

Pupil premium strategy statement – Bawdsey CEVCP School 2023-2024 (Includes 2022-2023 impact statement)

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	2023-24: 52 and 11 Nursery.
Proportion (%) of pupil premium eligible pupils	2023-24: 37% 19 out of 52
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Anthony Gibson
Pupil premium lead	Katie Butler
Governor lead	Rev. Simon Cake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,645 2023-2024 (£1,455 x each child x19).
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0

Part A: Pupil premium strategy plan

Statement of intent

Bawdsey is a rural primary school in Suffolk that serves Bawdsey, Alderton and Ramsholt. These villages have an aging population, escalating house prices due to it being an area of second properties and we are two miles from another school resulting in a large proportion of our children coming from out of catchment. 40% of our pupils have SEND or additional needs, 14% of the total of the pupils are in receipt of HTN funding. The pupils in receipt of FSM are spread throughout the school. At Bawdsey we strive to ensure that we understand the needs of all pupils, irrespective of their background and implement strategies and provide high quality opportunities to ensure that every child reaches their full potential.

All members of staff and our governing body take full responsibility for our socially disadvantaged pupils and are fully committed to support their pastoral, social and academic needs within a caring and nurturing environment. We take time to fully understand the strengths of each child along with the needs and challenges that each pupil faces, and we ensure that we deploy funding in order to narrow the gap between socially disadvantaged pupils and their peers. We are forensic in our approach so that we know exactly where the gaps for each child are and can then address these within focused teaching sessions and bespoke interventions.

We believe that, as with every child in our school, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her potential irrespective of need. We ensure that the Pupil Premium is spent on improving the life chances of the poorest and most vulnerable pupils in our care by planning and providing a high-quality education and levels of support that will enable our pupils to be the best they can be, to engage positively in their learning and flourish in all aspects of their school life. High quality teaching is at the very heart of our approach, and we enable this through a robust CPD programme that clearly focuses on ensuring that all staff know how to support and scaffold/ adapt learning through carefully planned teaching strategies and approaches.

At Bawdsey CEVCP School our aim is to:

- Recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals and therefore we reserve the right to allocate the Pupil Premium to support any pupils or groups of pupils the school has legitimately recognised as being socially disadvantaged and vulnerable to underachievement as a result of poverty or deprivation.
- Ensure that where there are pupils eligible for the Pupil Premium who are not falling behind their peers, curriculum enrichment activities and PSHE are used to raise

aspirations. (These pupils are clearly identified on the school's tracking system so that evidence of their performance is clear).

- Identify the funding received through the Pupil Premium in the school improvement & budget plan and allocate it carefully to address the varying needs of our vulnerable pupils.
- Closely analyse performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all pupils, including those entitled to benefit from the Pupil Premium.
- Evaluate and monitor Pupil Premium spending to measure impact and spend it in ways shown to be most effective (with reference to the Sutton Trust-EEF teaching and Learning Toolkit which summarises the evidence for different approaches to raising attainment).

Our priorities for our pupils identified for PP spending are:

- To ensure that all disadvantaged pupils make or exceed national expected progress rates.
- To focus on getting the basics of spoken language, literacy and numeracy right as early as possible.
- To work with parents and carers to maximise their involvement and confidence in supporting their child's education.
- To develop the personal, emotional and social skills which give young people the resilience, persistence and motivation to be independent and confident learners and be able to thrive socially and emotionally.
- To identify and address gaps in learning and knowledge so that children make at least good progress from their individual starting points
- To enrich the experiences of all pupils through a rich menu of cultural experiences and opportunities that promote the school's vision for the pupils to be courageous, caring, to want to explore, to know that they are equal to others and that they are resilient.

Provision - We do this through:

Early intervention - we identify children vulnerable to under-achievement in the EYFS or as soon as they are admitted to the school.

Having high expectations and a determination that no child is 'left behind'.

Teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning ('learning to learn') through our whole school. Teaching children to be able to self-regulate and have strategies to calm and be able to learn.

Termly pupil progress meetings to track and discuss pupils vulnerable to underachievement to ensure we are doing all we can to accelerate progress and monitor the impact of the support in place.

Giving effective feedback on learning – Assessment for learning: ensuring that children know where they are in their learning journey and to work with them to plan their next steps and recognise their successes.

Additional or supplementary one to one tutoring – always ensuring that those supporting the children with the greatest difficulties are taught by the most qualified adults.

Smaller class sizes to ensure personalised learning for all children.

Small group bespoke interventions to address identified needs.

Providing experiences in order to broaden horizons and provide enrichment.

Funding Nursery sessions for all who are 3+ to prepare children ready for school.

Funding after school clubs and extra-curricular activities where appropriate – looking at health and wellbeing and providing new opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Language and communication needs, including vocabulary knowledge and acquisition. Assessments with children in reception and year 1 show that a high number of children, including disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps which impact on their access to the broader curriculum and progress within reading and writing.
2	Assessments and observations have identified that a number of our disadvantaged pupils have a range of social and emotional needs , which have increased as a result of gaps formed through the pandemic years. These have been observed as a lack of resilience, difficulty to cope with some social situations and emotional overload along with lack of confidence and independence within learning activities. These needs

	have led to an increase in nurturing support activities and Thrive support.
3	Assessments have identified gaps in pupils' learning as a result of school closures and identified learning needs. Cognitive difficulties are observed to impact on the engagement of pupils with their learning and outcomes in reading, writing and maths . Within reading children have identified gaps in their knowledge of vocabulary and their understanding of texts within comprehension activities. Within writing children need support to use ambitious vocabulary to enrich their writing and to master a range of sentence structures. In maths we have identified a need to apply their learning and mathematical knowledge within problem solving activities.
4	Assessment and observations have identified that the acquisition of phonics and early reading skills is lower for a number of our disadvantaged pupils, particularly in EYFS and KS1. This impacts on their development as confident and proficient readers and on their early writing skills.
5	Discussions with parents and carers have highlighted that a number of them are struggling to provide their children with some basic needs such as breakfast, which can impact on children's engagement with their learning and levels of concentration. Parents/ carers are not always able to fund wider experiences for their children, which will enrich their understanding of the world and of diversity and cultural opportunities whilst developing their vocabulary.

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
Improved oral language skills and vocabulary acquisition in EYFS and KS1 which will form the foundation of literacy and academic success and enable our children to become successful readers and strong communicators. These skills also foster their confidence and overall sense of wellbeing.	Language assessments and observations indicate: <ul style="list-style-type: none"> • improved oral language and communication skills children will demonstrate improved understanding and use of vocabulary within class discussions and within their writing across the curriculum Children will show improved outcomes in reading comprehension assessments – both oral and written: • an understanding of the conventions of speaking and listening through Oracy 21 training for the staff.

	<ul style="list-style-type: none"> • Reading comprehension outcomes will show progress in decoding, fluency and comprehension skills • PIRA reading assessment outcomes in all year groups will be in line with age-related expectations and will show sustained progress • By the end of KS2 children will be at least in line with national average outcomes in reading
<p>Improved social and emotional wellbeing for our pupils promotes greater self-regulation, resilience, ability to develop and build relationships and greater engagement, independence, and participation in learning.</p>	<p>Observations, discussions, pupil perceptions and assessed outcomes from Thrive sessions indicate:</p> <ul style="list-style-type: none"> • children display greater self-regulation in class and the ability to manage their emotions, handle frustration and resist impulsive behaviour • children have the confidence to articulate their emotions and seek support when needed • children show greater independence and organisation in their learning • improved and sustained levels of engagement in learning resulting in progress across the curriculum • Thrive pre and post monitoring show positive impact on the emotional wellbeing of pupils.
<p>Identified gaps in reading, writing and maths are identified and successfully addressed leading to improved learning outcomes and sustained progress.</p>	<p>Outcomes of diagnostic assessments and teacher monitoring accurately identify specific gaps in learning and enable teachers to plan learning sequences and interventions to address specific aspects of reading, writing and maths for improvement.</p> <p>Reading: Little Wandle Phonic assessments show good progress is being made in Phonics and decoding. PIRA assessments show individual progress in decoding, fluency and comprehension skills with the majority of children attaining in line with age-related expectations.</p> <p>End of KS2 reading outcomes is at least in line with the national average.</p> <p>Writing: Assessed writing will show:</p>

	<ul style="list-style-type: none"> • a greater understanding and confidence in using varying sentence structures • confident use of ambitious vocabulary greater awareness and correct application of spelling patterns and rules <p>End of KS2 writing outcomes are at least in line with the national average.</p> <p>Maths: WRM/ PUMA assessments show that the majority of children are able to apply taught number skills with fluency and confidence and to apply these to reasoning and problem-solving questions.</p> <p>Year 4 timetables screening outcomes are broadly in line with or better than the national average.</p> <p>End of KS2 maths outcomes is at least in line with the national average.</p>
<p>Improved acquisition and understanding of phonics leading to improved reading attainment and progress</p>	<p>Pupils achieve at least in line with and above the national average expected standard in the Year 1 Phonics Screening Check. (National 82% 2019)</p> <p>Observations and assessments show:</p> <ul style="list-style-type: none"> • Pupils show a greater awareness of the sounds in words and syllables. • Pupils are observed to hear and segment the words they want to spell. • Pupils are observed to blend together the sounds in words when reading with increased independence. <p>Little Wandle phonic/ Niele reading assessments of identified pupils show improved phonological awareness.</p> <p>Pupils achieve at least in line with and above with national average progress scores in KS2 reading.</p>
<p>Children will be able to engage positively in their learning, experience enriched learning experiences and improve their levels of fitness and stamina.</p>	<p>Families will be supported to ensure that children are well and nourished, so that they can engage positively in their learning.</p> <p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent/ carer surveys and observations showing positive feedback as a result of participation in enrichment activities • Participation in breakfast club, high quality extracurricular activities and

	enriched experiences leading to improved attendance.
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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: £ 9,579.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that all staff understand the barriers to learning, including gaps in learning as a result of the pandemic for each child and to plan, implement and monitor a programme of targeted support to address identified needs and address gaps in learning.</p> <p>Assessment and identification: To purchase and use bespoke assessments to identify specific needs and gaps in learning in reading, writing, spelling and maths, which will inform support and interventions.</p> <p>Intervention support:</p> <ul style="list-style-type: none"> • Bespoke interventions in place to ensure the school meets the needs of each child. Aspects are identified within gaps analysis and are addressed through individual/small group interventions. • Teaching Assistant/ learning mentor led interventions put in place for maths (1plus 1, Power of 2, and prescription interventions.) along with English interventions 	<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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF EEF</p> <p>Maximising Impact of Teaching Assistants: Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of four additional months on average. Support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>One to one tuition can have 5 months additional progress for a</p>	<p>1,3,4</p>

<p>(Beat Dyslexia, apples and pears, Nessy and prescription interventions) and daily reading.</p> <ul style="list-style-type: none"> • Additional allocated Teaching Assistants are trained to be deployed to support identified children in small group/ 1:1 in some classes, with identified children. One to be employed under the Academic mentor scheme funding. 	<p>child according to the EEF for moderate costs and small group work can have 4 months additional progress for low cost.</p> <p>Education Endowment Foundation: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit?</p>	
<p>To implement staff training to address specific aspects identified as gaps for learning or to support aspects identified as specific weaknesses in learning and pupil outcomes.</p> <p>CPD Programme:</p> <ul style="list-style-type: none"> • To implement a bespoke training programme for teaching and support staff in order to address identified needs and impact on whole class quality for teaching with a focus on cognitive difficulties • To carry out an audit of staff needs aligned with pupil progress meetings and identified needs in new cohorts to plan CPD programme using courses and National College online. <p>Including using the Maths hub for the Maths leader level 4 course.</p> <p>Phonics: To ensure that training for the Little Wandle SSP programme is in place in order to deliver the new phonics scheme effectively and consistently and to maintain the school's high-quality teaching and outcomes in phonics. Where gaps are identified, implement bespoke phonics support with small group and 1:1 intervention.</p>	<p>EEF Evidence advocates that spending funding on improving teaching might include professional development, training and support. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a priority for PP spending. 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. Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit?</p>	<p>1,3,4</p>

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

Budgeted cost: £ 7,012.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identification of and support for language and communication needs :</p> <ul style="list-style-type: none"> • SENDCO to arrange screening for all EYFS pupils using the Speech and Language assessment tool. • Weekly bespoke speech programmes put in place to address identified areas of need, which include vocabulary acquisition, naming, describing, retelling and justifying language skills, receptive language skills. • Widen Oracy 21 in school training for staff. • Work with IP12 schools to improve the provision of early language development throughout the schools and with Farlingaye High School. • To follow advice from Myland Literacy hub to continue to improve reading and comprehension as well as DFE approved phonics being embedded in school. 	<p>A number of pupils in EYFS and KS1 have weaker language and communication skills, particularly after COVID lock downs. Oral language is often called a "bedrock" of reading and writing. Children with poor language skills struggle across many areas. The impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk of poor mental health and offending. "Good communication is one of the most important skills anyone could have." (I Can Trust) There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading, up to 6 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</p>	1,4
<p>Identify children with dyslexic/ dyscalculic or processing tendencies/ issues. Through pupil progress meetings these children will be identified with staff and then the SENDCo will arrange diagnosis from Indigo house visit.</p>	<p>'The earlier a child with dyslexia is diagnosed, the more effective educational interventions are likely to be.' NHS online. Dyslexia - Diagnosis - NHS (www.nhs.uk)</p>	1,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and run the fourth year in school Mastery training and CPD in the school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3

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

Budgeted cost: £ 11,432.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Boost pupils' self-esteem, self-confidence and resilience through the school's Early Help strategies and SEMH Thrive support programme.</p> <ul style="list-style-type: none"> • Ongoing Thrive training and supervision for SENDCo and designated staff. • Ongoing assessment of need through Thrive assessments, staff identification of concerns and pupil perception surveys • Weekly Thrive sessions in place for identified children after assessment and monitoring • Whole class Thrive targets for school progress in MH and WB. • EEF training from LA for SLT on emotional regulation and Metacognition. Training to be passed onto staff and used in the classroom. • Review and evaluate provision in line with EEF 'Improving Social and Emotional Learning in primary Schools' • Establish Mental Health Wellbeing committee as part of school's engagement with Sandwell Mental Health award – ensuring participation from pupils (including PP pupils), staff, governors and parents • MH lead to finish DFE funded training and implement the action plan from this and informed by the Sandwell MH action plan. 	<p>Children learn better and are happier in school if their emotional needs are also addressed. This programme is an educational psychology led intervention for promoting the emotional wellbeing of children and young people. EEF 'Improving Social and Emotional Learning in primary Schools' cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Self-regulation according to the EEF has a plus of up to 7 months when this is in practice with children. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>'Developing children's core strength and resilience it can improve confidence and engage them in their learning.' Blandford, S. (2017) Social Mobility a working class view.</p> <p><i>See Bawdsey School's Thrive logic model/ PESTLE and research</i></p>	<p>2</p>

	<i>project on the impact of Thrive between five local schools. (Available in school.)</i>	
<p>To enhance pupils' cultural capital and development of language and vocabulary by providing a breadth of enriched life experiences:</p> <ul style="list-style-type: none"> • Enable pupils to take part in school visits both virtually and in school, which build on the skills and knowledge from our curriculum. • To provide enrichment opportunities for disadvantaged pupils such as participation in sports and creative arts extracurricular clubs. All clubs free to all. • To provide themed curriculum days to deepen children's understanding of specific subject themes and aspects of learning <ul style="list-style-type: none"> • To provide years 5-6 musical instrument tuition. • To provide additional swimming for two terms for years 3-6 each year. (This is also important with our geographical location near to the sea and to be involved with Beach school sessions.) • To provide Suffolk school games membership and have a range of the children representing the school in different sports at different ages and in different ability groups. • To provide Beach school and Forest schools activities and use the skills of the forest school leader among the staff. • To provide access for two half terms, for cooking sessions healthy food to go along with the School's Gold healthy school award. 	Based on our experience cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than those from less privileged backgrounds. We have seen that cultural and arts opportunities support the wider learning of all children, including disadvantaged pupils. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum and developing a wider vocabulary	1,4,5
To ensure that pupils and families are supported with basic needs in order to enable children to feel part	The five levels of needs as demonstrated in Maslow's	2

<p>of the school community and to continue to have good attendance:</p> <ul style="list-style-type: none"> • Funded places at Breakfast Club for all PPG children • Fund school uniform for PP children as needed. • To provide free additional Nursery sessions for all 3+ year olds and reduced costs for 2+ sessions. No lunchtime costs. • To provide inexpensive after school care for children, with a 3 for 2 for extra siblings reduction in cost. 	<p>hierarchy of need show the importance of:</p> <ul style="list-style-type: none"> • Physiological needs – food, water, clothing... • Safety • Love and belonging • Esteem • Self Actualisation - becoming the most that they can be. Embedding principles of good practice set out in the DfE's Improving School Attendance advice. 	
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Total budgeted cost: £ $9,579.76 + 7,012.91 + 11,432.00 = £28,024.67$

The costs may be more to the school as there is an expected pay rise for teaching staff during the Autumn term 2023.

£ 27,645 actual funds for Disadvantaged pupils given to the school.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2022-2023

The disadvantaged pupils' performance has been assessed with ongoing assessment for learning within the class and school. Each half term their attainment and progress information are discussed with the Class teacher and the Senior or Head teacher. Any child not on track for their progress is then given short term targets and interventions to get them back on track rapidly. This information is shared with the Local Authority School's Excellence Partner, the Dioceses' School Effectiveness Officer and the School's Governors each term. They act as critical friends and ensure the results are as expected or better and challenge us if they need improving.

We would love to share all the positive information about our pupils' progress and attainment but unfortunately with the number of disadvantaged pupils in each cohort being so small, it may well identify them within the school community. Instead this information is held in school to be shared as requested.

Aim	Outcome
<p>Improved oral language skills and vocabulary acquisition in EYFS and KS1 which will form the foundation of literacy and academic success and enable our children to become successful readers and strong communicators. These skills also foster their confidence and overall sense of wellbeing.</p>	<p>The use of specific assessments have enabled the SENDCo to identify specific areas of need and the implementation of appropriate interventions. This information has also supported successful referrals to external services. Designated teaching assistant time has supported SALT interventions for identified pupils. VIPERS is in use in the classrooms and the children's understanding of reading comprehension has improved. All teaching staff have been trained in VIPERS. This will need to continue in 2023-2024 as we have three new teachers and new support staff joining us.</p>
<p>Improved social and emotional wellbeing for our pupils promotes greater self-regulation, resilience, ability to develop and build relationships and greater engagement, independence, and participation in learning.</p>	<p>Implementing Thrive has promoted increased self-regulation, particularly for children who can show heightened behaviours and dysregulation, therefore reducing behaviour outbursts. Thrive support has successfully addressed arrange of identified needs, including anxiety, bereavement, friendship issues and lack of</p>

	<p>self-esteem through a bespoke programme of support and nurture. Helping children with their SEMH needs has enabled us to also help them with underlying cognitive needs.</p>
<p>Identified gaps in reading, writing and maths are identified and successfully addressed leading to improved learning outcomes and sustained progress.</p>	<p>Termly pupil progress meetings have shown progress for each child or use of SMART targets to get the child back on track, it has also highlighted which children need SEND support and they now have Personalised Learning Plans in place and there is a provision list of what support we are accessing for them. Reading outcomes are a mixed story depending on the cohort. With the help of Myland Hub's we have increased focus on reading within the school to improve fluency and prosody so the children can concentrate on comprehension, instead of decoding. Attainment outcomes at the end of KS2 was 100% with progress measures in reading for children at the end of KS2 at 6.2, 75% achieved GDS standard (this was a very small cohort). Writing moderation and termly assessments has been identifying gaps in writing skills and knowledge that have started to be addressed and will be into next year. In Writing 75% achieved expected standard and 25% GDS. Termly WRM maths assessments and PIRA and PUMA assessments have shown improvement in fluency, arithmetic and a need to continue focusing on problem solving and reasoning skills. Further advice on assessment procedures from the LA is to be implemented to ensure assessments help staff more to support the pupils in the core subjects going forward.</p>
<p>Improved acquisition and understanding of phonics leading to improved reading attainment and progress</p>	<p>Pupils achieved above the national average expected standard in the Year 1 Phonics Screening Check 100%. (National 78% 2023) Observations and assessments show:</p> <ul style="list-style-type: none"> • Pupils show a greater awareness of the sounds in words and syllables.

	<ul style="list-style-type: none"> • Pupils are observed to hear and segment the words they want to spell. • Pupils are observed to blend together the sounds in words when reading with increased independence. <p>Phonic assessments/ reading assessments of identified pupils show improved phonological awareness.</p>
<p>Children will be able to engage positively in their learning, experience enriched learning experiences and improve their levels of fitness and stamina.</p>	<p>Participation in the breakfast club has increased in order to support the needs of low-income families who are struggling in these economically challenging times. Children of low-income families access a range of funded extracurricular sporting, art clubs, which has improved their physical wellbeing and access to cultural capital 87% of PPG children came to an after-school club, 53% went to more than one club. Enrichment opportunities and school visits have enriched the curriculum for all children, promoting curiosity and a greater understanding of the wider world. 100% of PPG children from year 4-6, came on the residential trip.</p>