

# Sawley Junior School

## Pupil Premium Grant Strategy Statement 2025-2028



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.

Detail	Data
School name	Sawley Junior School
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2024
Date on which it will be reviewed	Termly - AGB
Statement authorised by	J Haigh
Pupil Premium Lead	E Joyce
Governor / Trustee Lead	TBC

Detail	Data
Pupil premium funding allocation this academic year	£152,350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£152,350</b>

## Part A: Pupil Premium Strategy Plan





### Statement of Intent

At Sawley Junior School we want all pupils to **Aspire**, **Achieve** and **Thrive** during their time with us and beyond:

**Aspire** - to develop a long-term love of learning and a desire to achieve

**Achieve** - to fulfil their potential, achieving their best across the curriculum

**Thrive** - for all our children to feel happy, healthy and safe

-  We do our very best to encourage our children to be positive and motivated about learning so that everyone can reach their true and full potential.
-  We offer an inclusive curriculum where high standards of learning and teaching also allows for independent learning; we set challenging targets which encourages our pupils to participate in their own learning and achieve high standards.
-  We strive to create a stimulating atmosphere where staff are fully committed and dedicated to support our children on an exciting journey through their learning.
-  We work hard to ensure that parents and carers can work with us in partnership to ensure that Sawley children will become the responsible citizens of the future.

We recognise that our pupils in receipt of the pupil premium face specific barriers to achieving our ultimate aims and at Sawley Junior School we are determined to use our Pupil Premium funding to provide the support and opportunities necessary to help our children overcome these barriers.

Sawley Junior School recognises that pupils in receipt of pupil premium may need adapted assistance to allow them to access the school curriculum in all its forms. The school will aim high for all its pupils and will ensure that barriers to learning will be mediated wherever possible. The school will not lose sight of its aim for enabling all pupils to achieve their potential and the following steps are to support those pupils who may need additional intervention and acknowledgement to ensure that every child has the best opportunity regardless of whether they are identified as a Pupil Premium child or not.

Whilst being eligible for FSM and Pupil Premium some children in this cohort may not be low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels possible in all aspects.

We do this by ensuring our pupil premium strategy follows these core principles;

- We use the latest Education Endowment Foundation Guide to develop an evidence informed approach
- Barriers, challenges and successes are identified and measured using a range of information including summative and diagnostic assessment information which identifies needs in different areas including both academic and social and emotional needs.
- High quality teaching is at the heart of our approach - this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Staff delivering targeted academic support are given appropriate support and training.

## Challenges

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

Challenge Number	Detail of Challenge
1	<p>The school location deprivation indicator is in quintile 5 (most deprived) of all schools. The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation.</p> <p>Poverties of experiences for some pupils outside the immediate community.</p> <p>Poverties of material for some pupils</p> <p>Parental academic aspirations and knowledge for some PP children are low – some children do not complete homework at home including reading.</p> <p>The school's postcode holds an IDACI score of 0.325, an IDACI decile of 2 and an IDACI rank of 3396.</p>
2	<p>A high proportion of disadvantaged pupils have other vulnerabilities, particularly SEND.</p> <p>At Autumn 2024/25: The percentage of disadvantaged pupils in each year group who are also SEND:</p> <ul style="list-style-type: none"> <li>• Year 3, <b>25%</b> - Year 4, <b>29%</b> - Year 5, <b>35%</b> - Year 6, <b>25%</b></li> </ul> <p>A high proportion of pupils in receipt of pupil premium were under social care involvement or school-based early help Team Around the Family meetings, signifying a further, clear dual barrier in place for many pupils in our setting.</p>
3	<p>Assessments, teacher's judgement/observations, and discussions with pupils indicate underdeveloped skills and gaps in learning in:</p> <ul style="list-style-type: none"> <li>• phonics, reading fluency and comprehension skills and for those pupils who are also SEND</li> <li>• basic writing, SPAG and handwriting skills and their consistent application across the wider curriculum</li> </ul> <p>Poverties of language - of the 9 boys in receipt of PP in our 2023 cohort, 7 of these boys were below age-related expectations in reading and writing in our initial assessments (78%). Of the 19 children in receipt of PP in this cohort, 15 pupils were below age-related expectations in our initial reading assessment (79%) and 17 were below in their writing (89%). 10/19 (53%) were below ARE in Reading, Writing and Maths. 12 pupils in receipt of pupil premium across school received SaLT involvement either in infant or junior school.</p> <p>Overtime, writing has consistently been a school strength. Monitoring of engagement with writing/SPAG during Remote Learning was identified as a weaker area in terms of the quality of work produced by pupils when working remotely. Gaps have been identified in phonic knowledge partly because of COVID lockdown.</p>
4	<p>Our assessments, surveys, observations and discussions with pupils and families have identified a lack of enrichment opportunities and engagement with clubs and wider community offers. These challenges particularly affect disadvantaged pupils, including their culture capital and social emotional mental health.</p> <p>Last year (2023-24), 6 pupils in receipt of pupil premium accessed bikeability, 2 accessed multi-sports, 1 accessed Zumba, 4 accessed football, 4 accessed cross country, 2 accessed Just Dance club and 10 joined a sports festival. 2 clubs had no pupils in receipt of pupil premium accessing them and many were only represented by one year group.</p>

5	<p>Recent attendance monitoring shows that there is a widening gap around an increasing percentage of disadvantaged pupils identified as persistent absentees.</p> <p>At the end of academic year 2022/23, disadvantaged attendance was 91.4% compared to non- disadvantaged at 94.9%. At the end of academic year 2023/24, disadvantaged attendance was 90.56% compared to non- disadvantaged at 95.19%.</p>
6	<p>Many of our pupils in receipt of pupil premium require additional support for their Social Emotional Mental Health needs. These pupils may require behaviour intervention including anger and anxiety gremlin work, family support including TAF, financial aid and attendance support, self-esteem and social support including ELSA, Happy to be me &amp; Happy to be us, Educational Psychologist involvement and support with bereavement.</p> <p>Last year, all pupils in receipt of pupil premium in Y3 &amp; 4 received Happy to be me and Good to be us interventions. 15 pupils had Educational Psychologist involvement, with 1 child in Y5 receiving a 6 week 1:1 support course to develop strategies for anger management.</p> <p>An increased number of families currently require additional support with social and emotional needs and receive either 1:1 or small group interventions. Individual work on anxiety and escalated behaviour at home is also increasing as specific children need individual approaches and the SENDCo and FLO work with families to produce a bespoke offer for each circumstance, completing external agency referrals (CAMHS, Early Help, School Nurse, Inclusion Support, Educational Psychologist, Building Sound Minds etc) where appropriate.</p>
7	<p>Low parental engagement is evident in our school. The proportion of parents not attending open evening appointments was 65%. 52% of these pupils were also on the SEND register. There is also a correlation between low engagement with homework and reading at home and pupils from households in receipt of pupil premium.</p>

## 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 Outcomes	Success Criteria
<p>To support children and families experiencing material poverty so that children have their basic needs met so they have what they need to make academic progress.</p>	<p>Families requiring financial support will receive grants to support parents to pay for school uniform at different points throughout the year. Food bank referrals will be completed for families requiring additional support. School provide second hand uniform to families and will offer uniform free at home times at the end of term to support the financial burden. School offer these to key families in need, often those receiving additional financial support through our Family Liason Officer and provide remaining uniform for families to collect on drop offs and pick-ups. TAF meetings with additional referrals to external agencies will be offered to families requiring support.</p>

<p>Develop pupil engagement with reading to broaden pupils' experiences of quality literature and vocabulary- includes oral language approaches.</p> <p>To improve reading skills in Y3, Y5 &amp; Y6 so they are within the 70% to 75% range at expected and meet school targets.</p> <p>Disadvantaged pupils read fluently allowing them to comprehend and engage with texts at a deeper level.</p> <p>To provide swift intervention to build on phonic knowledge to create foundations for early readers.</p>	<p>Assessments and observations indicate improved reading fluency and improvement in phonic screener scores among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p>
<p>To improve writing skills across all year groups so they are closer to age-related expectations by the end of KS2.</p> <p>Improved written language skills amongst disadvantaged pupils.</p>	<p>Assessments and observations indicate improved written language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p>
<p>Increase the proportion of parents and pupils accessing our wider community offer. Leaders will maintain a strategic overview of the access to our offer.</p>	<p>An increased proportion of Y6 pupils will access our Y6 residential through subsidised costs.</p> <p>Pupils will access trips through subsidised costs.</p> <p>School will offer a range of free workshops to pupils in school and will deliver trips exploring the local community free of charge to promote culture capital.</p> <p>Parent workshops will be offered to support a range of needs to allow parents to gain strategies and network with other families and professionals in the community.</p>
<p>Improve attendance and readiness to learn for persistently absent pupils including those who are disadvantaged by facilitating Early Help to support identified families.</p>	<p>By the end of 2028:</p> <p>A reduced number of pupils are persistently absent or late, including disadvantaged pupils.</p> <p>The gap between disadvantaged pupil attendance and non-disadvantaged pupil attendance is narrowed.</p>
<p>To support the mental health and well-being of all pupils in school. Disadvantaged pupils' social and emotional needs are understood, and swift, supportive intervention helps to ensure these needs are met.</p> <p>To engage pupils with a reinstated programme of enrichment opportunities and exposure to cultural capital.</p>	<p>Pupil voice shows that pupils feel happy, healthy and safe in and out of school. Where intervention has occurred, these have shown positive outcomes for pupils and that needs are being met.</p> <p>Following consistent access to face-to-face education, there has been a reduction in the number of referrals for group and/or 1:1 support.</p>

### Activity in this Academic Year (2023/2024)

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: £39,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the ratio of disadvantaged children to staff to deliver High, Quality First Teaching - specifically targeted support – recruitment of Teaching Assistant hours.	Impact of small group provision for targeted phonics/reading. (+ 4/5mths)	1,2,3,4
Continuation of Accelerated Reader to support diagnostic reading assessment and formative monitoring and assessment in reading from Year 2-6	Accelerated Reader is shown by the EFF to have average an impact of 3months progress on disadvantaged pupil attainment. The school has been using accelerated reader for 3 years – outcomes have shown an upward trend at the expected level.	1,2,3
Continue delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for identified pupils. Provision of phonics teaching CPD for new staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1,2,3
Ensure all learners can access an ambitious curriculum: provide approaches to inclusive learning and teaching CPD for all staff including One Academy Trust Inset Training focusing on SEND (a high proportion (percentage) of our learners in receipt of PP have SEND)	Ensuring learning and teaching activities are matched to pupil need.  SEND CPD offered all staff training on effective quality first teaching strategies and resources to improve inclusive teaching and learning for all pupils.	1,2,3,6
Multimodal literacy training is booked with a key teacher supporting children and their families to participate in the programme. (PEP Funding supplemented)	Studies have shown that students learn best when educators appeal to different learning styles at the same time, which is possible through multimodal learning. Multimodal learning engages the brain in multiple learning styles at once using various media.	1,2,3,4
Implementation of Provision Mapping Tool to track and analyse school wide interventions and progress.	Product feedback and colleague recommendations.	1,2,3,6
Introduction of Reading Fluency approach to increase automaticity, accuracy and expression across school. CPD to staff in new approach.	Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and	1,2,3,4

	consolidate automatic decoding skills, and how to bring a text to life from print to prosody.	
<p>Increased CPD for Pupil Premium lead including</p> <ul style="list-style-type: none"> <li>- 2x National College courses focusing on Pupil Premium outcomes</li> <li>- Pupil Premium Panel webinar with focus on how to create a successful PP culture across school.</li> <li>- Nottinghamshire PP Networking meetings over 2 days.</li> </ul>	PP lead CPD will support the leadership and management of pupil premium reports and how these are implemented across school.	1,2,3,4,5,6,7

### Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£87,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra 0.5 teacher in Y6 to reduce teaching group sizes in English & maths. 8/14 of the pupils in receipt of pupil premium who are below age-related expectations in Y6 access this group.	Small group / targeted intervention (+4mths)	1,2,3
<p>Address gaps in phonics:</p> <ul style="list-style-type: none"> <li>• Year 3 daily phonics sessions – including TA led groups for different stages dependent on need</li> <li>• Targeted phonics interventions for identified pupils in Year 4.</li> <li>• Year 5 &amp; 6 phonic groups for identified pupils needing extra input.</li> <li>• School has developed and is embedding early identification strategies including phonic screening, reading level assessments and words per minute assessment and intervention implementation to address these areas is targeted.</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Assessment from baseline has shown a resounding rise in attainment.</p>	2,3
<p>Fluency Reading Interventions:</p> <p>Provision of intensive daily reading sessions for identified pupils including approaches to develop oral language and comprehension skills and improve fluency. More structured approach to reading fluency and the way reading is delivered.</p>	<p>EEF: Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on</p>	1,2,3,6

	<p>decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody. (EEF)</p> <p>In turn, pupils can more readily access the wider curriculum facilitating access to the whole curriculum.</p>	
Read Write Inc Scheme introduction	<p>EEF:+1 month</p> <p><a href="https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf">https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</a></p>	1,2,3
<p>Comprehension support in English - TA/HLTA support for targeted pupils in each year group.</p> <p>Additional teaching group in Y6 - children who have low reading/ spelling abilities to support catch up and individual targets.</p>	<p>EEF: Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>In turn, pupils can more readily access the wider curriculum facilitating access to the whole curriculum.</p>	1,2,3
IDLS – to support phonics sessions and enable children to practice in school and at home, additional time allocated for children to complete tasks in school for those who have limited access at home.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	1,2,3
Spelling Shed implemented throughout all year groups-specific targets for identified children. Children can engage from home. (Costing: £550.80)	Pupils engaging with regular spelling practice showed improved outcomes.	1,2,3
Guided reading interventions to improve targeted comprehension skills for Y3-6 pupils.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. (EEF).	1,2,3,6
Performance Management Meetings with focus on pupils in receipt of PP	Leadership maintaining a strategic overview of pupil premium and highlighting key pupils for staff to offer tailored additional support will improve academic outcomes.	1,2,3

## Wider Strategies (for example, related to attendance, behaviour and well-being)

Budgeted cost: £25,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: <ul style="list-style-type: none"> <li>• SENCO and FLO (1.5 days p/w) to work with individual children/families to support attendance and manage any anxieties around family situations and school.</li> </ul>	Half Termly attendance monitoring by Attendance Admin, HT and FLO followed by support form FLO where appropriate.  Embed principles of good practice set out in the DfE's Improving School Attendance advice.	1,2,4,5,6,7
Continue to provide access to lunchtime and after school clubs.	The EEF recognises the benefits of physical activity/arts-based clubs on both academic performance (additional 1 month's progress) and health and well-being. Offer of chill room at lunchtimes for children requiring SEMH support through the lunch period. Deployment of Tas to support this intervention.	1,2,4,5,6,7
Funding visits, residential trips and enrichment activities (e.g. Forest School) on a needs-based approach.	The EEF recognises the benefits of physical activity/arts-based clubs on both academic performance (additional 1 month's progress) and health and well-being.	1,2,4,5,6,7
Delivery of social and emotional interventions including (but not limited to) Happy to be Me, Good to be Me, Happy to be Us, Social Stories,	The EEF recognises the benefits of social and emotional learning on both academic performance and health and well-being. Improvement in expressive and receptive language skills.	1,2,3,4,5,6
SEND Natters and other Matters Parent Workshops and supports, including signposting to wider community opportunities for pupils with dual barriers.	Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	2,4,6,7
Forest Schools	Forestresearch.gov highlights the many benefits of forest school including increased confidence, improved social skills, improvement in communication skills and physical skills as well as increased knowledge and understanding of the world around them.	1,2,4,5,6
ELSA sessions for Y3-4 implemented with FLO to improve self-esteem and resilience. FLO support 1:1 and supporting families.	+ 4 months EEF - Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships	1,2,5,6,7

	with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
We are reintroducing Mini Leaders and peer mediators at lunchtimes to offer peer mentoring opportunities to Y6 pupils and offer structured, positive play opportunities for Y3 pupils.	EEF: +5 months	4,6
Introduce a morning Meet & Greet Toast Club for children exhibiting School Refusal. Opportunity for parents to discuss observations from home to improve a joined-up approach.	Offers a more relaxed introduction into school for children struggling with the transition from home.  Breakfast clubs that offer pupils in primary schools a nutritious meal before school can boost their reading, writing and maths results (+2 EEF) Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).	1,2,4,5,6,7
Embed Lego Therapy (pupils DIS & SEND) - to benefit children with a variety of communication and social developmental difficulties.	Play-based learning approaches have a moderate positive impact (+ 4 months) on learning outcomes. LEGO Therapy in school has been observed to not only improve social interaction skills but also expressive and receptive language skills as well as uncovering learning opportunities such as teaching colours.	1,2,3,4,5,6
Priority parents evening appointments with follow up calls for non-attending families.	Offering priority bookings with a more flexible offer of a phone call will make open evening appointments more accessible for all families. With a joined-up approach, our pupils have a better chance at engaging with reading, homework activities and where appropriate, learning plan targets.	1,2,7

## Part B: Review of outcomes in the previous academic year

**Pupil Premium Strategy outcomes** - This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

At Sawley Junior School, a high proportion of disadvantaged pupils also have SEND.

In the year 2022-2023: The percentage of disadvantaged pupils in each year group who are also SEND:

Year 3, **35%** - Year 4, **24%** - Year 5, **15%** - Year 6, **37%**

In the year 2023-2024: Of the pupils in receipt of Pupil Premium, this proportion also had SEND:

Year 3, **37%** - Year 4, **33%** - Year 5, **20%** - Year 6, **48%**

From their baseline starting points the difference between disadvantaged pupils and non-disadvantaged pupils is;

**Intake 2023 – Year 3**

**Significant Data** - 25% are disadvantaged – 32% of disadvantaged pupils are also SEND. 19% of the year groups are SEND.

Reading	KS1	22/23	Y3	BL	Y3	23/24	AP1		Y3	23/24	AP2		Y3	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	70	23	45	0	63	24	92	41	56	19	55	5	73	26	71	27	82	30
DIS	42	5	22	0	28	0	78	6	26	5	53	5	42	5	58	26	53	6
NON	79	29	52	0	74	31	97	52	66	24	55	5	83	33	76	28	91	38
NOSEND	62	8	33	0	42	0	83	0	33	8	50	8	58	8	92	42	67	8

- **Significant gap** between non-disadvantaged and disadvantaged pupils, although this improves when SEND pupils are removed from the data.

Writing	KS1	22/23	Y3	BL	Y3	23/24	AP1		Y3	23/24	AP2		Y3	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	60	3	0	0	47	4	50	25	65	36	74	51	66	17	22	1	74	4
DIS	26	0	0	0	11	0	11	0	37	11	58	26	37	5	11	5	39	0
NON	71	3	0	0	59	5	62	33	74	45	79	59	76	21	26	0	84	5
NOSEND	38	0	0	0	17	0	17	0	58	17	75	33	58	8	17	8	50	0

- **Significant gap** between non-disadvantaged and disadvantaged pupils, although this improves when SEND pupils are removed from the data.

Maths	KS1	22/23	Y3	BL	Y3	23/24	AP1		Y3	23/24	AP2		Y3	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	70	26	49	0	78	43	95	72	71	34	58	3	81	38	75	22	83	47
DIS	37	11	28	0	50	17	78	72	42	11	37	3	47	11	74	22	47	22
NON	81	31	55	0	86	52	100	79	81	41	66	2	91	47	76	24	93	55
NOSEND	54	15	42	0	75	25	92	75	67	17	25	8	75	17	92	17	75	33

- **Significant gap** between non-disadvantaged and disadvantaged pupils, although this improves when SEND pupils are removed from the data.

KEY at AP3:	< AP2	= AP2	> AP2		Target Key:	T not met	Within 10%	T met	T exceeded
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**Intake 2022 – Year 4**

**Significant Data** - 31% are disadvantaged – 36% of disadvantaged pupils are also SEND. 26% of the year groups are SEND.

Reading	KS1	21/22	Y3	AP3	Y4	23/24	AP1		Y4	23/24	AP2		Y4	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	68	22	51	28	47	12	63	10	52	16	78	14	56	20	84	14	70	24
DIS	58	23	46	31	40	16	60	0	54	25	83	21	50	21	79	13	58	25
NON	74	21	55	26	51	11	64	11	52	13	75	12	58	21	87	13	75	25
NOSEND	82	29	65	41	56	25	50	0	75	38	81	31	63	31	69	13	75	31

- No gap between non-disadvantaged and disadvantaged pupils.

Writing	KS1	21/22	Y3	AP3	Y4	23/24	AP1		Y4	23/24	AP2		Y4	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	54	3	59	15	46	4	80	7	44	10	71	8	58	14	79	15	61	15
DIS	46	0	62	23	36	0	72	0	33	8	63	4	46	8	75	8	67	13
NON	58	4	58	11	51	6	85	11	50	12	75	10	63	17	81	15	62	17
NOSEND	65	0	88	29	56	0	75	0	44	13	56	6	63	13	69	13	81	19

- Slight gap between non-disadvantaged and disadvantaged pupils, although this improves when SEND pupils are removed from the data.

Maths	KS1	21/22	Y3	AP3	Y4	23/24	AP1		Y4	23/24	AP2		Y4	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	73	8	63	33	49	11	75	5	49	11	67	1	64	15	96	11	76	36
DIS	58	8	58	31	36	4	68	5	42	4	63	1	63	13	96	11	67	21
NON	81	8	66	34	58	15	77	4	54	15	69	2	65	17	96	10	79	46
NOSEND	82	12	76	41	50	6	63	0	50	6	56	0	81	19	100	6	88	31

- No gap between non-disadvantaged and disadvantaged pupils.

KEY at AP3:	< AP2	= AP2	> AP2		Target Key:	T not met	Within 10%	T met	T exceeded
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#### Intake 2021 – Current Year 5

Significant Data - 26% are disadvantaged – 30% of disadvantaged pupils are also SEND. 20% of the year groups are SEND. No KS1 data due to COVID.

Reading	KS1	20/21	Y4	AP3	Y5	23/24	AP1		Y5	23/24	AP2		Y5	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group			73	36	63	15	69	5	58	15	65	11	80	23	83	26	78	39

DIS			60	20	48	13	65	13	52	4	65	13	70	13	70	26	57	30
NON			78	41	69	16	70	2	60	18	65	11	83	26	88	26	86	42
NOSEND			70	20	50	13	69	13	63	6	69	19	88	13	81	31	63	31

- Slight gap between non-disadvantaged and disadvantaged pupils, although this improves when SEND pupils are removed from the data.

Writing	KS1	20/21	Y4	AP3	Y5	23/24	AP1		Y5	23/24	AP2		Y5	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	
Group			61	24	60	8	31	5	65	9	45	1	69	20	65	10	78	26
DIS			30	15	43	4	30	4	52	4	35	0	48	9	52	4	61	13
NON			71	27	66	9	31	5	69	11	49	2	77	25	69	12	85	31
NOSEND			50	20	50	0	31	6	63	0	38	0	56	6	69	6	81	13

- Significant gap** between non-disadvantaged and disadvantaged pupils, although this improves when SEND pupils are removed from the data.

Maths	KS1	20/21	Y4	AP3	Y5	23/24	AP1		Y5	23/24	AP2		Y5	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group			65	43	56	24	46	2	51	25	91	10	64	34	81	11	69	40
DIS			30	15	26	9	48	2	30	9	91	10	35	4	70	11	39	13
NON			76	52	67	30	45	2	58	31	91	11	74	45	85	14	80	49
NOSEND			30	20	31	6	50	6	38	6	88	6	44	0	75	0	50	13

- Significant gap** between non-disadvantaged and disadvantaged pupils.

KEY at AP3:	< AP2	= AP2	> AP2		Target Key:	T not met	Within 10%	T met	T exceeded
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#### Intake 2020 – Current Year 6

Significant Data - 23% are disadvantaged – 48% of disadvantaged pupils are also SEND: 19% of the year groups are SEND. No KS1 data due to COVID.

Reading	KS1	19/20	Y6	BL	Y6	23/24	AP1		Y6	23/24	AP2		Y6	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group			39	9	53	10	84	8	61	19	88	5	59	24	80	5	70	28
DIS			18	5	22	0	74	4	30	9	78	13	26	0	74	9	43	9
NON			47	11	62	13	87	7	65	21	92	2	70	31	84	3	77	32
NOSEND			25	8	38	0	77	0	54	15	92	23	46	0	85	15	62	15

- Significant gap** between non-disadvantaged and disadvantaged pupils, although this improves when SEND pupils are removed from the data.

Writing	KS1	19/20	Y5	AP3	Y6	23/24	AP1		Y6	23/24	AP2		Y6	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group			54	23	45	9	45	23	61	18	76	26	71	20	95	11	74	23
DIS			36	5	17	0	17	4	30	4	61	13	39	4	91	13	48	4
NON			65	31	54	11	54	28	71	21	81	31	79	25	95	10	82	27
NOSEND			50	8	31	0	31	8	46	8	85	23	69	8	100	23	77	8

- **Significant gap** between non-disadvantaged and disadvantaged pupils, although this improves when SEND pupils are removed from the data.

Maths	KS1	19/20	Y6	BL	Y6	23/24	AP1		Y6	23/24	AP2		Y6	23/24	AP3		Target	
	At+	Ab	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group			15	1	40	4	98	3	61	21	96	5	73	23	91	3	79	33
DIS			5	0	9	4	91	3	30	4	91	5	48	4	83	3	57	9
NON			20	2	48	3	100	2	69	26	98	6	82	28	93	2	87	39
NOSEND			8	0	15	8	100	8	46	8	100	0	77	8	92	0	77	15

- **Significant gap** between non-disadvantaged and disadvantaged pupils, although this improves when SEND pupils are removed from the data.

#### 2023/2024 – Outcomes were also supported by:

- HLTAs/TAs assigned to consistent year groups supported mental health and well-being well
  - staff knew the children exceptionally well and were able to support on a needs basis
  - Time to work with individual children and small groups to support friendships and resilience was used well and children felt well supported.
  - Additional support for families was provided by support staff.
- Ability-based phonics groups implemented in Y3 & Y4.
- Attendance monitoring supported children to attend when possible.
- Socially speaking, anxiety and anger work completed by FLO.
- Monopoly attendance assemblies with weekly certificates for classes with highest attendance.
- Inset and cluster meetings have highly prioritised CPD on adaptive strategies.
- Teachers, teaching assistants and midday supervisors have received CPD on the 4 main areas of SEND need in school to support the high percentage of pupils who are in receipt of PP and have SEND.
- Wordsmith week improves wider opportunities and culture capital inviting authors into school for workshops.
- Owl writes allow pupils regular opportunities for creative extended writes, as asked for in pupil interviews. Children have opportunities to write for purpose e.g. writing to the PM.
- Close partnership with the Canal and River Trust to provide culture capital opportunities both by Trent Lock and through free, school-based workshops.

- School have been actively seeking more opportunities to ensure trips are low budget e.g. exploring the local area for history, church trips and Trent Lock for geography and science based learning. This removes cost burdens for families.
- Working towards the John Muir award in Forest school
- Additional teacher support in Y6
- Referrals to DCC representatives such as Inclusion Support Advisory Services.

## Externally Provided Programmes

Programmes	Provider
Read Write Inc	Ruth Miskin Literacy
IDLS for Numeracy and Literacy	IDLS Group
Spelling Shed	Ed Shed
TT Rockstars	Maths Circle Ltd
MyMaths	Oxford University Press
Accelerated Reader	Renaissance Learning
White Rose Maths	White Rose Maths
Anger Gremlin	Author: Kate Collins-Donnelly
Anxiety Gremlin	Author: Kate Collins-Donnelly
Twinkl (Phonics)	Twinkl
Happy to be me/ Happy to be us	Happy Secrets.com
Zones of Regulation	Leah M. Kuypers
Provision Map	TES
John Muir Award	<a href="http://www.johnmuiraward.org">www.johnmuiraward.org</a>
Autism Advocates & SSEN (2023-24) & Inclusion Support Advisory Service (2024-)	Derbyshire County Council

## Service Pupil Premium Funding (N/A)

Measure	Details
To support emotional and sense of belonging.	Service children are invited to take part in our extra-curricular Forest School club. This provides opportunities to build positive relationships with peers, develop confidence, and strengthen their sense of belonging within the school community.
Support academic learning affected by the challenges of being a service child.	Resources are provided both in school and at home to support learning, such as study books and essential equipment, ensuring pupils have consistent access to learning materials.
Provide targeted academic support where needed.	Additional intervention support is offered, including reading and phonics interventions, in-class adult support, and small-group or individual tuition where appropriate, to help pupils make progress and address any gaps in learning.