

Pupil premium strategy statement – Portreath School 2024-2027

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	10.12.24
Date on which it will be reviewed	7.7.25
Statement authorised by	Charlene Sargent
Pupil premium leads	Cassie Pamplin Lucie Clarke
Governor / Trustee lead	Elizabeth Gerrish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23, 561
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£0
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	£23, 561

Part A: Pupil premium strategy plan

Statement of intent

At Portreath Primary School, we have the highest expectations for all our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulfilling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices.

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.

What are our ultimate objectives for our disadvantaged pupils?

- 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
- Positively challenge any of their or their families' views regarding education and school experience if need be
- 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
1	Disadvantaged pupils sometimes have less developed cultural capital than their non-pupil premium peers. Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community.
2	High numbers of children living in disadvantage have speech and language needs. The word-gap between children living in disadvantage and their peers is large.
3	Attainment in writing is lower for some of our pupil premium children, this is partly linked to the language difficulties but for some is linked to difficulties with transcription and lack of life experiences. Attainment in maths can be lower for some of our disadvantaged children, particularly linked to automaticity with number facts.
4	Although attendance is good for our pupil premium children compared to pupil premium nationally, it is still below our non-disadvantaged. Our attendance data over the last few years indicate that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.

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
To enrich and broaden our children's cultural capital and understanding of cultural diversity within Britain and around the world.	Children can talk about a range of experiences, including things such as visits to museums, galleries and the theatre. They have had and 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. Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.

<p>To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.</p> <p>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 vocabulary use and acquisition.</p>	<p>All reception children have been screened in terms of speech and language and relevant intervention put in place. Children with speech and language needs (across the school) make accelerated progress and/or catch-up with developmental speech and language norms.</p> <p>Teachers deliver quality first teaching for all, with a focus on vocabulary. More children have access to books at home, and parents read more frequently with their children. Children can articulate their learning by accurately using key vocabulary as identified by staff.</p> <p>Children use a range of higher-level vocabulary in their written work.</p> <p>Children's reading comprehension skills are enhanced as a result of their acquisition and understanding of new words.</p>
<p>Barriers for individuals are identified, including for their writing and maths automaticity, and these have been addressed and children are given appropriate provision and support. All children make good progress in writing.</p>	<p>Each pupil premium child has an individual provision map that identifies barriers and strategies to overcome these.</p> <p>Staff have received training to help them ensure that children who have stalled in their writing progress are able to move on.</p> <p>The progressive writing curriculum and high-quality teaching of writing across the school ensures all children make good progress.</p> <p>There is a diminishing gap between PP children and non-pp children in terms of writing attainment by the end of Year 6.</p>
<p>Pupil premium attendance is improved, and this impacts positively on whole school attendance.</p>	<p>Pupils attend school regularly with the school average attendance exceeding 96%.</p> <p>There is no difference between the attendance of disadvantaged pupils or those with SEND and their peers.</p>
<p>To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.</p>	<p>Children have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School culture promotes self-efficacy for all stakeholders.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 14,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular use of the 'Lyfta' resource is achieved within school through: -planning Lyfta into school assembly plans -using 'Lyfta' resources regularly to enhance curriculum delivery	HundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21 st Century skills." Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.	1, 2
Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words).	EEF Improving Literacy studies (giving pupils a reason to write)	1, 3
CPD for teachers and TAs to support quality first teaching in relation to vocabulary and oracy.	"Professional development can support whole school approaches to close the word gap for disadvantaged pupils." ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS	2
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.	"Professional development in speech, language and communication", publication from The Communication Trust	2
Implementing the refined well-structured curriculum that is accessible to all, identifies small steps and is broad and balanced.	One of Rosenshine's Principle and endorsed by Tom Sherrington Breaking the curriculum down into smaller steps makes it more accessible to all children	1, 2, 3
Refining the carefully planned long term class novel and non-fiction rolling programme for each class, plus 20 recommended reads per year group so that all children are exposed to a range of high-quality texts.	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. Evidence shows that prolific readers are better writers.	1, 2, 3, 4, 5

	When children are hooked into a book they are motivated to come to school and not miss out.	
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.	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 educationalists such Faye Hemming.	2
Use of coaching for teachers and implementation of a new continuous professional and personal development.	Tom Sherrington's work on incremental coaching shows that this is a powerful way to improve teaching and learning.	1,2,3,5
Dedicated release time given in order for teachers to undertake CPD activities including observations of other staff.	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. 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.	1,2,3,5
The curriculum intent for writing has been updated to fit with the new class structure, to strengthen the broader curriculum and adjusted to reflect best practice considering the English Education review. Ensure units of work being completed with sufficient pace.	English Education Review: 'Telling the Story' Alex Quigley's work, 'The Writing Gap'	3
Use of Drawing Club and RWI phonics from day 1 in Reception to support early reading and writing. RWI development days take place each year.	Ofsted-Strong Foundations in the First Years of School English Education Review: 'Telling the Story'	3
The use of Grammarsaurus resources for teacher CPD and to help children understand the structure of language.	English Education Review: 'Telling the Story' Alex Quigley's work, 'The Writing Gap'	3

Place value of punctuation and grammar unit completed in Y1-Y5.		
<p>Staff and TA meetings on high expectations from all staff reference punctuation and handwriting in all work take place.</p> <p>There is a focus on handwriting and presentation from day 1, including pencil grip and staff talk to the children about why it is important. There is a focus on ascenders and descenders, using Letter Join and the children have regular handwriting sessions.</p> <p>Ensure basics are the focus in KS. Support teacher new to Year 1.</p>	English Education Review: 'Telling the Story' Ofsted-Strong Foundations in the First Years of School	3
Use of modelling is a key feature in writing lessons. More use of visualiser rather than flip chart to model.	Rosenshine's Principles Range of evidence to support this, including EEF	3
NCTEM training on Mastering Number completed and being delivered in Year 4 and 5. Teachers across the school are working with the Maths Hub and collaboratively with other schools to develop practice.	An EEF recommendation and also the work of NCTEM	3
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.	Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success. Schunk (1981): Self-efficacy as a predictor of academic performance Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.	5
Our school motto is 'To be curious, creative and courageous to grow and make a difference'. Our curriculum is built around the idea that they can make a difference to themselves and others. This is promoted through lessons and assemblies as well as our ethos. This message is displayed throughout the school and is referred to continuously.	Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success. Schunk (1981): Self-efficacy as a predictor of academic performance Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.	5

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

Budgeted cost: £ 5000

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, including those led by Marc Rowland.	1-5
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium 'Menu of approaches'.	2
1 to 1 support for those children who need additional support to learn multiplication facts in Y4+ and maths addition facts from the fluency grid in Y1-Y3 is provided.	Those children who still have gaps in their number sense and lack fluency struggle to tackle KS2 work and it is a key barrier.	3
Numbersense intervention group for Y4-6 is 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.	3
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
Purchase licences for Reading Dr so targeted individuals complete reading and spelling interventions on the ipads.	Recognised effective programmes that use precision teaching as recommended by our school's educational psychologist.	3
Support children who are struggling with their phonics, with 1 to 1 RWI intervention sessions, following training on this 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.	3
Gross Motor Skills (Funfit), fine motor skills intervention and handwriting	Ofsted-Strong Foundations in the First Years of School	3

interventions to support those children who are not forming letters correctly take place. Use of 'Write from the Start' and 'Letter Join' to support these interventions.	All established programmes based on research.	
Y6 SAT intervention groups before/after school are run.	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.	3,5

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging parents: Regular communication through the weekly newsletter, half termly learning letters from class teachers, sharing resources such as knowledge organisers.</p> <p>Parent workshops for children in EYFS, to raise the importance of reading with young children.</p> <p>Parental workshops on things such as sleep run by the Early Help Hub.</p> <p>Parental engagement sessions through the PINs project linked to neurodiversity.</p>	<p>Reference list from the Book Trust's "Getting Children Reading" strategy</p> <p>John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.</p>	1,2,3,5
<p>Improve attendance by improved communication with parents that is targeted and personalised.</p> <p>Work on helping everyone to feel like they belong and want to be in school.</p>	<p>Work of Mark Rowland <u>Todd Rogers and Avi Feller</u> Government document ;'Working together to improve school attendance'</p>	4

Rigorous monitoring and analysis of attendance data takes place.		
Remain 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 annually. Opportunities to explore behind the scenes and the theatre and learn about jobs linked to the theatre take place.	This will develop cultural capital, an area of high importance supported by the work of people such as Marc Rowland and David Didau. It will give the children an opportunity to be creative and the arts can be an effective educational tool and this is supported by the research and work of people such as Ken Robinson.	1, 5
Assemblies are used to expose 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, David Didau, Lee Elliott Major, Emily Briant and other sociologists on the impact of developing cultural capital	1
Ensure all children are involved in a good range of school trips and camps.		1
Offer after school and lunchtime clubs.		1
Develop musical experiences by taking part in Songfest and using resources such as Charanga and Sing Up.		1
Work closely with parents and continue to subscribe to 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.	1-5
Targeted children receive 1 to 1 emotional support, with a TIS style approach.	TISUK Dan Hughes' work	5

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
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Total budgeted cost: £ 23, 561

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 100% of pupil premium children passed the Year 1 phonic screening
- According to internal data 67% of children were working at the expected level at the end of key Stage 1.
- 100% of pupil premium children were working at or above the expected standard in reading, with 33% achieving the higher standard in the test
- 67% in writing were working at or above the expected standard, with 33% working at greater depth and achieved the higher standard
- In the GPS SAT 100% were working at or above the expected standard
- 67% of pupil children were working at or above the expected level in maths, the child who did not achieve the expected standard achieved a scaled score of 99
- 33% achieved the higher standard in the maths SAT

Success criteria	Review
<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 in workshops run by specialists and are part of a whole school performances • Children have aspirations, have passion and interests, and are motivated • All children have experienced 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. 	<p>Cultural capital development is seen as a strength of the school, this has been commented upon by many visitors, including Director of Development of Crofty Education Trust. Children are able to talk confidently about experiences. Cultural capital is embedded in the ethos and planning of the refined curriculum. Head led training for the trust at an inset day. Every child was part of the end of year show which was developed through working with a range of practitioners and artists.</p> <p>Children are starting to talk about aspirations linked to the arts and are more articulate about things they are passionate about.</p> <p>We have ensured the children have had a wide range of visits and visitors not only to the arts and culture, but also STEM. Class visits have included: museums, theatres, a pottery, an art gallery, churches, a cathedral, a dance show, beaches, woods, gardens a fire station and local educational facilities such as The Seal Sanctuary, Eden, Newquay Zoo, and King Edward Mine. Children attended workshops with Darcey Bussell and one with gymnast Jaydon Paddock and Year 5 had a surf day. Our visitors included a children's ambassador for parliament, the Space Dome, the RNLI, Barnardo's, a culture specialist and manga artist, and members of the community with specialists skills and talents, eg artists, seamstress and chef. Children attended</p>

	<p>a life skills day with workshops that included exploring career opportunities. We have established links with places such as a local Eco park, and Year 6s were involved in an enterprise project in which they made and sold goods to raise money for charity. Children in Y4-6 attended a camp and our choir were involved in things such as Songfest. These have been captured in a photograph album. All this we feel has contributed to their general knowledge and has led to high attainment in areas such as reading. We also feel it impacts on self-esteem as it helps them to 'feel clever'.</p> <p>96% of parents feel enrichment is a strength of the school.</p>
<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 • 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. 	<ul style="list-style-type: none"> • The teaching of vocabulary is a strength of the school, this has been commented upon by external visitors such as Justine Hocking. Monitoring shows it is a key feature in lessons and children are now able to talk more confidently about vocabulary. In Year 6 children have taken ownership of 'word of the week' in which they choose unusual and ambitious words. This has led to a real excitement about vocabulary. The reading spine supports vocabulary development through the rich language. Knowledge organisers teach and reactivate tier 3 vocabulary. • This has impacted the children's own writing as they are including more of this vocabulary. Reading is a strength of the school and this is demonstrated in assessments across the school. • The SALT screening has been a huge success because it identified children early so intervention could take place and accelerated progress made. This has impacted positively on GLD outcomes and sets them off on a strong start.
<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 	<ul style="list-style-type: none"> • Maps have been very useful in clarifying key barriers and strategies to overcome these. These are evaluated and updated termly. Some pupil premium children have made accelerated progress. • A variety of training has taken place including a conference with David Didau this has helped us to refine the curriculum. We ensure we 'front load' knowledge through the wider curriculum to help support children with their writing which often links to the class books of the wider curriculum. One of the key barriers identified for example in maths was the lack of

<p>for those children who need it in lessons</p>	<p>automaticity with number facts. This led to training such as NCTEM's mastering number training and this has impacted positively on many children, not just pupil premium. Our work with James Taylor has helped us to improve adaptations within lessons for SEND and PP pupils. Teachers modelling work to children has been a key focus and providing scaffolding. Both of which have support pupil progress in a range of subjects.</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. 	<ul style="list-style-type: none"> • All children completed the NCTEM's mastering number programme and due to its impact and success this has now been rolled out to Y4 and 5, with Numbersense being continued to be used in Y3 • A targeted Numbersense programme has been a successful intervention in upper Key stage 2. This automaticity has led to more confident mathematicians. The average score for pupil premium children was 24.5/25 in 2024. • Children who achieved less than 80% in the multiplication test are targeted for 1 to 1 intervention and this has led to good progress.
<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 	<ul style="list-style-type: none"> • Children are becoming more articulate about what they have learnt and the more regular reactivation is having an impact this is something we continue to work on. Reviewing previous years' learning is now starting to happen and is an area we continue to focus on. The new refined curriculum supports this. • The refined curriculum has been developed in a way that helps children to link their learning and cross curricular links are strong. Each subjects has golden threads that help link learning across the school in each subject through key themes.
<ul style="list-style-type: none"> • Pupil premium attendance is in line with non-pupil premium children and is at least 97% 	<ul style="list-style-type: none"> • Currently FSM attendance is 95.1% which is in the top 10-20% of the country In 2024:

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • FSM attendance was-93. 3% (56th out of 237 schools in Cornwall), • PA-5.4% (8 children) ranked 6th out of 237 schools in Cornwall and in top 10% nationally • FSM and SEND-93.7% (top 20-30% of schools nationally) • SEND-95.2% (19th out of 237 schools in Cornwall and top 10-20% nationally) • Attendance has improved and we are seen as an example school, with our practices being shared at national conferences. This has led to the head leading attendance across The Crofty Education Trust and she is part of the Cornwall Attendance working party. • One of the things that supports attendance is that children are keen to attend school. This is due to the high quality and engaging curriculum and school ethos.
<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 	<ul style="list-style-type: none"> • All questions linked to communication between home and school was very positive with over 95% agreeing. 90% of parents felt well informed about how their child is doing and 96% felt well informed in what was being taught. • 100% of parents/carers of PP children attended our last parent consultation. (94% of parents/carers attended across the school) • A variety of events have taken place such as open class each half term, sports events, PTA events and performances these are well attended by all parents, including those of Pp children. This year we are offering workshops such as sleep workshops and parental engagement linked to neurodiversity, as well as curriculum based ones eg Maths Whizz and phonics.
<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. 	<ul style="list-style-type: none"> • Starting to do this and is an area to continue to work on • Children are able to respond well to targets given to them. They find it harder to set their own targets and goals. Children recognise that hard work is needed to improve and display a growth mindset.
<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 	<ul style="list-style-type: none"> • 89% passed the Y1 phonic screening, with 100% of pupil premium children passing in 2024. • RWI consultant, Claire Souch, has given us positive feedback on the implementation of RWI, including checking that books are suitably matched to child's needs and has observed sessions. The RWI lead, Sam

<ul style="list-style-type: none"> • 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>Forsdick, regularly observes and coaches during phonic sessions and 1 to 1 tutoring sessions. These 1 to 1 sessions have led to good progress with these individual children. One pupil premium child who received the 1 to 1 tutoring was able to pass the screening due to accelerated progress. At the end of key Stage 1, according to internal data, 84% of children were working at the expected level in reading.</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 	<ul style="list-style-type: none"> • GPS results improved significantly in 2024, with 85% working at the expected level or above. • Modelling writing is now seen as a strength of the school and writing is improving across the school as a result. This can be evidenced in books. It was commented upon positively in a recent writing visit led by consultant and Ofsted inspector, Justine Hocking. • Marking is helping the children to improve their writing and continues to be a focus. • Staff’s subject knowledge linked to punctuation and grammar has improved as a result of the Grammarsaurus programme. • The English lead, Cassie Pamplin has been conducting regular drop-ins to lessons and book looks. This has shown that the teaching of writing is good across the school, with some practice being outstanding. • Grammarsaurus resources have led to children understanding the structure of language and can use the correct technical vocabulary to discuss their work and know their next steps. • Books demonstrate that children are being given opportunities to write at length and are using a range of powerful vocabulary. There is also evidence of them using these skills across the curriculum. There is also evidence of them responding to marking and feedback. • Presentation and handwriting across the school has improved. There are still some children that need to work on this and staff are working hard on having high expectations for children’s work. • Due to the low numbers of pupil premium children it is hard to compare data. We do have individual children who are pupil premium who have shown that they

- There is a diminishing gap between PP children and non-pp children in terms of writing attainment by the end of Year 6.

have made good progress in writing. We are ambitious for all and will continue to focus on raising standards in writing, particularly for pupil premium children.