

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Branfil Primary School
Number of pupils in school	601
Proportion (%) of pupil premium eligible pupils	11% (68 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	March 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Natalie Sansom, Headteacher
Pupil premium lead	Natalie Metcalfe, Assistant Headteacher
Governor / Trustee lead	Derek Moody, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,430
Recovery premium funding allocation this academic year	£4568
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,998

Part A: Pupil premium strategy plan

Statement of intent

Everyone Learning Together

Our intention is to encourage, challenge and support every child, particularly those who are disadvantaged, to develop a broad range of skills, knowledge, talents, interests and values to enable them to move onto Secondary School with the confidence and motivation to aim high and achieve personal success.

We will consider the challenges faced by vulnerable pupils, such as those who have challenging home lives. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged.

Quality first teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. Targeting wellbeing and mental health issues is a priority to enable pupils to access learning and close the attainment gap.

Our strategy is also integral to wider school plans for education recovery following the pandemic, together with closing the attainment gap for pupils whose education has been most effected.

Our approach will be responsive to common challenges and individual needs. Areas of focus will be identified by the analysis of evidence before research-based strategies are implemented. To ensure they are effective we will:

- Equip staff with the support, understanding and resources to be confident in setting high expectations and taking the responsibility for disadvantaged pupils' outcomes
- ensure there are systems in place for the early identification of need
- ensure children are supported and challenged to achieve personal success

Challenges

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

Challenge number	Detail of challenge
1	Attendance for September 2021-February 2022 is 1.4% lower among disadvantaged pupils compared to non- disadvantaged pupils.

	11% of the school population who are persistently absent are Pupil Premium. This equates to 22% of our Pupil Premium children being classed as persistently absent.
2	<p>Observations and surveys have identified social, emotional and mental health needs for many pupils, particularly as a result of COVID-19. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals and survey results have shown the number of children requiring support has increased. There are currently 58 children on the school mental health register which is 10% of our school population. A graduated approach of support is provided. 24% of children on the school's mental health register, and therefore receiving additional support, are Pupil Premium. This includes children who are post – looked after children, looked after children and children on 'child in need' plans.</p>
3	<p>For a number of years, speech and language screening and assessments have identified a high number of children performing well below the expected level on entry into Reception. In September 2021, 31% of children were working below the expected level of development in listening, attention and understanding and 38% of children were working below the expected level of development for speaking. 2 of the 3 pupil premium children in Reception were not meeting the expected level of development in these areas on entry to Reception.</p> <p>These areas of need have a negative impact on their ability to access the breadth of the EYFS and National Curriculum on an ongoing basis. Evidence shows us that disadvantaged pupils are exposed to far less vocabulary than non-disadvantaged peers, which can be a barrier to them accessing learning.</p>
4	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have less proficiency in phonics than their peers. This negatively impacts their development as early readers and their progress in both reading and writing as they move through the school.</p> <p>Autumn 2021 Year 1 reading data showed 89.8% of non-Pupil Premium children are meeting age related expectations compared to 42.9% of Pupil Premium children. Similarly, in Year 2 76.3% of non-Pupil Premium children are meeting age related expectations compared to 55.5% of Pupil Premium.</p>
5	Internal and external (where available) assessments indicate that in KS1 and KS2 maths and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

	<p>Autumn 2021 Data shows that 40.9% of PP children are meeting age related expectations in Reading compared to 71.6% of non-pupil premium children. Variance of 30.7%.</p> <p>Autumn 2021 Data shows that 22.7% of PP children are meeting age related expectations in Writing compared to 53.8% of non-pupil premium children. Variance of 31.1%.</p> <p>Autumn 2021 Data shows that 45.4% of PP children are meeting age related expectations in Maths compared to 71.3% of non-pupil premium children. Variance of 25.9%.</p> <p>There has been a consistent picture over time of underperformance of PP children compared to non- PP children. Disadvantaged pupils' engagement with remote learning during the COVID-19 school closures varied resulting in many disadvantaged children's attainment being further below that of their non-disadvantaged peers, despite school efforts to support engagement or attendance at school.</p>
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Intended outcomes

This explains the outcomes we are aiming for by the end of 2024-2025 and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustain high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0.2% the percentage of all pupils who are persistently absent being broadly in line with the national average of 10% and the figure among the disadvantaged pupils being no more than 12%.
To improve and sustain improved mental health and well-being for all pupils, particularly disadvantaged pupils.	<p>Sustained high levels of mental health and well-being by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> quantitative data from Rising Stars Wellbeing Survey ELSA progress data shows an improvement

	<ul style="list-style-type: none"> • Parental questionnaires
To improve speech, oral language and vocabulary skills among disadvantaged pupils.	<p>Sustained high levels of speech, oral language and vocabulary skills by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Assessment by speech and language link • Speech and language caseload • EYFS communication and language data • Progress in phonics and reading
To improve phonics acquisition, reading and writing attainment among disadvantaged pupils and non-disadvantaged pupils.	<p>Sustained high levels of attainment in phonics, reading and writing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • EYFS attainment in word reading and writing to be in line with national average for non-disadvantaged and disadvantaged pupils • Yr2/6 attainment in reading and writing at least in line with national average for non-disadvantaged and disadvantaged pupils • Year 1 and Year 2 phonics screenings to be at least in line with national average for non-disadvantaged and disadvantaged pupils
To improve maths attainment among disadvantaged pupils and non-disadvantaged pupils.	<p>Sustained high levels of attainment in maths by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • EYFS attainment in Number, Shape and Space to be at least in line with national average for non-disadvantaged and disadvantaged pupils • Year 4 Times Tables check for non-disadvantaged and disadvantaged pupils • Year 2 SATS results to be at least in line with national average for non-disadvantaged and disadvantaged pupils • Year 6 SATS results to be at least in line with national average for non-disadvantaged and disadvantaged pupils

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: £ 1480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of teaching and learning handbook and in particular our High Impact Teaching (HIT) strategies. This will include the development of retrieval strategies and reflective practise.	<p>Learning is at least in part defined as a change in long-term memory. As Sweller and others have pointed out, 'if nothing in the long-term memory has been altered, nothing has been learned', although there are, of course, other aspects to learning. It is, therefore, important that we use approaches that help pupils to integrate new knowledge into the long-term memory and make enduring connections that foster understanding.</p> <p>Retrieval practice strengthens memory and makes it easier to retrieve the information later</p> <p>EIF Summary of Research (2019)</p>	4,5
Ongoing support, development and staff training for our 'no marking' feedback policy to develop metacognition skills amongst our pupils.	<p>Feedback approaches have consistently high levels of impact, with pupils making an average of six months' additional progress.</p> <p>Feedback Education Endowment Foundation EEF</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>Metacognition and self-regulation Education Endowment Foundation EEF</p>	4,5

<p>Use of standardised testing to support accurate assessment of children's attainment and progress. Teachers will be given training to ensure the delivery of assessments are accurate.</p> <p>Internal and external moderation of writing to enable accurate assessment. Staff will be put forward for training to become KS1 and KS2 writing moderators to practice making clear and fair judgments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	4,5
<p>Maintain the quality of delivery of our RWI Phonics scheme through monitoring the impact.</p> <p>(£800 training and development, £600 resources, £80 online subscription)</p>	<p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4,5

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

Budgeted cost: £ 61,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of Lexplore Reading Assessment and Lexplore Intensive reading intervention Yr2-6 to enable accurate tracking of progress and the</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Lexplore is currently seeking to become a DfE validated systematic phonics</p>	4,5

<p>impact of reading intervention. £3000 (subscription and resources) £38,500 (staffing)</p>	<p>programme. Lexplore has been developed from 30 years of research on eye movements. Lexplore Intensive follows a precision teaching approach which is strongly evidenced as being effective to support disadvantaged readers.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading Comprehension Strategies can support pupils making an average of six months' additional progress.</p> <p>Reading Comprehension Strategies Education Endowment Foundation EEF</p>	
<p>Implementation of intervention to support children whose education has been most impacted by the pandemic. £4500 Yr6 Boosters £2500 Teacher –led Boosters £4568 Recovery support</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4,5
<p>Continuation of private Speech and Language Therapy (SALT) Programme to support direct work with children and support staff to deliver NHS SALT programmes. £7500</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3,4,5
<p>Purchase of speech and language Link Subscription to enable screening of children on entry and biannual tracking of children who did not meet</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3,4,5

the required standard. Intervention resources provided by the product will enable suitable targeted intervention. £268		
Purchase of Sumdog online maths, grammar and spelling intervention subscription. £900	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.</p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>Individualised Instruction Endowment Foundation EEF</p>	4,5

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

Budgeted cost: £ 45,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to monitor children	The DfE guidance has been informed by engagement with schools that have	1,4,5

absent or persistently absent, then follow up with families, helping them to overcome difficulties attending school. £2932	significantly reduced levels of absence and persistent absence. Improving School Attendance.	
Support for PP children's participation on Year 6 Residential trip. £1750	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>This can provide pupils with up to 1 months' additional progress, similar to that seen from literacy and numeracy support.</p> <p>Physical Activity Education Endowment Foundation EEF</p>	1,2
Continuation and development of Forest School programme to support pupil wellbeing, including targeted support for disadvantaged pupils. £2000 (development and resources) £1,100 (training including paediatric first aid) £10,000 (cover to release teachers to lead forest school)	<p>Outdoor Adventure Learning intervention provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>Outdoor Adventure Learning Education Endowment Foundation EEF</p>	1,2,4,5

Continued delivery of Emotional Literacy Support Assistance (ELSA) programme for disadvantaged and vulnerable pupils. £10,000	<p>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.</p> <p>Social and Emotional Learning Education Endowment Foundation EEF</p>	1,2,4,5
Continued support by the Behaviour, Family and Pupil Support Worker to enable children to be in a positive place to learn and thrive. £10,000	<p>Parental Engagement approaches have consistently high levels of impact, with pupils making an average of four months additional progress. This includes supporting parents with how they can support their children at home and intensive support for families in crisis.</p> <p>Parental Engagement Education Endowment Foundation EEF</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,4,5
Planning and support time for AHT/ SENCo to lead, co-ordinate and monitor the implementation of internal and external support for disadvantaged pupils. £8000	<p>Education Endowment Foundation Research identifies a golden thread of the importance of regular monitoring and evaluation of the strategies employed to ensure that children achieve the best possible outcomes from intervention and support.</p> <p>The new Education Inspection Framework, SEN Code of Practice and guidance for Designated Person for Looked After Children also explains the importance of schools working carefully with families, governors and external agencies to best support vulnerable and disadvantaged pupils and their families.</p>	1,2,4,5

Total budgeted cost: £ 108,998

Part B: Review of the Previous Academic Year

Data Analysis of Pupil Attainment

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

EYFS (Reception) Outcomes

End of Year (2022-2023) Reception Data demonstrated that disadvantaged children outcomes were below non-disadvantaged children. Due to the small number of disadvantaged children in Reception (8 out of the 73 pupils) it is important to note that more disadvantaged children achieved a Good Level of Development (GLD) and expectations for reading, writing and maths than did not. National data is not available until 30 November 2023.

EYFS end of year results show that 73.1% of non- disadvantaged children achieved a Good Level of Development (GLD) compared to 62.5% of disadvantaged children (5 out of 8 children).

EYFS end of year results show that 83.6% of non- disadvantaged children met the expected level for reading compared to 62.5% of disadvantaged children (5 out of 8 children).

EYFS end of year results show that 80.6% of non- disadvantaged children met the expected level for writing compared to 75% of disadvantaged children (6 out of 8 children).

EYFS end of year results show that 88.1% of non- disadvantaged children met the expected level for maths compared to 62.5% of disadvantaged children (5 out of 8 children).

Year 1 and Year 2 Phonics Screening Outcomes

June 2023 Year 1 Phonics Screening data demonstrated that Branfil outcomes (80.3%) were above National outcomes (79%). The outcomes for Branfil disadvantaged children (75%) were above national results (67%).

June 2023 Year 1 Phonics Screening data demonstrated that disadvantaged children (75% pass) performed below that to non-disadvantaged children (80.3% pass) in the Year 1 phonics check. Due to the small number of disadvantaged children in Year 1 (3 out of the 74 pupils) it is important to note that 2 out of the 4 disadvantaged pupils met the expected standard and one child was disallowed (this child joined Branfil mid-way

through Year 1 and could not access the assessment). The child who did not meet the expected standard is new to English and had only been attending the school 3 weeks prior to the check.

June 2023 Year 2 Phonics Screening data demonstrated that Branfil outcomes (91.2%) is above National outcomes (89%).

June 2023 Year 2 Phonics Screening data demonstrated that 76% of pupils (19 children) who re-sat the screening met the expected standard. Out of the 6 children who did not meet the expected standard 4 of these children were disadvantaged. This means that 4 out of the 8 disadvantaged children in this cohort in total have met the expected standard for phonics by the end of Year 2.

Key Stage One Outcomes

KS1 (2023) results show that overall more Branfil pupils achieve the expected standard in reading, writing and maths than the national average. The outcomes for Branfil disadvantaged children were below the national outcomes for disadvantaged children in reading, writing and maths. Disadvantaged pupils' performance is below that of non-disadvantaged pupils in reading, writing and maths which is in line with the national picture.

KS1 (2023) results show that 76.2% of non- disadvantaged children met the expected level for reading compared to 28.6% of disadvantaged children (2 out of 7 children). No disadvantaged children were assessed at working at greater depth.

KS1 (2023) results show that 65.5% of non- disadvantaged children met the expected level for writing compared to 14.3% of disadvantaged children (1 out of 7 children). No disadvantaged children were assessed at working at greater depth.

KS1 (2023) results show that 77.4% of non- disadvantaged children met the expected level for maths compared to 42.9% of disadvantaged children (3 out of 7 children). No disadvantaged children were assessed at working at greater depth.

Key Stage Two Outcomes

KS2 (2023) results show that overall more Branfil pupils achieve the expected standard in reading, writing and maths than the national average. The outcomes for Branfil disadvantaged children were below the national outcomes for disadvantaged children in reading, writing and maths. Disadvantaged pupils' performance is below that of non-disadvantaged pupils in reading, writing and maths which is in line with the national picture.

KS2 (2023) results show that 81.8% of non- disadvantaged children met the expected level for reading compared to 81.3% of disadvantaged children (9 out of 11 children). 3 of these disadvantaged children were assessed at working at greater depth.

KS2 (2023) results show that 74.7% of non- disadvantaged children met the expected level for writing compared to 54.5% of disadvantaged children (6 out of 11 children). No disadvantaged children were assessed at working at greater depth.

KS2 (2023) results show that 84% of non-disadvantaged children met the expected level for maths compared to 72.8% of disadvantaged children (8 out of 11 children). No disadvantaged children were assessed at working at greater depth.

Year 4 Multiplication Tables Check

Year 4 Multiplication Tables checks showed that Branfil children had performed better than national outcomes (38% Branfil, 27% nationally). Disadvantaged children (27% passed) did not perform as well as non-disadvantaged pupils (41% passed). There is currently no breakdown of the National Outcomes available (November 2023).

2022-2023 KS1 and KS2 Pupil Progress (All pupils Year 1-6)

In the academic year 2022-2023, disadvantaged pupils made accelerated progress with reading (6.1) which was in line with non-disadvantaged pupils (6.1).

In the academic year 2022-2023, disadvantaged pupils made less progress with writing (5.9) which was just below non-disadvantaged pupils (6.0).

In the academic year 2022-2023, disadvantaged pupils made expected progress in maths (6 steps) which was higher than non-disadvantaged pupils (5.9).

Analysis of Wider Issues

Attendance

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The 2022-2023 attendance data demonstrated that disadvantaged pupil attendance continues to be below non-disadvantaged pupil attendance (94.6% non-disadvantaged, 92.3% disadvantaged, difference of 2.3%).

The 2022-2023 persistently absent attendance data demonstrated that persistent absence continues to be a concern for disadvantaged children. The percentage of persistently absent pupils was 13%. 18 of the 79 children who are persistently absent children are disadvantaged. 26% (18/70) of disadvantaged children are persistently absent. Out of the 45 Havering schools who are signed up to the Wonde attendance data analysis platform, we are ranked 15 out of 45 schools for persistent absence from Sept 2023-Nov 2023.

Speech, Language and Communication Needs

Reception 2022 screening identified 17 children who required intervention. These children have been re-assessed in September 2023 to show 9 of these children no longer require intervention. In 2022-2023 academic year, there were 26 new referrals who were assessed by SLT Consultancy and 20 children discharged from SLT Consultancy due to now working within normal limits. In September 2023, 42 children are on the school SLC caseload with 34 of these on the NHS/Havering SALT caseload.

In Reception cohort 2022-2023 End of Year data, 1 disadvantaged child (out of 7) did not meet the expected standard for listening, attention and understanding. This child has an EHCP. Disadvantaged children performed better than non-pupil premium children. In Reception cohort 2022-2023 End of Year data, 2 disadvantaged children (out of 7) did not meet the expected standard for speaking. One child has an EHCP and the other is on SEN Support and known to the NHS SALT Caseload.

In the academic year 2022-2023, SLT consultancy (private speech and language therapy service) received and assessed 26 new pupils. 20 Children were discharged from the caseload during the year due to now performing within normal limits.

Social, Emotional and Mental Health Needs

There are currently 47 children on our school mental health register receiving a graduated approach of support from class teachers, teaching assistants, ELSAs, learning mentors or external agencies. The Family and Pupil Support worker has supported a number of children and families with short term and longer term needs or difficulties. This has included supporting children who we were displaying emotions-based school avoidance and families accessing Early Help or those children on Child in Need plans.

Due to an additional member of staff being trained (now 3 in total), Forest School has been implemented for Reception, Year 1, Year 2 and nurture groups for older disadvantaged children to support their personal development and positive attitudes about school.

Conclusions

The data demonstrates that overall children at Branfil perform above the national picture. Disadvantaged pupils continue to perform not as well as non-disadvantaged pupils which follows the national picture. Disadvantaged pupils perform more in line with non-disadvantaged pupils for reading but this difference widens for maths and is widest for writing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance for disadvantaged pupils continues to be an area the school need to focus on. Whole school attendance for all pupils appears to have a positive upward trend since 2021. Persistent absence continues to be an area that needs attention for disadvantaged and non-disadvantaged children.

Our mental health register has dropped from 10% (Autumn 2022) to 8.5% (Autumn 2023) which could be an indicator that children's mental health needs have been identified early and intervention provided quickly so they can now be supported through the quality first teaching and support within the classroom.

Evaluation and Next steps

Based on all the information above, the performance of our disadvantaged pupils shows that the challenges identified in our Pupil Premium Statement 2021-2025 continue to be relevant and there is still considerable work to achieve the outcomes set out.

Our evaluation of the approaches delivered last academic year indicates that Sumdog was not found to be an effective way to support the attainment of disadvantaged pupils. This was due to a lack of pupil practice at home, despite strategies to encourage this practice being implemented. In addition, it was found that Lexplore Assessments and Lexplore Intensive did not complement our RWI Phonics Scheme and interventions, as well as being time intensive. Instead, we developed our reading pathway which uses RWI Phonics resources and interventions for children until they progress onto RWI Fresh Start interventions in Upper Key Stage 2. This ensured we had fidelity to the scheme and built more clearly on knowledge the children already had.

In the 2022-2023 academic year we expanded our pastoral and social emotional mental health provision for our children by training 2 members of staff as ELSAs. These members of staff have timetabled protected ELSA time for the 2023-2024 academic year. In addition, we also plan to train a further teacher to become a Forest School Leader to enable us to give more children access to Forest School for their personal development.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

