

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Augustine's Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	31
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs Emma Berry
Pupil premium lead	Mrs Katie Bladon
Governor / Trustee lead	Mrs Jane Gardiner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,590
Recovery premium funding allocation this academic year	Recovery funding = £4,930 Additional Tutoring Provision 75%= £3,654 25% = £1,215
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	£58,389

Part A: Pupil premium strategy plan

Statement of Intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

As a school, we ensure:

- That teaching and learning opportunities meet the needs of all the pupils
- That appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Local demographics:

St. Augustine's lies in the borough of Weymouth and Portland. Weymouth and Portland has been ranked among the 10% most deprived areas to live in the country. It is ranked 197th most deprived nationally. 40% of children in Weymouth and Portland live in poverty. As we fall into category 6 in terms of deprivation, we are eligible for DfE funding for ICT/Computing.

Neighbouring Schools:

We are within a mile radius of 3 local primary schools- Beechcroft St. Paul's (Requires Improvement), Conifers (Requires Improvement) and Holy Trinity (Good). Our feeder Secondary Schools are Budmouth College (Inadequate), All Saints (Inadequate) and Wey Valley (Inadequate), all of whom have fairly recently academised.

Our main aims:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Provision:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Providing extra tuition for able children who receive the pupil premium, for example in preparation for Year 6 SATs.
- Providing music lessons for children whose families would be unable to pay for them.
- Support with the payment of educational trips and visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Investing in and providing PP children with chrome books to access online learning.
- Employed a Pastoral Higher Level Teaching Assistant and trained two members of staff as Emotional Literacy Support Assistants. This is to support children who need work on their social skills and mental health.
- Providing meal vouchers during the Covid-19 Pandemic and delivering packed lunches to those isolating.
- Providing school uniform vouchers.
- Providing younger children with a free bottle of milk each day.

- Individual Support Plans are written for children, these include long-term outcomes to achieve over the year and short term targets.
- Transition from primary to secondary and transition internally and into EYFS.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Augustine's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

Challenge number	Detail of challenge
1	Outcomes for PP in Reading, Writing and Maths
2	Poor Language and Communication skills on entry to Reception
3	Attendance and Punctuality issues.
4	Parental Engagement and parenting skills
5	Children having high aspirations for themselves

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 improve outcomes for PP children across the curriculum and PP children's attainment will be in line with the non-PP peers.	PP children will have made above expected progress and attainment is in line with non-PP peers.
To ensure that PP children experience and understand a wealth of vocabulary to support their reading and writing.	PP children's understanding of language improves and this is highlighted in their use of vocabulary in all subjects.
To ensure that children who enter Early Years are quickly assessed and supported through SaLT intervention.	Children are identified early in Reception and intervention delivered ensuring they make above expected progress in their speech thus supporting their early reading and writing.
To improve the attendance of our PP children and to ensure our persistent absentee (PA) % remains below national.	PP children's attendance is improved and above the expected 95% thus impacting on their attainment.
To improve the engagement of parents and improving parenting skills across the school.	PP parents engage with their children's learning both in school and out of school supporting their own and their child's future aspirations
To improve the cultural capital of all disadvantaged learners through the wider curriculum.	PP children have a wide range of opportunities provided through a carefully planned curriculum to support their aspirations and opportunities in life. They can articulate their aspirations and understand the need for learning to achieve this.

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: £ 24,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Writing Lead - Developing the Vocabulary for PP children through pre teaching, vocabulary books, Rosenshine's approach of consolidation will support with this. Teachers to model as part of lessons, the new vocabulary taught during the WCR sessions and model use within a sentence. With the aim to improve the quality of independent writing. Clear use of Rosenshine to model and shared write to ensure children experience quality writing.</p> <p>High quality texts to be bought to be used for WCR, providing an ambitious vocabulary and modelled language.</p>	<p>EEF - Guidance Report - Preparing for Literacy EEF - Guidance Report - Improving Literacy in Key Stage 1 EEF - Guidance Report - Improving Literacy in Key Stage 2 EEF - Guidance Report - Metacognition and Self-regulated Learning</p>	<p>1/2</p>
<p>Staff Meeting - Develop fluency and independence using Rosenshine and metacognitive strategies to support their learning throughout the curriculum to support PP children's learning.</p>	<p>EEF - Guidance Report - Effective Professional Development recommendations EEF - Guidance Report - Metacognition and Self-regulated Learning EEF - Teaching and Learning Tool Kit - Metacognition and self-regulation. Very high impact for very low cost based on extensive evidence EEF - Teaching and Learning Tool Kit - Mastery learning. High impact for very low cost based on limited evidence</p>	<p>1</p>
<p>Subject Leaders to support class teachers with the implementation of Rosenshine in their subject. Completed by undertaking learning walks, book looks and pupil voice that focuses on PP children.</p>	<p>EEF - Guidance Report - Metacognition and Self-regulated Learning EEF - Teaching and Learning Tool Kit - Metacognition and self-regulation. Very high impact for very low cost based on extensive evidence</p>	<p>1</p>
<p>Reading Lead - Buy and embed use of Accelerated Reader across KS2 to increase reading for pleasure for PP children and clear assessment for PP lead.</p>	<p>EEF - Guidance Report - Effective Professional Development recommendations EEF - Guidance Report - Improving Literacy in Key Stage 2 EEF - Teaching and Learning Tool Kit - Reading comprehension strategies. Very high impact for very low cost based on extensive evidence</p>	<p>1</p>

Reading Lead - Buy and embed use of RWI in Autumn 2 2021 - to support all children with focus on PP to become confident and fluent readers.	EEF - Guidance Report - Effective Professional Development recommendations EEF - Guidance Report - Improving Literacy in Key Stage 1	1
English Lead - to regularly monitor English books for PP children. Focus on expectations, level of support, differentiation and opportunities to work independently.	EEF - Guidance Report - Preparing for Literacy EEF - Guidance Report - Improving Literacy in Key Stage 1 EEF - Guidance Report - Improving Literacy in Key Stage 2	1
English Lead and Class teachers - to use No More Marking to identify children who need further support.	EEF - Guidance Report - Effective Professional Development recommendations EEF - Guidance Report - Preparing for Literacy EEF - Guidance Report - Improving Literacy in Key Stage 1 EEF - Guidance Report - Improving Literacy in Key Stage 2	1
Maths Lead - To implement and strategically analyse the impact of Power Maths to further secure our mastery in maths for PP children.	EEF - Guidance Report - Effective Professional Development recommendations EEF - Guidance Report - Improving Mathematics in the Early Years and Key Stage 1 EEF - Guidance Report - Improving Mathematics in Key Stages 2 and 3	1

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

Budgeted cost: £ 16,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase new NELI language development programme to support with language acquisition and understanding in the Early Years. Training to be provided to Early Years Team, which incorporates entry/exit data. This knowledge will quickly identify children needing specific SaLT referrals. (Cover will be needed for training and continuing supervision)	In 2010/11 the Nuffield Foundation funded a randomised controlled trial in 15 early years' settings to evaluate NELI. Following this, the Education Endowment Foundation funded two further randomised controlled trials, both independently evaluated. The latest and largest, published in May 2020, involved 193 primary schools. The trial found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI. It received 5 out of 5 on the EEF padlock scale which means we can be very confident in the results of the evaluation. Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers. EEF - Guidance Report - Preparing for Literacy EEF - Guidance Report - Improving Literacy in Key Stage 1	1/2

	EEF - Teaching and Learning Tool Kit - Oral Language Interventions - Very high impact for very low cost based on extensive evidence.	
Class teachers continue to identify gaps in learning and R, W and M are supported through targeted support both in class and through measureable interventions, in some cases TA, teacher or external tutor.	EEF - Guidance Report - Preparing for Literacy EEF - Guidance Report - Improving Literacy in Key Stage 1 EEF - Guidance Report - Improving Literacy in Key Stage 2	1
Writing Lead - Writing conferencing is embedded from Y1-6 for all PP children to ensure they are supported with next steps regularly.	EEF - Guidance Report - Improving Literacy in Key Stage 1 EEF - Guidance Report - Improving Literacy in Key Stage 2	1
Inclusion Manager - Teachers to write ISPs for all PP children and specify the support that will enable children to make above expected progress across the curriculum.	EEF - Guidance Report - Teacher Feedback to Improve Pupil Learning	1
1:1 Maths tutoring provided twice weekly for 2x PP children identified as needing additional support in Y6. Tutoring to be based on number, calculation and arithmetic skills and reasoning to ensure strength in foundation before applying to other areas of the maths curriculum.	EEF - Teaching and Learning Tool Kit - One to one tuition. High impact for moderate cost based on moderate evidence NCETM - Ready to progress criteria https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/	1
Small group catch-up intervention for children with gaps identified. Teacher employed for 24 weeks to address specific gaps in reading, writing and maths. Teacher to liaise closely with class teachers and discuss individualised targets and ISPs to ensure consistency in approach.	EEF - Guidance Report - Teacher Feedback to Improve Pupil Learning EEF - Teaching and Learning Tool Kit - Small group tuition. Moderate impact for low cost based on moderate evidence	1

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

Budgeted cost: £ 17,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the relationship between school and PP parents. By offering priority bookings for parent's meetings, Sept 'catch up' sessions to meet the new teacher, offer meet PP Lead sessions once a month for those parents who would like to discuss concerns etc.	EEF - Working with Parents to Support Children's Learning EEF - Teaching and Learning Tool Kit - Parental engagement. Moderate impact for very low cost based on extensive evidence	4
Children have access to a range of experiences in both core and foundation areas. Priority to be	EEF - Working with Parents to Support Children's Learning	4/5

given for after school clubs, music lessons and support given for payments of trips, milk provided.		
Embed the use of two ELSA's and a pastoral HLTA to support children with their SEMH needs and with attendance. Through 1:1 ELSA sessions, small group sessions and Forest School. Tracking of impact used through the Pupil Voice documents and the pre/post teacher assessments.	EEF - Teaching and Learning Tool Kit - Social and emotional learning. Moderate impact for very low cost based on very limited evidence	3/4
Pastoral HLTA to make contact daily with PP children who are not at school to support with any attendance issues.	EEF - Working with Parents to Support Children's Learning EEF - Teaching and Learning Tool Kit - Parental engagement. Moderate impact for very low cost based on extensive evidence EEF - Teaching and Learning Tool Kit - Social and emotional learning. Moderate impact for very low cost based on very limited evidence	3/4
PP Lead- to monitor attendance with JG (Governor) to support with attendance meetings.	EEF - Working with Parents to Support Children's Learning	3/4
Support Families with cost of trips, milk, clubs, uniform and music lessons	EEF - Working with Parents to Support Children's Learning EEF - Teaching and Learning Tool Kit - Parental engagement. Moderate impact for very low cost based on extensive evidence	3/4
Family Partnership Zone workshops/drop ins to return to school post Covid. Sign post parents to the support offered. Letter to be sent to PP parents informing them of the FPZ support from Charlotte Kinghorn and her drop in sessions	EEF - Working with Parents to Support Children's Learning EEF - Teaching and Learning Tool Kit - Parental engagement. Moderate impact for very low cost based on extensive evidence EEF - Teaching and Learning Tool Kit - Social and emotional learning. Moderate impact for very low cost based on very limited evidence	4
Maintain and develop the wider curriculum in order to prepare pupils for the rich and diverse opportunities that life offers by offering experiences that build cultural capital, broaden horizons and show them that anything is possible. School clubs that cater to pupils' interests/talents School clubs that broaden horizons in subjects Planned curriculum experiences that show life beyond school	EEF - Teaching and Learning Tool Kit - Aspiration interventions. Unclear impact for very low cost based on insufficient evidence.	5

Total budgeted cost: £58,389

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 2020 to 2021 academic year.

Aim	Outcome
<p>Improve oracy and vocabulary skills of pupils to improve the writing skills of pupils, particularly boys.</p>	<p>Covid-19 Lockdown Jan 2021 <i>High quality package of support provided including:</i> -live English, Maths and RE lessons every morning -foundation subjects planned for and pre-recorded inputs delivered via Google classroom. - prior to lockdown, staff spent time with children accessing Google Classrooms and allowing them to become familiar with the platform. Homework was also set through Google Classroom. -Virtual Parents evenings via Google Classroom, to support parents with the technology.</p> <p><i>March Mid-Year Review</i> New Planning format in English to include a SPaG element within the consolidation sessions from Y1-6, evident within in English books during book looks. October 2020 – Phonics based INSET training provided for EYFS/KS1 staff and SPaG training for KS2 teachers – progression and expectations. SPaG lead – developed a progression of skills and long term planning for spelling.</p> <p><i>End of Year Review</i> Books have been sourced to support the new long term planning and the topics to ensure children have the opportunity to read a range of texts and have them read to them. These texts include authors from a range of backgrounds, BAME and LGBT. NELI programme is being purchased to support the early language development providing a secure foundation in learning. As part of the Whole Curriculum development vocabulary has been explored to show progression across the school and this will be consolidated each year to fully embed the child’s understanding and use. PP children will be pre-taught vocabulary when required.</p>
<p>Improve the ability of pupils to express their mathematical verbal reasoning so that a higher percentage achieve GD at the end of the academic year</p>	<p><i>March Mid-Year Review</i> Autumn Term Training in Rosenshine’s Principles of Theory and embedding this within our current practice. Book Look for PP children undertaken by Maths Lead with a focus on expectations and experiences of children.</p> <p>Spring Term INSET training – Feb 2021</p> <ul style="list-style-type: none"> - Rosenshine’s Principles of Instruction – subject leaders and implementing this within the foundation subjects. - Greater depth and Mastery training - Jeremy Side (Private EP) Cognitive Load Theory training. <p><i>End of Year Review</i> See Appendix A for data headlines</p>

Develop home-school relationships so that parents are fully informed about how they can support their child with learning

Parental engagement is strong and effective relationships and communication is established. Pupils make better progress as their parents are better informed about their child's needs and how they are supported in school

Ensure good practice in meeting the needs of all pupils eligible for PP is focused and consistently monitored and maintained across the school

March Mid-Year Review

During Autumn Term, DHT contacted all PP parents to ensure they were aware of PP lead within school. Discussed progress, attendance, use of Google classroom and any further support needed (ICT based or otherwise)

All children that required laptops were provided with one. Teachers met individually with parents to support further and discuss intervention/support in place.

During Lockdown, staff contacted parents, with children who were not engaging, daily to ensure they felt supported to access the live lessons. Some children were invited into school to support with this.

Parents Evening – April 2021 All PP parents were personally contacted to arrange a parents evening meeting, to ensure parents could attend.

On entry in Autumn Term, children from y1-y6 were assessed using the previous year groups PIRA/PUMA tests. Gaps were identified. PP children needing targeted support in English and Maths were identified and supported by an additional teacher in the afternoons. The tests were retaken in Dec 2020 to provide evidence of progress. Data shows children made good progress in these areas.

Autumn Term Catch up analysis:

- 13/35 (37%) PP children received targeted support in Reading – all children have made expected or above expected progress.
- 12/35 (34%) PP children received targeted support in Maths – all children have made expected or above expected progress.

After Lockdown, further children were identified for this support which commenced on return in March.

End of Year Review

Reading

	Sep (average score)	Dec (average score)	Progress (average score)
Year 1	86.5	112.5	+26
Year 2	91.3	107.2	+16
Year 3	97.7	102.3	+4.7
Year 4	97.7	102.3	+4.7
Year 5	86.8	101.7	+16.6
Year 6	96.8	103.6	+9.5
Whole school average	92.8	104.9	+12.9

Over a term, the average Hodder progress score (shown in the final column) is expected to be approximately +0.2. The dramatic increase in Hodder scores shows that the specific gaps identified were addressed and children made far better than expected progress in reading.

Maths

	Sep (average score)	Dec (average score)	Progress (average score)
Year 1	82.3	103.7	+21.4
Year 2	91.1	100.7	+9.7
Year 3	92.4	102.4	+9.9
Year 4	86.8	99	+9.9
Year 5	88.9	108.6	+19.7
Year 6	94.8	106.6	+11.8
Whole school average	89.4	103.5	+13.7

Again the expected average Hodder score progress in the PUMA tests over one term is +0.2. The final column shows a far better than expected progress score for each class, showing that the specific gaps identified were addressed and children made far better than expected progress through their catch-up groups.

School staff worked tirelessly to engage parents in their child's learning particularly during the Lockdown:

- *PP parents were given priority parents evening slots prior to all other children personal phone calls home rather than via Parent Mail*
- *Chrome books delivered to homes within 2 weeks when necessary*
- *Daily phone calls home if children had not engaged, support given in accessing the online lessons*
- *Packed Lunches were delivered to PP homes who were isolating each day.*

With this level of support, some parents have supported their children with engaging with school work. But there is still a small proportion that we continue to struggle to engage with. These children will be discussed at transition meetings to ensure that the 2021-22 teachers can continue with encouraging these families to engage.

Parent Voice conducted – June 2021, comments include:

How did you find the live lessons during Lockdown 2021?

"live lessons were fully engaging and interactive."

How were you and your family supported during Lockdown?

"massively especially when we had to self-isolate even having school meals to us as we were in temporary accommodation."

"food vouchers, 2 chrome books, accepted two of my children into school during the Lockdown."

"The teachers adapted things for my child."

"They provided us with a laptop, 1:1 sessions and time to chat if we needed to."

"School were very good with regular phone call.s"

What have the school done to support you and your family since lockdown?

"I think that the staff from the head teacher down to the office staff and cleaners have been the unsung heroes throughout the entire pandemic... the support and advice that's been on offer is huge and I cannot be more grateful!"

"Regular phone calls and pastoral support."

"They have been in contact regularly to see if we need anything else, Child A has had additional 1:1 sessions since being back in school."

"Adequately. They did as much as they could to support us. We managed to get together enough It equipment and the food vouchers really helped"

	<p>How has this affected your child's learning?</p> <p><i>"It's helped them stay positive and continue their education at a really important time for them."</i></p> <p><i>"Given child more confidence to approach an adult if she doesn't understand something."</i></p> <p><i>"The first year my child really struggled... the second lockdown was much better."</i></p> <p>Do you have any further comments for Mrs Bladon?</p> <p><i>"I am so grateful for everything you have done for the children and for me.."</i></p>
<p><i>Improved emotional well-being for pupils – developing and improved attitudes to learning, specifically resilience and perseverance (entry/exit questionnaires, CPOMS monitoring of behaviour incidents)</i></p>	<p>March Mid-Year Review</p> <p><i>All families have been provided with uniform vouchers alongside the additional voucher scheme for supermarkets.</i></p> <p><i>Autumn Term – Forest school offered to Yr1 and will continue in Summer Term.</i></p> <p><i>New behaviour policy was written in Sept 2020 which allows time or reflection as soon incident happens and parents are given copies of the children's own reflection alongside the explanatory letter.</i></p> <p><i>Unfortunately, due to Covid-19 restrictions the ELSA training was postponed by County twice. It is now due to commence in the summer term. One member of staff is currently being trained in supporting mental wellbeing in schools and another trained as a mental health first aider.</i></p> <p>End of Year Review</p> <p><i>ELSA training has been completed by two Teaching Assistants, while a Teacher has been supported to complete the Trauma in Schools course. Next year, this support will be fully embedded from September with children identified within the PPR meetings in Summer 2. This will consist of group forest school sessions, group ELSA sessions or bespoke 1:1 sessions.</i></p> <p><u>Pupil Voice, comments include:</u></p> <ol style="list-style-type: none"> How did you find the online live lessons this year during the lockdown? What went well? <p><i>"You got to see everyone."</i></p> <p><i>"Seeing friends."</i></p> <p><i>"I could ask and answer questions if I needed to."</i></p> <p><i>"I liked seeing my teachers still."</i></p> How did staff help you with your online learning? <p><i>"My adult used a whiteboard to show me how to do it and I was given a chrome book."</i></p> <p><i>"My teachers were able to go on a separate google classroom to help me with doing my fractions, 1:1."</i></p> <p><i>"I was given a chrome book to use at home... the adults drew good diagrams to help with maths."</i></p> What have your teachers done to support you with your learning since lockdown and how has this impacted on your learning? <p><i>"Miss Smith works with me in maths. Mr Trevett has done writing conferencing."</i></p> <p><i>"Extra help with maths in class and writing conferencing."</i></p> <p><i>"Helped me write neater and do more in maths and English."</i></p> <p><i>"I really like writing conferencing."</i></p> What do you want to do when you are older? <p><i>"Scaffolder."</i></p>

	<p>“Be a successful you tuber.” “Demolition man.” “To be a vet.”</p>
<p>Increased attendance rates to at least meet that of the national PP average (termly monitoring of SIMs, CPOMS, monthly meetings with IM and office staff)</p>	<p><i>March Mid-Year Review</i> Attendance has been closely monitored. Office staff have worked alongside SLT to monitor the attendance, phone calls home and reported via CPOMS. During Lockdown, children at home who didn’t engage, contacted by staff daily,</p> <p><i>End of Year Review</i> Attendance meetings have taken place this term to identify children who are of concern. Letters have been sent and conversations with PP Lead. One child is currently being supported by the Early Help Team with engagement in school.</p> <p>2019/20 overall PP attendance: 87.3% 2019/20 overall non-PP attendance: 91.2% 2020/21 overall PP attendance: 91.7% 2020/21 overall non- PP attendance: 97%</p> <p>Attendance data shows that the overall PP attendance is improving but is not yet in line with non-PP children. This is an area that has been included within the SIP.</p>
<p>Children will have opportunities to explore the foundation subjects through a range of experiences and develop their understanding of the world.</p>	<p><i>End of Year Review</i> A member of SLT has planned sessions to inspire children with job opportunities by inviting previous PP children back to school to discuss where they are now, other occupations such as hair dressers, police, pilots etc. This has been delivered in Yrs 4,5 and 6.</p> <p>The new whole school curriculum encompasses how staff will include aspirational jobs within their driver topics.</p> <p>The subject leaders have explored a variety of aspirational visitors and visits that children can attend/meet.</p> <p>Texts have been purchased to enhance the topic area and develop their vocabulary and understanding in foundation subjects.</p> <p>ICT equipment (ten new VR headsets) have been purchased to give children opportunities to explore other countries and to meet historical figures. Training for the use of this will be in September.</p>

Appendix A: Data Headlines – based upon Standardised Teacher Assessments

Reception

PP = 5 SEND = 2	Reading	Writing	Maths	Next Focus...
ARE+	70%	70%	80%	ARE - R,W,M
GDS	10%	7%	17%	GDS – R,W,M
PP ARE+	60%	40%	60%	
PP GDS	0%	0%	0%	

Year 1

PP = 2 SEND = 6	Reading	Writing	Maths	RWM comb	Next Focus...
ARE+	78%	70%	78%	70%	ARE – R,W,M DHT to teach next academic year. 2 TAs deployed to support the needs of individuals
GDS	22%	11%	22%	11%	
PP ARE+	50%	0%	50%	0%	
PP GDS	0%	0%	0%	0%	

Year 2

PP = 3 SEND = 9	Reading	Writing	Maths	RWM comb	Next Focus...
ARE+	72%	76%	80%	68%	GD – R,W,M
GDS	24%	20%	28%	16%	
PP ARE+	100%	100%	100%	100%	
PP GDS	0%	0%	0%	0%	

Year 3

PP = 3 SEND = 6	Reading	Writing	Maths	RWM comb	Next Focus...
ARE+	77%	77%	73%	73%	ARE R,W
GDS	27%	10%	17%	10%	
PP ARE+	67%	67%	67%	67%	
PP GDS	33%	0%	0%	0%	

Year 4

PP = 2 SEND = 5	Reading	Writing	Maths	RWM comb	Next Focus...
ARE+	77%	73%	80%	70%	ARE writing GDS - RWM
GDS	30%	23%	27%	20%	
PP ARE+	100%	50%	100%	50%	
PP GDS	0%	0%	0%	0%	

Year 5

PP = 10 SEND =	Reading	Writing	Maths	RWM comb	Next Focus...
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ARE+	81%	81%	84%	80%	ARE R,W and M
GDS	27%	19%	19%	13%	
PP ARE+	60%	60%	70%	60%	
PP GDS	10%	10%	10%	10%	

Year 6

PP = 10	Reading	Writing	SpaG	Maths	RWM comb	Next Focus...
SEND = 11						
ARE+	83%	80%	80%	80%	73%	GD in all areas
GDS	43%	27%	37%	27%	10%	
PP ARE+	80%	80%	70%	70%	70%	
PP GDS	40%	0%	20%	0%	0%	

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Accelerated Reader	Renaissance
Power Maths	Pearson