

Pupil Premium Impact Statement 2023- 2024

A full curriculum continues to be on offer for all children.

The school delivers a Trust Curriculum designed by subject specialists. Teachers attend CPD sessions and network meetings allowing them to have the skills and knowledge to deliver lessons in school.

Leaders have focused on the importance of language development and oracy, and this continues to be a priority in school.

Pupils make strong progress from their low starting points in Nursery.

Achieving national age-related expectations continues to be a key focus for leaders.

Teaching across all subjects is delivered using Rosenshine's principles and ensuring teaching is consistent through school.

Interventions are quickly put in place for children who are working below age related expectations.

Monitoring evidence shows that all pupils, including those most disadvantaged, can know and remember more, using the key vocabulary to talk like a mathematician, scientist, historian etc.

Subject leaders have ensured language development is prioritised through the development of oracy within each subject area.

Key vocabulary and sentence stems are planned into each unit of learning and progression grid to ensure vocabulary development is a high priority.

All pupils are encouraged to attend clubs throughout the year. More clubs have been offered to children in order to meet gaps within the community e.g. choir, MFL, baking club, crafts and sports.

These clubs have been well attended by disadvantaged pupils, boys, girls and SEND pupils.

School trips and residential are subsidised to ensure all children can attend.

Subject leaders have developed an ambitious curriculum, using the National Curriculum that builds on prior knowledge. Staff have high expectations for ALL learners.

The Learning Mentor & Attendance Officer each have a sound knowledge of our school community and work tirelessly with families to improve attendance and create avenues of support for families via external agencies. The Attendance Officer continues to work closely with the EWO to monitor PA pupils and those at risk of becoming PA.

All classrooms have a therapeutic approach to learning. Classrooms are well organised and have been developed to help reduce cognitive load.

Pupils are taught about emotions to help them identify, explain and manage their emotions. School have implemented emotion coaching, being trained by an Educational Psychologist, in order to support children with emotional regulation and to create positive pathways of regulation.

For academic data please see results on the Results Summary page.