

Part B: Review of the previous academic year (Year 1 of 3 year strategy)

Date July 2023

	Intended outcome	Activity	Impact
1	Improve reading skills and comprehension of disadvantaged pupils.	<p>Implementation of whole school synthetic phonics programme and reading books that are 'closely matched' to children's ability.</p> <p>Monitor the outcomes of disadvantaged pupils using a range of assessment tools for example whole class feedback form, purchase of NFER tests.</p> <p>Use of Recovery Premium and School led tutoring programme to support tuition for individuals and groups of pupils disadvantaged and the additional needs of individuals and groups</p> <p>Review of assessment procedures to capture small step progress of children eligible for Pupil Premium who have additional needs.</p> <p>Trialling and Review of new system of Targeted Support Plans (TSP's) for small groups for children working toward expectations across the school, providing consistent format in tracking progress, using endpoint documents</p> <p>Whole school commitment to 'Life in all its Fullness', to deliver a broad and balanced curriculum providing enrichment opportunities for all children and ensure that every child may take advantage of experiences open to them. These include school visits, workshops, residential trips, school photos etc</p>	<p>Y1 phonics screening2023. -66.6% of pupils eligible for PPG achieved the threshold</p> <p>Data for reading attainment at the end of academic year shows that the percentage of children eligible for PPG across the school attaining the expected standard or above is at 66.7 %</p> <p>Data at the end of academic year showing the percentage of children eligible for PPG across the school that have made progress in reading at expected rate or above is 93.8%</p> <p>75% of children eligible for PPG who also have an additional need have an Individual Support Plan measuring small steps progress which is linked to curriculum end point documents.</p> <p>All children eligible for PPG have a Targeted Support Plan and use of school led tutoring programme have resulted in expected or above progress</p> <p>Reading 93.8%</p> <p>Writing 93.8%</p> <p>Maths 81.3%</p> <p>83.3% of pupils eligible for PPG attended school residential, the remaining (1 child) chose not to attend.</p> <p>100% of pupils eligible for PPG have attended school trips, workshops, sporting competitions etc</p>

2	<p>Improve metacognitive skills of pupils</p>	<p>Metacognition CPD for all teaching and support staff CPD focussed on different methods of helping children know more and remember more through spaced retrieval practice strategies which help improve learning.</p>	<p>All teaching staff attended INSET training ‘ Inside the Classroom – Retrieval Practice’ with Kate Jones in January 23. Strategies have been implemented as part of classroom practice eg Maths fluency sessions (‘Last lesson, last week, last term’) Staff use of curriculum end point documents to ensure that children can work on gaps in learning. Observations suggest that children reflect upon their learning using learning characters. (Subject monitoring collecting of pupil voice about learning)</p>
3	<p>Early identification of additional needs and appropriate targeted intervention implemented to promote pupils’ learning skills and enable them to get the very best from their learning opportunities.</p> <p>Disadvantaged pupils to have full access to curricular and extra-curricular activities.</p>	<p>Termly monitoring from Inclusion co-ordinator of progress of children eligible for PPG and assessment of impact of activity on outcomes.</p> <p>Trialling and Review of new system of Targeted Support Plans (TSP’s) for small groups for children working toward expectations across the school, providing consistent format in tracking progress, using endpoint documents</p> <p>Continued membership of local Sports partnership to ensure accessibility to competitions with the aim to ‘Inspire and Engage’ individuals.</p> <p>Established links with local secondary school providing additional sports festivals and coaching across the academic year.</p>	<p>Able to measure and track small steps progress toward curriculum end points particularly in English and Maths</p> <p>Format enables staff to identify gaps and target interventions to children’s learning</p> <p>As a result we have seen a rise in progress made in reading and writing for these children.</p> <p>Interventions are progressive and consistent format in line with end point documents provides next step for children’s learning.</p> <p>100% of KS2 pupils eligible for PPG have participated in at least one Level 2 inter school competition</p> <p>100% of all children eligible for PPG have participated in Level 1 intra school competition.</p> <p>All extra-curricular clubs have been available to all children, however there has been a low uptake from</p>

			children eligible for PPG, This will be a focus for next academic year.
4	Attendance in line with non-disadvantaged peers	<p>Headteacher and Inclusion Co-ordinator to closely monitor attendance of disadvantaged pupils and work with families to improve attendance in line with non-disadvantaged peers.</p> <p>Attendance monitored and noted on CPOMS every half term as part of our regular CPOMS audits. Strategies to improve attendance Continue to work closely with families at risk of persistent absence.</p> <p>Discussion at parent forum</p> <p>Benefits of maintaining high attendance celebrated on weekly newsletter.</p>	<p>Of the 22 children eligible for PPG, 13 children attendance was above 95% 6 children between 90% and 94.9 % 3 children just below 90% (avge 89.7%)</p> <p>This is an improvement since the beginning of the academic year.</p>
5	Further improve links with families to encourage partnership for children's learning.	<p>Re-introduction of Come and See Days inviting parents to come and work with their children in school.</p> <p>Parent information sessions to inform and empower parents and carers to the 'Little Wandle' way</p> <p>Introduce parent reading volunteers to listen to children working toward expectations to read at least twice weekly.</p> <p>Termly monitoring from Inclusion co-ordinator of progress of children eligible for PPG and assessment of impact of activity on outcomes.</p> <p>Review of targeted support interventions at termly Parent Teacher Consultation evenings with parents highlighting ways to support children's learning at home.</p>	<p>Parents are provided with ideas to support children's learning at home through discussion at Parent Teacher consultations .</p> <p>Increase in number of parent volunteers to support children's reading. Increase in opportunities to develop children's reading fluency</p> <p>Parent forum held every half term and parents views have been actioned, for example updates on newsletter in progress toward school priorities as identified on SIP</p> <p>Support for homework, Little Wandle Workshops for parents</p>
6	Increase opportunities to signpost families to support agencies as required	The INCo and Headteacher's positive relationships with families means they can signpost families to support as	Agencies that have supported children eligible for PPG this academic year include ASPECTs and Safe Space counselling.

		necessary and/or carry out a Families First Assessment, with regular Team Around the Family meetings.	Food bank vouchers issued as requested Communication through Newsletter notices.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Archbishops of York Young Leaders Award. An active citizenship programme designed to empower pupils to take action to serve their community through different challenges.	Archbishop of York Youth Trust

Next steps

Making learning targets more explicit to children through use of child friendly target sheets.

Trial use of Knowledge Organisers in children's books for History and Geography to show key fact and skills.

Increase uptake of KS1 participants at extra- curricular clubs