

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Portreath School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	Oct 21 then updated: Dec 22, Oct 23
Date on which it will be reviewed	Termly with full review in July each year
Statement authorised by	Kieran Walsh
Pupil premium lead	Lucie Clarke and Cassie Pamplin
Governor / Trustee lead	Elizabeth Gerrish/ John Whetter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23/24	£25,241
Recovery premium funding allocation this academic year	2,030
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	£27271

Pupil premium strategy plan

Pupil premium is allocated to schools for children from low income families who are known to be eligible for free school meals (or have been in the last 6 years), children who are looked after or have previously been looked after and to children of parents who are currently serving in the armed forces.

Statement of intent

We ensure that the highest possible standard of teaching is on offer to all children. We believe that by improving teaching and learning further and by providing a high-quality curriculum to all everyone gains, including pupil premium children. As a school we also believe in the principle of equity and that in order for everyone to have an equal opportunity some children need something different or extra. Research shows that developing cultural capital is something that can change children's lives and open up more opportunities for their future, it can act as a key to unlocking a more advantageous life. We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. We also know that the Covid pandemic and associated lockdowns have had differing impacts on our children and their families and that our work can support recovery.

What are our ultimate objectives for our disadvantaged pupils?

Our curriculum driver in school is to help everyone, including disadvantaged pupils, to be:

- Deep thinkers
- Effective learners
- Confident communicators
- Healthy and happy people who make a positive difference to the world

The following objectives are relevant to all our children, but particularly disadvantaged:

- Develop their language and vocabulary and help them to develop a love for reading
- Enable them to become confident and effective writers, who also use writing to express themselves
- Raise their levels of numeracy
- Raise the aspirations of the parents and children
- Offer ambitious learning for those from lower starting points or with SEND
- Create successful, ambitious and confident young people
- Give them access to powerful knowledge and cultural capital
- Increase their retrieval and retention of knowledge
- Challenge any of their or their families negativity regarding education and school experience
- Develop their resilience, well-being and mental health
- Increase their future employability, positive community engagement and help them to become globally responsible citizens
- Prepare them well for secondary education, a life in modern Britain and, for an exciting future and changing world

Challenges

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

Challenge number	Detail of challenge Please note not all of the challenges apply to all pupil premium children
1	Lack of life experiences
2	Exposure to a range of tier 2 and 3 vocabulary
3	Difficulties around writing
4	Lack of fluency of maths facts
5	Retaining knowledge and information
6	Attendance
7	Parental engagement and their expectations, aspirations and support
8	Parent and children's low long-term aspirations
9	Early reading-phonics

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.

Amendments added Dec 2022 in blue and in green in Oct 2023

Intended outcome	Success criteria
Further enrich the curriculum offer to develop all children's cultural capital, with a focus on pupil premium children	<ul style="list-style-type: none"> Cultural capital is strong; children engage with experiences and opportunities which promote personal development All the children have had the opportunity to be involved workshops run by arts specialists and are part of a whole school performances Children have aspirations, have passion and interests, and are motivated All children have experienced a visit a variety of visits that exposed them to the arts/culture Children can talk about a range of experiences they have had. Children are able to use and transfer the knowledge and insight gained from these experiences to their academic work. E.g. able to answer reading comprehension questions that require background knowledge.
Pupil premium children can understand a range tier 2 and 3 vocabulary and apply this in their oral and written work. There is a diminishing gap between PP children and non-pp children in terms of	<ul style="list-style-type: none"> Exploring vocabulary with children is a key feature in all lessons Reading is taught in a way that maximises children exposure to rich language and helps them to develop their vocabulary

<p>vocabulary use and acquisition.</p>	<ul style="list-style-type: none"> • Children can articulate their learning by accurately using key vocabulary as identified by staff. • Children use a range of higher-level vocabulary in their written work. • Children’s reading comprehension skills are enhanced as a result of their acquisition and understanding of new words. • All reception children have been screened by SALT, group of children in need of intervention have been identified and received additional support, which has led to accelerated progress so at ARE for speech and language.
<p>Barriers for individual children are identified and these have been addressed and children given appropriate provision and support.</p>	<ul style="list-style-type: none"> • Each pupil premium child has an individual provision map that identifies barriers and strategies to overcome these. • Staff have received training to help them ensure that children who have stalled in their progress are able to move on. • Staff consider and prepare adaptations and a range of support for those children who need it in lessons
<p>For children to have a firm foundation in terms of key maths facts</p>	<ul style="list-style-type: none"> • Children complete NCTEM’s Mastering Number programme by the end of Y2 and the Numbersense programme in Y3. This leads to more children, including pupil premium children being at age related expectations. • Number Sense is offered to all children in Y4+ who are working below age related expectations as an intervention which helps secure their automaticity with key number facts. • All children who achieve less than 80% on the multiplication check in Y4 are screened and personalised intervention is put in place an advice given to parents so the children are secure with multiplication facts to 12x12 by the end of Y6.
<p>Children transfer their learning to their long-term memory</p>	<ul style="list-style-type: none"> • Children can articulate their learning, including things learnt in previous weeks, terms and years • Weekly and monthly reviews are in place across the school that review learning from the year and previous years to help transfer knowledge to long term memory • The curriculum has been developed and taught in a way that helps the children to make links between their learning
<p>Improve attendance across the school and in particular those considered most disadvantaged.</p>	<ul style="list-style-type: none"> • Pupil premium attendance is in line with non-pupil premium children and is at least 97% • Attendance strategies and effective monitoring has led to improved attendance for all groups. • Families are positively engaged in securing improvement • There is a strong ambition for all pupils in all schools which is supported by the leadership team • Good attendance is celebrated, and families are supported and challenge to improve through robust school systems

<p>Parents feel informed and involved in their children's education and understand the importance of playing an active role within it.</p>	<ul style="list-style-type: none"> • Whole school parent survey indicates that they feel involved in their child's education. • A high proportion of pupil premium parents attend parent consultations. • A variety of events- take place in school which engage a range of parents, including parents of pupil premium children, so everyone feels like they belong
<p>Children have high long-term aspirations and goals and demonstrate a growth mindset.</p>	<ul style="list-style-type: none"> • Children can articulate their long-term goals and possible future careers. • Children are able to give themselves short term targets and know that with hard work they are achievable.
<p>Secure quality first teaching in phonics in order for all pupil premium children to pass the screening in Y1.</p>	<ul style="list-style-type: none"> • The full RWI programme is delivered to a consistently high standard; the leader for RWI provides effective support and coaching to staff to secure excellent outcomes • 100% of teaching is good • Books being read closely match the children's phonic knowledge • Swift intervention closes gaps in learning that have been identified through regular assessment • Children are meeting ARE incl. the phonics screening pass mark • Children can recall learning and apply their knowledge and understanding in different contexts
<p>Further enhance curriculum provision, teaching and assessment to improve writing and achieve outcomes are in line with or exceed national averages, with a focus on pupil premium children</p>	<ul style="list-style-type: none"> • A new grammar and punctuation programme has been introduced that has developed children's understanding of the structure of our language and this leads to more children working at age related expectations in writing. • Modelling and exploring WAGOLLS are key features in writing lessons. • The T&L policy for writing and the marking of writing is clear and followed by all to ensure its core principles are embedded consistently • Teachers have good subject knowledge • 100% teaching is consistently good • The structure of learning is sequential, building small steps of knowledge and skills so that the children apply their writing skills and can demonstrate progress in their writing throughout the year • Children produce extended pieces of writing using a range of vocabulary, in a variety of genres • Presentation and spelling is good and this makes writing easy to read • Books demonstrate that feedback has been effective • Children are on track to meet ARE • There is a diminishing gap between PP children and non-pp children in terms of writing attainment by the end of Year 6.

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

Budgeted cost: £6, 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Refining the well-structured curriculum that is accessible to all and is broad and balanced, including the list of key experiences we would like all children to have whilst at the school.</p> <p>Look at ways to engage successful ex pupils (in a range of fields) to talk and engage with current pupils</p>	<p>Ofsted</p> <p>Developing cultural capital influences long term life opportunities</p> <p>Children need exposure to what is on offer in life including a range of careers</p>	<p>1, 2, 3, 4, 5, 8</p>
<p>Revising of a curriculum that identifies the small steps of learning.</p> <p>Identify key information for each subject that is reactivated regularly for Cycle B. Revise the small steps to ensure they are more concise are key to achieve the outcome.</p>	<p>One of Rosenshine's Principle and endorsed by Tom Sherrington</p> <p>Breaking the curriculum down into smaller steps makes it more accessible to all children</p>	<p>2, 3, 4, 5,</p>
<p>Revise the carefully planned long term class novel and non-fiction for cycle B for each class, plus 20 recommended reads per year group so that all children are exposed to a range of high-quality texts.</p>	<p>This develops cultural capital-high quality texts lead to children being aware of the wider world and opportunities on offer, as well as exposing them to challenging vocabulary.</p> <p>Evidence shows that prolific readers are better writers</p> <p>When children are hooked into a book they are motivated to come to school and not miss out</p>	<p>1, 2, 3, 5, 6, 8</p>
<p>Exploring vocabulary becomes a key part of lessons and to enhance this further each half term knowledge organisers are created which include tier 3 vocabulary. These are used in a variety of ways to reactivate learning. These are shared with parents.</p> <p>The development of vocabulary is a key focus in reading lessons and books have been selected to expand the children's vocabulary.</p>	<p>There is evidence from Brown, Roediger and Mc Daniel that reactivation of knowledge helps to transfer information to long term memory. Use of knowledge organisers as effective learning tool are recommended by people such Faye Hemming.</p>	<p>2, 3, 5, 7</p>
<p>Use of NCTEM's 'Mastering Number' in EYFS, Y1,2 and Numbersense in Y3 as a programme to ensure children improve their fluency skills and the use</p>	<p>Children knowing key number facts frees up the brain to problem solve and reason</p> <p>It is a recognised national systematic and structured <u>programme</u> that ensures all</p>	<p>4, 5</p>

<p>of TAs to ensure this can be delivered in year groups.</p> <p>Implement a new 99 club that is targeted and tailored to each year group from Y1-Y6</p> <p>Regular use of calculation slides at the start of lessons to improve fluency and reactivate learning.</p>	<p>children have a good sense of number so have a strong foundation to build on.</p> <p>Comprehensive professional development and support is included in the programmes to ensure teachers get the best possible outcomes for their children.</p>	
<p>The new teaching and learning policy is fully implemented and regularly revisited in staff meetings. The policy has been amended to reflect new practices from CPD including:</p> <p>Training linked to Rosenshine's Principles of instructions</p> <p>Reviewing learning becoming a key feature of lessons and learning</p> <p>Training linked to metacognition so they can effectively promote metacognition and growth mindset with the children</p> <p>Training by David Didau to be attended by all teachers.</p>	<p>There is a lot of evidence out there to support this e.g. Rosenshine's Principles paper, research included in books such as, 'Make it Stick' by Brown, Roediger and McDaniel and it is also recommended by EEF.</p>	2, 3, 4, 5, 8
<p>Assistant head to apply her learning from her an apprenticeship in coaching qualification, which requires time outside of class to study and implement. Use of coaching for teachers and the further development of CPD system to develop staff.</p>	<p>Tom Sherrington's work on incremental coaching shows that this is a powerful way to improve teaching and learning.</p>	2, 3, 4, 5,
<p>Dedicated release time given in order for teachers to undertake CPD activities and develop as subject leaders</p> <p>Continuous professional and personal development (CPPD) is developed further to help all staff become more reflective learners.</p>	<p>Research, including things such as the EPI review 2020, shows that helping teachers to become better teachers is one of the things that will make the biggest difference to children's learning. The Charter College of Teaching promotes the importance CPD and having time to read research.</p> <p>Having a good work life balance is important, as recognised by the government, therefore time needs to be given to staff to do some of their CPD within work time. Also by having dedicated time it shows the high value the school puts on CPD.</p>	3, 4, 5
<p>Use of assessment to identify next steps. This includes training and reviewing how feedback is given and amending the policy.</p> <p>The new Crofty assessment policy is implemented.</p>	<p>Use of teachers and TAs identifying next steps and giving effective feedback leads to progress, this is evidenced by people such as Tom Sherrington and Dylan Wiliam and is recommended by EEF</p>	2, 3, 4, 5
<p>Use of 'Keep Up' sessions to given targeted intervention after a lesson before the next lesson to ensure gaps</p>	<p>This has proved effective in the past in the school and led to children making good</p>	3, 4

are closed and children are ready for the next session. This is not for a set group of children, but fluid depending on need each day.	progress and it is also recommended by bodies such as NCTEM	
RWI leader ensure any new staff are trained in RWI, support the development and confidence of all relevant staff who teach RWI and ensure fidelity to the programme.	RWI is a DfE approved programme with a proven record of ensuring all children make good progress in phonics and have a strong start to early reading which results in confident and competent readers.	9

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

Budgeted cost: £ 14, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual provision maps created for each pupil premium child by teacher and TA, these identify key barriers, strategies to overcome these barriers and this is reviewed regularly.	This has proved effective in the past in the school and has been suggested in a number of pupil premium training events	Depending on child-1, 2, 3, 4, 5, 6, 7, 8
Teacher KS1 small group intervention to support those children who are struggling with writing and maths	There is a variety of evidence to support and is a EEF recommendation. The national Tutoring programme suggests that 1 to 3 is an effective ratio.	2, 3, 4
Y6 SAT intervention groups before/after school	There is a variety of evidence to support and is a EEF recommendation. The national Tutoring programme suggests that 1 to 3 is an effective ratio. It has proved very effective in our school in the past.	2, 3, 4, 5
Maths 1 to 3 tutoring Y6 Use of Y6 maths specialist teacher employed through an agency to deliver targeted support.	The national Tutoring programme suggests that 1 to 3 is an effective ratio. It has proved very effective in our school in the past.	4
Numbersense intervention group for Y4-6 delivered by a TA	Those children who still have gaps in their number sense and lack fluency struggle to tackle KS2 work and it is a key barrier. It is a recognised national programme.	4
Support within class through scaffolding and prompting.	Evidence shows that it is not always best to take children out of class but instead every interaction can be seen as an intervention, the TA can scaffold learning and help make it accessible for all so all children are exposed to the challenging work.	2, 3, 4, 5,
MAT SALT screens all Reception children and identifies children for additional support. SALT delivers training to staff to deliver interventions.	DfE backed programme Having good language skills is a key requirement to succeed at school and beyond SALT able to deliver bespoke training and can offer regular support and rescreening.	2, 3

Purchase licences for Reading Dr and for Nessy so targeted individuals complete reading and spelling interventions on the ipads	Both recognised effective programmes that use precision teaching as recommended by our school's educational psychologist.	3 9
Support children who are struggling with their phonics, 1 to 1 RWI intervention sessions, following training on the 1 to 1 intervention from RWI consultant	RWI is a DfE approved programme with a proven record of ensuring all children make good progress in phonics and have a strong start to early reading which results in confident and competent readers. The 1 to 1 intervention is part of the RWI programme	9

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tracking system used and Attendance Lead supports and challenges families with children who have attendance issues. Use of FFT attendance tracking system used so weekly comparisons to national made.	Children's attendance has a huge impact on their education. This is recognised by OfSTED.	6
Continue to be a partner school to the Hall for Cornwall and be involved in a variety of theatrical experiences and working with a variety of professionals, including dance, music, creating a whole school performance and an opportunity to explore behind the scenes and the theatre and learn about jobs linked to the theatre	This will develop cultural capital It will give the children an opportunity to be creative and the arts can be an effective educational tool Supported by the research and work of people such as Ken Robinson and the EEF.	1, 8
Provide a variety of theatrical performances including storytelling	There is a lot of research that demonstrates that storytelling has a positive impact on language development and writing. It will also offer children an opportunity to develop their imagination and creativity. This would be backed up by the work of people such as Ken Robinson and Pie Corbett.	2, 3
Ensuring good transition activities take place in preparation to start school, each year and then on to secondary school.	Evidence shows the importance of a smooth transition to ensure progress	5, 6, 7
Use of assemblies to exposure children to a range of art, musicians and as a way to broaden children's thinking and ideas and for them to meet a variety of people and presenters	The work of Bourdieu and other sociologists on the impact of developing cultural capital	1, 7, 8
Ensuring all children are involved in a good range of school trips and camps		

Offer after school and lunchtime clubs		
Develop musical experiences by taking part in Songfest and using resources such as Charanga and Sing Up		
Continue contract with School cloud as a tool to improve parent engagement in parent consultations	Evidence of the influence of parents on children at a young age and evidence that working with parents has a positive impact on a child's education. It is also a recommendation from EEF	7

Total budgeted cost: £ 18000

Review for 2022-2023

Please note due to the low number of pupil premium in each year group the data is not significant, for example 1 child can represent 50%. All pupil premium pupils passed their phonic screening in Y1 or Y2. Y6 Progress scores were 0.25 for reading, -3.33 for writing and -1.04 for maths. This indicates that prioritising reading for pupil premium children has been effective. Due to the low number of children, it is hard to draw clear conclusions. For example, last year progress scores were positive for PP in all subjects (reading 4.1, writing 1.81, maths 0.6). It does seem to indicate that we are enabling children to make better progress in reading compared to writing and maths. We are ambitious for all children; therefore, we want to focus on helping pupil premium children to make accelerated progress in writing and maths. In Key Stage 1 there were only 3 PP pupils. One of these had an EHCP and is now at an Area Resource Base due to their significant learning needs. The other 2 children both achieved expected in reading and maths but only 1 of the 2 did in writing. Last year in KS1 100% were working at age-related expectations in reading and maths and 50% in writing. In KS2 50% were at age related expectations for Reading, Writing and Mathematics. We believe the thing that has the most positive impact on a child is being able to read, therefore, early reading is our priority. This is working well, and we must continue this. However, we recognise that helping pupil premium children to attain the expected standard in writing has to be a key focus and achieving this in EYFS and Key Stage One will give them the best possible start to Year 2.

Success Criteria	Outcome and Evidence
<ul style="list-style-type: none"> Cultural capital is strong; children engage with experiences and opportunities which promote personal development All the children have had the opportunity to be involved workshops run by arts specialists and are part of a whole school performances Children have aspirations, have passion and interests, and are motivated All children have experienced a visit that exposed them to the arts/culture 	<p>Pupil conferencing indicates that children (including pupil premium) have developed their cultural capital. A photo album was created recording the enrichment experiences across the year. Pupil conferencing involving PP pupils, using this led to in depth conversations about the enrichment opportunities. They spoke particularly well about the whole school projects with Hall for Cornwall, including the performances and the art gallery visits. All Pupil premium in Y4,5,6 attended school camp. A whole school focus on environmental issues led to the school winning a MAT wide competition linked to reducing waste. Pupil reading conferences indicate that the children engaged well with the class texts that were</p>

<ul style="list-style-type: none"> • Children can talk about a range of experiences they have had. • Children are able to use and transfer the knowledge and insight gained from these experiences to their academic work. E.g. able to answer reading comprehension questions that require background knowledge. 	<p>carefully chosen to expose children to different life experiences and issues.</p>
<ul style="list-style-type: none"> • Children can articulate their learning by accurately using key vocabulary as identified by staff. • Children use a range of higher-level vocabulary in their written work. • Children's reading comprehension skills are enhanced as a result of their acquisition and understanding of new words. • All reception children have been screened by SALT, group of children in need of intervention have been identified and received additional support, which has led to accelerated progress so at ARE for speech and language. 	<p>Book scrutiny alongside pupil conferencing has shown that children are remembering and use a wider range of vocabulary, including technical vocabulary (tier 3). The knowledge organisers have played a key role in this. The gap appears to be closely particularly in terms of specific technical vocabulary. Therefore, the children are more able to articulate their learning. Children are demonstrating an expanding knowledge in reading sessions.</p> <p>Reception children who were identified by SALT as having lower speech and language skills have received intervention and are making good progress.</p>
<ul style="list-style-type: none"> • Each pupil premium child has an individual provision map that identifies barriers and strategies to overcome these. • Staff have received training to help them ensure that children who have stalled in their progress are able to move on. 	<p>Key barriers have been identified and recorded on individual provision maps. On these maps strategies for overcoming these barriers are recorded. Due to low numbers of PP in Y2 and Y6 it is difficult to show significant correlation. In Y6 the reading progress score was positive at 0.25, compared to national pp at -0.89.</p>
<ul style="list-style-type: none"> • Children complete NCTEM's Mastering Number programme by the end of Y2 and the Numbersense programme in Y3. This leads to more children, including pupil premium children being at age related expectations. 	<p>The Mastering Number programme is having a positive impact and most KS1 children are progressing well on the termly fluency assessment. Numbersense is working well as an intervention for KS2 so we will continue using it next year. Maths Whizz has now been introduced across the school due to the success of it in the trial year groups.</p>
<ul style="list-style-type: none"> • Children can articulate their learning, including things learnt in previous weeks, terms and years 	<p>Pupil conferencing indicates that children have started to transfer some of the key information to their long term memory. However, as a school we feel this is something that could be improved further and is a focus of 2023-2024. Work on reactivation and revising previous years' work is being prioritised.</p>
<ul style="list-style-type: none"> • Pupil premium attendance is in line with non-pupil premium children and is at least 97% • Attendance strategies and effective monitoring has led to improved attendance for all groups. 	<p>Attendance is good for pupil premium children compared to national PP. It was 93.5% for 22/23. Pupil premium children's family were targeted for support with attendance and this led to an improvement for most PP children during the year. Parents are now much more aware of how important good attendance is and the school's focus on it.</p>

<ul style="list-style-type: none"> Families are positively engaged in securing improvement There is a strong ambition for all pupils in all schools which is supported by the leadership team Good attendance is celebrated, and families are supported and challenge to improve through robust school systems 	<p>Attendance was above national for all groups and this was linked to the robust systems in place.</p>
<ul style="list-style-type: none"> Whole school parent survey indicates that they feel involved in their child's education. A high proportion of pupil premium parents attend parent consultations. 	<p>Parent questionnaire- 96% of responses cited that they felt that the school lets parents know what their child is learning about and 95% felt the school lets them know how their child is doing throughout the year. how my child is doing. Discussions with parents indicate that they feel well informed and the vast majority of parents attended parent consultations, 100% of pupil premium parents attended.</p>
<ul style="list-style-type: none"> Children can articulate their long-term goals and possible future careers. Children are able to give themselves short term targets and know that with hard work they are achievable. 	<p>. Children are beginning to have long term aspirations. They recognise the challenge of being aspirational and have ideas about what they would like to do in the future. They link this to what they are learning in school.</p>
<ul style="list-style-type: none"> The full RWI programme is delivered to a consistently high standard; the leader for RWI provides effective support and coaching to staff to secure excellent outcomes 100% of teaching is good Books being read closely match the children's phonic knowledge Swift intervention closes gaps in learning that have been identified through regular assessment Children are meeting ARE incl. the phonics screening pass mark Children can recall learning and apply their knowledge and understanding in different contexts 	<p>92% of Y1 passed the phonic screening, 2/3 pp children in Y1 passed the screening, the child who did not made good progress and is on track to pass in Y2. All children currently in Y3 passed the screening in Y1 or Y2.</p>
<ul style="list-style-type: none"> The T&L policy for writing and the marking of writing is clear and followed by all to ensure its core principles are embedded consistently Teachers have good subject knowledge 100% teaching is consistently good The structure of learning is sequential, building small steps of knowledge and skills so that the 	<p>The majority of teaching of writing is good and teachers have developed their subject knowledge. There is still a gap between PP and non-PP children in writing so this will be a key focus next year. Staff will focus on developing the teaching of grammar and punctuation. This will help the children understand the structure of language and improve things such as writing in the correct tense, which has been identified as a barrier, particularly for pupil premium pupils. Books now demonstrate clear sequences of work on different genres and progress during the year. There is evidence that feedback has resulted in progress.</p>

<p>children apply their writing skills and can demonstrate progress in their writing throughout the year</p> <ul style="list-style-type: none"> • Children produce extended pieces of writing using a range of vocabulary, in a variety of genres • Presentation and spelling is good and this makes writing easy to read • Books demonstrate that feedback has been effective • Children are on track to meet ARE • There is a diminishing gap between PP children and non-pp children in terms of writing attainment by the end of Year 6. 	<p>Presentation has improved but will be a focus next year with the 'letterjoin' handwriting style being taught and used across the school.</p>
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Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>Service children each have an individual provision map. They have access to small group maths tutoring, TIS sessions and clubs as needed. The money also helps to fund training and TAs to support learning in line with the pupil premium strategy.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p></p>