

Part B: Review of the previous academic year (Year 2 of 3 year strategy)

Date July 2024

	Intended outcome	Activity	Impact
1	Improve reading skills and comprehension of disadvantaged pupils.	<p>Use of whole school synthetic phonics programme and reading books that are 'closely matched' to children's ability.</p> <p>In line with most recent DfE guidance there has been a whole school focus celebrating outstanding children's literature. Overhaul of books available to children Y2-Y6. Power of Reading resource in use this academic year and made available to all children. Learning walks from English subject lead and pupil voice activity have resulted in positive impact for pupils reading a wider range of quality literature for pleasure.</p> <p>Monitor the outcomes of disadvantaged pupils using a range of assessment tools.</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. (Individual Support Plans).</p> <p>Targeted Support Plans (TSP's) for small groups for children working toward expectations across the</p>	<p>Y1 phonics screening 2024. -100% of pupils eligible for PPG achieved the threshold. This is an improvement on last year.</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 64%</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 96%</p> <p>48% of children eligible for PPG also have an additional need and support plans are in place that monitor small steps progress which are closely linked to end point documents, or their EHCP as required.</p> <p>All children eligible for PPG have a Targeted Support Plan and use of school led tutoring programme have resulted in the following data for expected or above progress</p>

		<p>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>Reading 96%, Writing 88%, Maths 92%</p> <p>92% 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	Improve metacognitive skills of pupils	<p>Metacognition CPD for all teaching and support staff.</p> <p>CPD focussed on different methods of helping children know more and remember more through spaced retrieval practice strategies which help improve learning.</p> <p>Children further understand the curriculum expectations with effective use of skills wheels and knowledge organisers which highlight key learning and vocabulary. Examples of these can now be found on the school website under the 'Curriculum' tab.</p> <p>Children have been encouraged to 'remember more' through a range of engaging activities and fluency exercises such as quizzes, use of songs and pictures to help them retain their learning.</p>	<p>Strategies have been implemented as part of classroom practice eg Maths fluency sessions ('Last lesson, last week, last term')</p> <p>Staff use of curriculum end point documents to ensure that children can work on gaps in learning.</p> <p>Observations suggest that children reflect upon their learning using learning characters. (Subject monitoring collecting of pupil voice about learning)</p> <p>Leaders continue to consider 'pupil voice' when making school wide decisions. Subject leaders include pupil voice as part of their ongoing monitoring and our Pupil Parliament continue to play an active role in decision making across the school.</p>

<p>3</p>	<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>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>In order to support the children in their understanding of their own learning journey, the teachers have produced Knowledge Organisers, that specify the key knowledge and vocabulary that the children will learn.</p> <p>Skills Wheels have been designed that specify the key skills that the children will develop as they progress through school. These were praised by the inspector during our OFSTED inspection and our target: 'for leaders to continue their work to implement their ambitious curriculum plans' has inspired us to roll this out across the curriculum.</p> <p>Training for all CTs and TAs re use of manipulatives training booked for Y2,3 and 4 teachers with HfL – Essential Maths with a focus on use of manipulatives. Nursery staff have completed the Transition Toolkit, inputting information about each child to support them in their transition to their new school, all of which are going to St Andrew's Reception.</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>School has completed the 'developing' phase of the Teaching for Mastery of maths programme.</p> <p>Essential maths v2.0 has been purchased ready for use from September 24.</p> <p>This will help to put early support in place for pupils as they join our school.</p>
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4	<p>Disadvantaged pupils to have full access to curricular and extra-curricular activities.</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>'Play improves the cognitive, physical, social, and emotional well-being of children and young people. Through play, children learn about the world and themselves.'</p> <p>Development of the opportunities for our children during their play and lunchtimes.</p> <p>Different play zones have been set up in the playground to encourage not only ball games, but also small and large scale construction, big board games</p> <p>Our Year 5 children have received Peer Mediator and Play Leader training and are enjoying the responsibility of supporting others in their play and helping out if there are misunderstandings or conflict.</p>	<p>100% participation in intra-school sporting competition- School Games Days, #LetGirlsPlay, Big Kick Event</p> <p>62.5% represented St Andrew's at Level 2 Sports competition (only available for KS2 children)</p> <p>Of 23 children able to participate, 60.8 % of children eligible for PPG attended extra-curricular clubs at school. This is an increase from last year following the availability of clubs to younger age range of children.</p> <p>Children of all ages respond well and collaboratively to our new playground markings and resources.</p> <p>Further development of play areas planned for next year.</p> <p>Of the 12 Peer mediators who participated 50% were pupils eligible for PPG. They are super role models, developing the emotional literacy of both themselves and those they support. They will continue in their role next academic year.</p>
5	<p>Disadvantaged children to have emotional literacy support if this is a barrier to their learning and/or development.</p>	<p>Mental Health Lead (also responsible for PPG strategy across school), has written a new Pupil and Staff Mental Health and Wellbeing Policy, capturing all the opportunities and support available to members of our school community</p>	<p>Art therapy for vulnerable pupil.</p> <p>5 pupils eligible for PPG attended ELSA nurture groups across the year.</p>

		<p>Our school ELSAs (Emotional Literacy Support Assistants) continue to support children across the school socially and/or emotionally. This early intervention has reduced the number of children needing to access the support from agencies such as CAMHS or the School Nurses etc.</p> <p>Through a series of assemblies, children have been encouraged to 'use their voice' to stick up for themselves and others, building resilience and self-esteem.</p>	
6	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 and at Parent Teacher Consultations</p> <p>Benefits of maintaining high attendance celebrated on weekly newsletter.</p> <p>School has signed up to the government attendance portal where we will share our attendance data and will be able to compare it with other schools locally and nationally.</p>	<p>Whole school attendance 94%</p> <p>Of the 25 children eligible for PPG,</p> <p>12 children attendance was above 95%</p> <p>10 children between 90% and 94.9 %</p> <p>3 children just below 90% (average 89.7%)</p> <p>This is an improvement since the beginning of the academic year.</p> <p>A recent push on lateness has seen the number of children arriving after 8.55am decrease, but this will need to be an ongoing focus to ensure parents understand the importance of their children being present for the whole school day.</p>

		School continues to work closely with our families of children who are, or are at risk of becoming persistently absent (attendance at less than 90%).	
7	Further improve links with families to encourage partnership for children's learning.	<p>Established 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>Introduction of Boom Reader so that parents and staff at school can log when pupils have been heard read, any difficulties or focus of reading skill.</p> <p>Regular 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>All stakeholders have been consulted in the development of a new homework policy which has been shared with parents.</p>	<p>Parents are provided with ideas to support children's learning at home through discussion at Parent Teacher consultations.</p> <p>Established and well used both at home and school. Discussion at parent forum indicates that parents feel positive about this</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>Sharing progress toward targets identified in School Improvement Plan with parents in termly email.</p> <p>Parents have clear guidance as to expectations for homework to help encourage partnership for pupil's learning.</p>

		<p>Develop an effective partnership between the school and parents in pursuing the aims of the school.</p> <p>Enable children to improve basic skills of English and maths through repetitive practice.</p> <p>To encourage children, as they get older, to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school.</p> <p>To give children the opportunity to consolidate, extend and develop class work.</p>	
8	<p>Increase opportunities to signpost families to support agencies as required</p>	<p>The INCo and Headteacher's positive relationships with families means they can signpost families to support as necessary and/or carry out a Families First Assessment, with regular Team Around the Family meetings.</p> <p>Inclusion Co-ordinator), has attended Senior Mental Health Lead training and now working toward Healthy Minds award this year.</p> <p>Children's Mental Health assembly.</p> <p>Increased number of ELSAs (Emotional Literacy Support Assistants) in school, supporting children across the school, whose social or emotional needs are a barrier to their learning and/or development.</p>	<p>Agencies that have supported children eligible for PPG this academic year include ASPECTs and Safe Space counselling.</p> <p>Food bank vouchers issued as requested.</p> <p>Communication through Newsletter notices.</p>

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

Adaptive teaching practices are used to engage and support all learners, with a particular focus on those who are disadvantaged and/or vulnerable. Across the curriculum: Year 1 of 2

To continue to reduce the number of children who have or are in danger of having persistent absence from school, especially those from our EYFS.

Continue to develop CPD of our class teachers to share excellent practice across the school using the lesson study approach – with a particular focus on phonics, grammar and maths arithmetic across the school.

Further secure the link between assessment and attainment of those who are disadvantaged/vulnerable.