

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 academic years) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Wroxall Primary School
Number of pupils in school	130 (September 21) 129 (September 22)
Proportion (%) of pupil premium eligible pupils	25% (32 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was first published	1 <sup>st</sup> November 2021
Date on which it will be reviewed	July 2022 and annually thereafter
Statement authorised by	Lynn Torrance (Headteacher)
Pupil premium lead	Bradley Price (Inclusion Lead)
Governor / Trustee lead	Richard May

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,970 (21-22) £45,705 (22-23)
Recovery premium funding allocation this academic year	£3,770 (21-22) £1,885 (22-23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,740 (21-22) £47,590 (22-23)

## Part A: Pupil premium strategy plan

### Statement of intent

To improve attainment and progress for all children within school, and in particular pupil premium children, enabling them to make progress in line with their peers and national expectations, ultimately reducing the attainment and progress gap which is currently evidenced within school.

To increase attendance rates for pupil premium children, ensuring that these are at least in line with the school target and non-pupil premium children within school.

To ensure that a robust phonics teaching programme is in place within school in order to improve children's ability to use and apply phonics skills when blending for reading and segmenting for spelling. To increase the number of children achieving their phonic screening check at the end of Year 1, and those who retake in Year 2 so that children are attaining at least in line with national expectations.

To develop and improve the school's approach to the teaching and learning of maths ensuring that it is rooted in a deep understanding of how children learn most effectively using a concrete, pictorial, abstract approach and closely linked to the school's agreed principles for teaching and learning.

To ensure that, in line with the school's Teaching and Learning Principles, staff use evidence-based teaching strategies as identified by Rosenshine's 10 principles and EEF's Guidance Reports, ensuring that the right things are taught to the right children, in the right way, and at the right time.

To ensure that there are sufficient, quality resources for reading, phonics and maths within school and staff are trained effectively in order to enable the teaching to be impactful for all children.

To ensure that reading is taught consistently and progressively so that children quickly develop fluency and comprehension skills, developing an enjoyment of reading and ultimately using reading to support their learning.

To ensure that the school has a successful system in place for tracking attainment and progress across the school and is able to use the data effectively to identify children falling behind and address areas for improvement.

To continue to develop the effective work already embedded within school with developing social, emotional and mental-health awareness. In particular, supporting children with co and self-regulation strategies, enabling them to effectively manage emotions and be able to engage effectively with teaching and learning. The school will join the Attachment and Trauma Aware Schools programme in 2022.

To use ongoing Assessment for Learning effectively to identify any misconceptions and gaps in learning through effective planning, teaching and assessment. Use school agreed approaches to feedback, marking, planning and assessment effectively to ensure the right things are taught to the right children in the right way and at the right time. Use planned interventions from class teachers and school-led tutor to support the children who have fallen furthest behind and increase the number of children on-track to achieve ARE.

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Children not attaining in line with national expectations for phonics at the end of Year 1 and Year 2 due to there not being a robust phonics programme in place within school. The impact of reduced phonics knowledge and understanding on Reading and Writing levels for children in KS1 and KS2.</i></p> <p>2022 review – This remains an area of priority. In June 2022, the pass mark was below National Average, 54% (7/13), PP 20% (1/5). Children continued to make additional progress when re-tested in July but continuing to embed the school’s phonics programme and maintaining high expectations for all children to attain is key.</p>
2	<p>Inconsistent understanding and use of effective teaching and learning principles within school in the last few years, resulting in reduced attainment and progress for children in line with national expectations across the school.</p> <p>2022 review – Teaching and learning principles are now in place across the school. Further work took place as part of monitoring during 2022 to revise the school’s approach to feedback and marking, ensure all lessons are underpinned by clear Learning Intentions and Success Criteria, AfL consistently informs next steps in teaching and learning and prior learning is re-visited. The school’s agreed ‘non-negotiables’ for supporting children with additional needs was also revised and shared with all staff. Clear systems and approaches are now in place across school and need to be embedded during 2022-23.</p>
3	<p>Formative and summative assessment has not yet been used consistently in order to identify and address misconceptions and gaps in knowledge and understanding.</p> <p>2022 review – as above work has taken place to address these inconsistencies. Maintaining high expectations for all to achieve, particularly the most vulnerable, will be a priority for 2022-23.</p>
4	<p>The impact of social, emotional wellbeing and mental health on children and families. The associated impact on behaviour, behaviour for learning and attendance.</p> <p>2022 – there has been a significant improvement with understanding and supporting social and emotional development, leading to significantly improved</p>

	behaviour for learning. The school will take part in the ATAS programme in 2022-23 in order to further improve this.
5	<p>Developing the EYFS learning environment in order to ensure it is equipped to support children's learning development; academically, physically, socially and emotionally, increasing the number of children achieving GLD.</p> <p>2022 – there has been a significant improvement to the physical environment with investment taking place in 2021-22. Continuing to ensure and enable challenge in all areas of the environment and the curriculum remains an area of focus for 2022-23.</p>
6	<p>Investment needed to effectively resource the school for curriculum learning, in particular: reading, phonics, maths and foundation subject resources.</p> <p>2022 update – investments have been made, particularly with phonics and reading resources. However, significant further resources investment is needed for reading, maths and foundation subjects to provide the resources needed to support the school's curriculum.</p>

## 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
<ul style="list-style-type: none"> <li>• New phonics programme to be embedded across Reception and Key stage 1, with all relevant staff having received paid-for training to deliver the phonics scheme effectively.</li> <li>• New phonically decodable reading books, carefully matched to the children's reading development, in place and being used effectively to improve reading attainment and progress in combination with the school's phonics programme.</li> <li>• Robust programme for the teaching and learning of reading in place and embedded across the school, including investment in individual and group reading texts, resulting in improved progress and attainment for all children, in-line with National expectations.</li> <li>• Systematic Phonics programme remains in place in KS2 for those children who have not attained the required level in KS1.</li> </ul>	<p>Phonic Screening results are at least in line with National Expectations.</p> <p>Reading results at KS1 and KS2 are at least in-line with National expectations.</p>

<ul style="list-style-type: none"> <li>● The school's agreed principles for Teaching and Learning (developed using Rosenshine's 10 principles and EEF's Guidance Reports) are in place across the school and used to ensure that the right things are taught to the right children, at the right time and in the right way.</li> <li>● Teaching and learning is inclusive and matches the needs of all children within lessons, leading to improved attainment and progress, in-line with national expectations.</li> <li>● Leaders and class teachers have a clear contextual understanding of need within classes and across the school, ensuring: <ul style="list-style-type: none"> <li>- truly inclusive classrooms where every child is challenged and supported in their learning</li> <li>- the learning needs of individuals are met</li> <li>- AfL is used consistently to ensure responsive teaching, with daily, ongoing assessment informing next steps in learning and teaching</li> </ul> </li> <li>● There are sufficient, quality resources available to support the teaching of reading, phonics, maths and the wider curriculum within school and staff are trained effectively in order to enable the teaching to be impactful.</li> </ul>	<p>Outcomes for children at KS1 and KS2 for Reading, Writing and Maths will be at least in-line with national expectations.</p>
<ul style="list-style-type: none"> <li>● There is a robust data tracking system in place within school, ensuring that formative and summative data is used effectively to identify and address gaps in knowledge and understanding for children.</li> <li>● Subject leads use data effectively to prioritise and address areas for development and hold teachers to account.</li> </ul>	<p>Assessment for learning, formative and summative assessment is used by all teachers and subject leads to inform and address next steps in learning.</p> <p>As a result of effective, targeted teaching, children make good progress and attainment gaps for all are reduced.</p>
<ul style="list-style-type: none"> <li>● Children are able to self-regulate their behaviour more consistently, resulting in improved engagement with lessons and reduced episodes of disruptive behaviour within school.</li> </ul>	<p>Reduction on the number of fixed-term suspensions and increased attendance.</p> <p>Consistent behaviour expectations and behaviour for learning evident within all aspects of school life.</p>

<ul style="list-style-type: none"> <li>● ATAS training is used effectively to support the needs of the most vulnerable children.</li> <li>● All staff have improved understanding of behaviour as a form of communication and effective behaviour management strategies such as Emotion Coaching and Restorative Justice are consistently in place.</li> </ul>	
<ul style="list-style-type: none"> <li>● All children are able to take a full and active part in school life and make progress in-line with or exceeding their starting points.</li> <li>● The attainment and progress gap for PP children in particular across the school is reduced.</li> </ul>	<p>The EYFS learning environment is resources effectively to support the needs of all children joining the school, especially PP children.</p> <p>After-school clubs and extracurricular activities are accessed consistently by PP children.</p> <p>The Family Liaison officer is able to engage with children and families as early as possible so that targeted support can be accessed or signposted in a timely way resulting in improved social, emotional and academic outcomes for children.</p> <p>Support for school uniform for PP children is readily available, ensuring that children do not feel marginalised.</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: £20,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Investment in a robust phonics programme, Song of Sounds, to improve the school's approach to phonics teaching and learning. Ensure that there are sufficient resources in school to support delivery of the programme, staff are confident with their understanding of how to teach phonics and all staff have high expectations for children to achieve, particularly the most vulnerable.</b></p> <ul style="list-style-type: none"> <li>● Support the strategy by providing additional CPD - delivered by school staff and the National College (£100)</li> <li>● Arrange visits to other schools to see effective phonics teaching in action. (Summer term '22) (£100).</li> <li>● Facilitate additional teacher and LSA time to enable interventions to be delivered to support the children who have fallen furthest behind (£4000)</li> <li>● Develop a whole school plan for the teaching and learning of reading with the support of LA advice, and ensure that this is successfully implemented (Summer term 22, Autumn term 22) £1000</li> <li>● Ensuring enough time and support is given over to allow for staff professional development and this is supported through coaching where appropriate.</li> </ul>	<p><b>1     EEF teaching and learning toolkit - Phonics</b></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><b>EEF Improving Literacy in Key Stage 1</b></p> <ul style="list-style-type: none"> <li>- Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</li> <li>- Effectively implement a systematic phonics programme</li> <li>- Teach pupils to use strategies for developing and monitoring their reading comprehension</li> </ul>	<p>1,6</p>

<ul style="list-style-type: none"> <li>● Provide time, and commit school funds, to enable subject lead to work with external advisory support from the LA to: monitor the effectiveness of the Phonics programme and reading policy; support the development of an improved approach to the teaching of reading; research and purchase additional resources and inform additional support. (£2000)</li> </ul>		
<p><b>Continuing to develop a consistent approach to Quality First Inclusive Teaching across the school by re-defining the school's teaching and learning principles.</b></p> <ul style="list-style-type: none"> <li>● Continue to invest in whole school CPD to develop effective teaching and learning principles with local authority support. Develop consistency of effective practice across the school, ensuring high expectations for all. Use ongoing leadership monitoring to assess the effectiveness of the principles in action, offering coaching, support and additional CPD as needed to identify and address inconsistencies (£2000)</li> <li>● Use CPD and revise and embed the school's Principles of Effective teaching and learning, ensuring these are understood and followed by all staff. Use ongoing monitoring, support and challenge to ensure that all lessons are part of clear learning journeys, in line with the school's curriculum policies, and are underpinned by clear LIs and S/C so challenge is appropriate for all learners. Clear use of the school's agreed responsive daily assessment and planning format for English and maths should be in place to ensure that AfL informs all lessons. Ongoing monitoring by subject leads. (£1000)</li> </ul>	<p><b>Rosenshine's Principles of Effective Teaching and Learning</b></p> <p><b>EEF teaching and learning toolkit</b></p> <p><b>Metacognition</b> and self-regulation  <b>This approach</b> to teaching supports pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning</p> <p>metacognition – often defined as 'learning to learn'; and</p> <p>motivation – willingness to engage our metacognitive and cognitive skills.</p> <p>Teachers modelling their own thinking to demonstrate metacognitive strategies and provide opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.</p> <p>Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.</p> <p><b>EEF Guidance for Special Educational Needs in Mainstream Schools:</b></p>	<p>1,6</p>

<ul style="list-style-type: none"> <li>● Ensure enough time, support and financial commitment is given over to allow for staff professional development, including attending subject lead CPD and work with external advisors. (£3000).</li> <li>● Enable time and funding for subject leads to provide coaching support for colleagues where needed.</li> <li>● Continue to invest in and develop the role of LSAs within classrooms, ensuring that teaching supports rapid improvement and also encourages independence through a responsive teaching model.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a positive and supportive environment for all pupils without exception</li> <li>- Build an ongoing, holistic understanding of your pupils and their needs</li> <li>- Ensure all pupils have access to high quality teaching</li> <li>- Complement high quality teaching with carefully selected small-group and one-to-one interventions</li> <li>- Work effectively with teaching assistants</li> </ul> <p><b>EEF guidance report - Teacher Feedback to Improve Pupil Learning</b></p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task; the process of the task the student's management of their learning or self-regulation. The following should be considered:</p> <ul style="list-style-type: none"> <li>- Lay the foundations for effective feedback - High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</li> <li>- Deliver appropriately timed feedback that focuses on moving learning forward</li> <li>-</li> </ul> <p><b>EEF guidance report - Improving Mathematics in Key Stage 2</b></p> <ul style="list-style-type: none"> <li>- Use assessment to build on pupils' existing knowledge and understanding</li> <li>- Use manipulatives and representations</li> <li>- Teach pupils strategies for solving problems</li> <li>- Enable pupils to develop a rich network of mathematical knowledge</li> </ul>	
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<p><b>Effective use of formative, summative and prior data in order to maintain high expectation for all to achieve, inform teaching and learning and ensure that expectation for all are high, particularly the most vulnerable children.</b></p> <p>Continue to develop and use a robust and responsive data and assessment tracking system for the school, Sonar (£1000).</p> <p>Ensure that all teachers and leaders are using data, in combination with ongoing AfL to ensure that expectations for all children are high, particularly the most vulnerable children.</p> <p>Ensure that leaders and teachers particularly focus on the needs of children who have PP and SEND to ensure that they make progress to narrow the attainment gap.</p> <p>Ensure that sufficient staff CPD is provided so that all teachers and leaders can use the system:</p> <ul style="list-style-type: none"> <li>- to track formative and summative attainment and progress</li> <li>- Identify individuals and groups who are off-track</li> <li>- Use prior attainment data to set targets</li> <li>- Inform next steps in teaching and learning.</li> </ul> <p>Use the system robustly to identify trends, common misconceptions and highlight children who need additional targeted support. This information will be used by teachers and leaders to inform pupil progress meetings and ongoing support.</p> <ul style="list-style-type: none"> <li>- Continue to invest in diagnostic and intervention materials, such as DST and Lucid Working Memory assessment programmes and Nesy, Numberbox intervention programmes. Use the materials</li> </ul>	<p><b>See Feedback guidance report evidence as above.</b></p>	<p>3</p>
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to identify and address barriers to learning. (£1000).		
<p><b>A wide range of social, emotional and mental health support strategies are consistently in place in order to help children to self-regulate behaviour, consistently, resulting in improved engagement, attainment and progress with lessons and reduced episodes of disruptive behaviour within school.</b></p> <p>School to actively participate in the ATAS programme, used the knowledge gained to effectively to support the needs of the most vulnerable children in school.</p> <p>All staff have improved understanding of behaviour as a form of communication and effective behaviour management strategies such as Emotion Coaching and Restorative Justice are consistently in place.</p>	<p><b>Attachment and Trauma Aware School research and training programme (ATAS).</b></p>	4

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

Budgeted cost: £19,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Tutoring and Keep-up, Catch-up Support</b></p> <ul style="list-style-type: none"> <li>• Provide additional, timetabled opportunities for the Reception teacher to deliver keep-up, catch-up/intervention support for children in 1:1 and small group situations within KS1, enabling more children to attain in line with National Expectations by the end of Yr1 and KS1.</li> <li>• Continue to invest in the support of LSAs to deliver small groups and 1:1 intervention programmes to address barriers to learning and narrow the gap, particularly for vulnerable learners, using the</li> </ul>	<p><b>EEF Improving Literacy in Key Stage 1</b></p> <ul style="list-style-type: none"> <li>- Use high-quality structured interventions to help pupils who are struggling with their literacy</li> </ul> <p><b>EEF guidance report - Teacher Feedback to Improve Pupil Learning</b></p> <ul style="list-style-type: none"> <li>- Deliver appropriately timed feedback that focuses on moving learning forward</li> <li>- Carefully consider how to use purposeful verbal feedback</li> <li>- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when</li> </ul>	2

<p>school's agreed teaching and learning principles.</p>	<p>compared to some forms of written feedback.</p> <p><b>EEF teaching and learning toolkit</b></p> <p><b>Metacognition and self-regulation</b></p> <p>This approach to teaching supports pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>	
<ul style="list-style-type: none"> <li>Use School-Led tutoring as an approach to support children identified as being off-track to achieve ARE or Greater-Depth. Experienced KS2 teacher to be employed for one day per week to support intervention teaching and learning. 15 hours+ of tuition to be provided on a 1:1 or small group basis. Catch-up funding will be used to support 25% of the funding implication.</li> </ul>	<p>School-Led Tutoring guidance</p> <p>Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Tutoring can also help pupils to build resilience. Research shows that individual tuition builds pupils' confidence and provide opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p>	

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supporting children's social, emotional and mental health and engaging with families facing most challenges</b></p> <p><b>Improving the attendance of a few families with ongoing persistent attendance.</b></p> <ul style="list-style-type: none"> <li>Family Liaison Officer support for vulnerable children and families, tackling barriers to social,</li> </ul>	<p><b>EEF toolkit evidence</b></p> <p><b>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</b> The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to</p>	<p>4,5</p>

<p>emotional and mental health needs, learning and attendance.</p> <ul style="list-style-type: none"> <li>● Further understanding, development and use of co and self-regulation strategies to take place through the school's involvement in the ATAS programme. Support for vulnerable children to continue lead by the school's Inclusion lead, FLO and headteacher, including: <ul style="list-style-type: none"> <li>- social skills/co-regulation intervention groups (FLO)</li> <li>- use of the calming areas and room (FLO and class teachers)</li> <li>- school dog</li> <li>- bespoke meet and greet</li> <li>- individualised support programmes</li> </ul> </li> <li>● Continued use of strategies such as Zones of Regulation, Emotion Coaching and Restorative Justice across the school. Associated CPD for refresher and new staff training</li> <li>● Individualised support programmes/meet and greet.</li> </ul>	<p>children and young people even if it does not translate to reading or maths scores.</p> <p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Attachment and Trauma Awareness training (ATAS)  Emotion Coaching (CPD delivered by HIEPS)  Restorative Justice  Lego Therapy (CPD delivered by HIEPS)</p>	
<p><b>Developing and improving children's social skills, readiness to learn and engagement with school through the use of:</b></p> <ul style="list-style-type: none"> <li>● Funded access to breakfast club and after school enrichment activities for PP children.</li> <li>● Clear and easy to access support for parents for school uniform subsidies for PP children.</li> <li>● Enhanced structured breaktime activities, led by sports coach and LSAs.</li> <li>● continued support from bought-in external agencies such as HIEPS (allowing regular teacher consultations and staff CPD), specialist outreach support (advising on effective strategies to support individual children), Education and Inclusion and Hampshire Behaviour support services (to support the needs of individual children and staff CPD).</li> </ul>		4,5

<ul style="list-style-type: none"> <li>• access to social skills intervention groups run within school by FLO.</li> <li>• Access to an enhanced outdoor learning environment for children in both EYFS and the wider school through the development of an outdoor adventure play area.</li> <li>• Support for PP children to have equal access to school uniform through a requested subsidy and extra-curricular activities/school trips (50% of cost of trips met by school for PP children).</li> </ul>		
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**Total budgeted cost: £45,705**

## 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.

#### 1. Review: last year's aims and outcomes

Aim	Outcome
<p><b>Investment in a robust phonics programme, Song of Sounds, to improve the school's approach to phonics teaching and learning. Ensure that there are sufficient resources in school to support delivery of the programme, staff are confident with their understanding of how to teach phonics and all staff have high expectations for children to achieve, particularly the most vulnerable.</b></p>	<p>2022 review – This remains an area of priority. In June 2022, the pass mark was below National Average, 54% (7/13), PP 20% (1/5). Children continued to make additional progress when re-tested in July but continuing to embed the school's phonics programme and maintaining high expectations for all children to attain is key.</p> <p>Children in Year 1 and 2 had not had access to a robust phonic programme during previous years. Phonics progress for many of the children in Reception is strong with some already attaining the pass mark for the end of Yr1 PSC.</p>
<p><b>Develop a consistent approach to Quality First Inclusive Teaching across the school by re-defining the school's teaching and learning principles.</b></p>	<p>Teaching and learning principles are now in place across the school. Further work took place as part of monitoring during 2022 to revise the school's approach to feedback and marking, ensuring all lessons are underpinned by clear Learning Intentions and Success Criteria, AfL consistently informs next steps in teaching and learning and prior learning is re-visited. The school's agreed 'non-negotiables' for supporting children with additional needs was also revised and shared with all staff.</p> <p>Monitoring during the academic year has shown that these principles are not yet securely and consistently embedded across the school, although improved progress has been evidenced in the summer term 2022.</p> <p>The end of year data for 2022 evidences that progress and attainment for all children and in particular PP children is not good enough and not in line with national expectations. There remains a significant gap which needs to be addressed in 2022-23</p>

<p><b>Effective use of formative, summative and prior data in order to inform teaching and learning and ensure that expectation for all are high, particularly the most vulnerable children.</b></p>	<p>As above, although the infrastructure to track progress and attainment, the use of AfL to inform next steps and school agreed approaches to feedback, marking, planning and assessment is now in place within school, this is not yet having a consistent impact in all lessons and all year groups.</p> <p>Maintaining high expectations for all children to achieve, in particular the most vulnerable children and those in the SEND and PP group remains a key area for improvement in 2022-23.</p> <p>Ensuring challenge is evident in all lessons will be key.</p>

## 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
None used in 2021-22	

## Further information (optional)

As detailed in the strategies for 2021-23. The school will continue to engage with the School-Led Tuition Programme. Funding from this grant will be used to employ an experienced KS2 teacher for one day per week to provide individual and small group tuition to address identified misconceptions and gaps in learning.

This approach proved very successful in 2021-22, particularly with building pupil confidence, identifying and addressing barriers to learning. Accelerated progress for a number of Yr6 children was achieved in the summer term, although it was not enough to ensure children achieved EXS. Internal data, prior attainment data and pupil progress meetings will be used to identify children for tuition in 2022-23.