 52% | 68% | 64% | | **RWM** | **48%** | 38% | 37% |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Early Talk Boost and Talk Boost**  **2022** | | **School**  **2022** | **School**  **2021** | **School**  **2019** | | **FSM** | 35 children | **21% rise is scores** | **32% rise in scores** | **16% rise in scores** | | **NON FSM** | 52 children | **21% rise is scores** | **20% rise in scores** | **26% rise in scores** |  |  |  |  |  | | --- | --- | --- | --- | | **Read It Write It**  **2022** | | **Reading**  **Progress** | **Spelling**  **Progress** | | **FSM** | 10 children | **+5 months** | **+7 months** | | **NON FSM** | 16 children | **+15 months** | **+7 months** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Attendance Data 2021-2022** | **Whole School** | **Reception** | **Year 1** | **Year 2** | | **Attendance** | 91% | **93%** | **91%** | **90%** | | **PP Attendance** | 89% | **92%** | **86%** | **89%** | | **PP Persistent Absence** | 34% | **28%** | **45%** | **29%** | |

## 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*

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| Programme | Provider |
| Little Wandle Letters and Sounds Revised Programme | Wandle and Little Sutton English Hub |
| Early Talk Boost | I Can |
| Talk Boost | I Can |
| Speech Link | Speech Link |
| Language Link | Speech Link |
| Launchpad for Literacy | Kirstie Page |