

# 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	Gainsborough Primary and Nursery School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	27% (111 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	First published September 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Mrs J Nurse
Pupil premium lead	Mrs Poulson-Green
Governor lead	Andrea Kettle

## Funding review

Detail	Amount 2024-25	Amount 2025-26	Amount 2026-27
Pupil premium funding allocation this academic year	£156,880		
Recovery premium funding allocation this academic year	0		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0		
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£156,880		

## Part A: Pupil premium strategy plan

### Statement of intent

- *At Gainsborough Primary and Nursery school our bespoke curriculum is taught with the consideration of the needs of all learners: inclusion is at its heart, as is overcoming any social disadvantage. Through high quality teaching and a spiral curriculum that fosters reading and vocabulary, all children have the opportunity to achieve ARE in all subjects. Every child's progress and attainment, including disadvantaged pupils, is tracked using a robust system and pupils who require support to keep up are quickly identified and supported through additional teaching/coaching.*
- *We also provide additional support for disadvantaged pupils and their families, offering a full-time pastoral manager, school speech and language therapist, attendance and punctuality committee, counsellor, behavioural team and mental health and well-being programmes. All our additional services help those identified to remove barriers to learning, enabling all disadvantaged pupils to make accelerated progress from their different starting points. We aim for all disadvantaged pupils to achieve age related expectations by the end of Key Stage 2.*
- *At Gainsborough we facilitate a wide range of enrichment experiences both in and out of school which positively impact on the well-being and academic attainment of our pupils.*
- *We recognise that not all pupils who are eligible for the pupil premium are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for pupil premium funding.*

## Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"><li>• Significantly below average 'on entry' starting points, particularly in the 'basics'</li></ul>
2	<ul style="list-style-type: none"><li>• Emotional well-being, social skills and resilience.</li></ul>
3	<ul style="list-style-type: none"><li>• Poor metacognition skills</li></ul>
4	<ul style="list-style-type: none"><li>• Limited life experiences and enrichment opportunities beyond the home</li></ul>
5	<ul style="list-style-type: none"><li>• Some disadvantaged pupils have attendance that is below national average</li></ul>
6	<ul style="list-style-type: none"><li>• Poor communication and language skills. Some pupils are new to the English language.</li></ul>

## 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
Attainment of disadvantaged pupils is at least in line with national averages by the end of Key stage 2.	<ul style="list-style-type: none"> <li>Pupils make accelerated progress in reading, writing and maths from their different starting points.</li> </ul>
Delayed speech and language skills are addressed and are not a barrier to learning.	<ul style="list-style-type: none"> <li>Pupils are well supported to address delayed language and communication skills and they make accelerated progress from their different starting points.</li> <li>Pupils new to the English language and new to country are supported to make rapid progress in language acquisition.</li> </ul>
Pupils' metacognition skills are improved.	<ul style="list-style-type: none"> <li>High quality teaching focuses on strategies to help pupils retain key knowledge and skills. Pupils are supported to know more and remember more.</li> </ul>
Pupils are well supported to remove social and emotional barriers to learning.	<ul style="list-style-type: none"> <li>Disadvantaged pupils' emotional literacy is fostered in the school.</li> <li>Pupils needing additional personal, social and emotional support are swiftly identified; 1 to 1 support, ELSA, counselling or Emotionally Healthy Schools intervention support is implemented.</li> <li>The wider curriculum supports pupils to develop their resilience and offers students the opportunity to learn about life in its broader context.</li> </ul>
Attendance of disadvantaged pupils is good - at least in line with national averages.	<ul style="list-style-type: none"> <li>Pupil Premium pupils and their families are supported by the school Pastoral Manager and attendance is at least in line with national average.</li> </ul>
All pupils have access to a wide range of enrichment opportunities regardless of social background or any disadvantage.	<ul style="list-style-type: none"> <li>The school's bespoke curriculum provides a range of enrichment opportunities for all pupils.</li> </ul>

Additional support is given to pupils to help them 'catch up' and 'keep up' in the basic skills, including in phonics.

- Pupils make rapid progress in the essential skills, especially reading, and catch up, addressing any gaps swiftly.

## Activity in this academic year 2024 - 2025

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 £8,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further improve consistency and high expectations in the teaching of RWI to ensure pupils' rapid progress through coaching and monitoring.	<i>EEF The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better</i>	1, 3
Through rigorous monitoring, ensure the delivery of Spelling Shed lessons improve pupils' knowledge and application of phonics and spelling rules.	<i>EEF – Our classes need to deliver it with Peer tutoring Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.</i>	1, 3
Monitor the impact of NCETM 'Mastering Number' programme in EYFS & KS1 to secure pupils' knowledge, understanding and fluency in number by the end of KS1.	<i>EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i>	1, 3
Ensure AFL is used systematically to monitor understanding, identify misconceptions and provide	<i>AFL aids metacognition. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i>	1, 3,

direct feedback. Respond and adapt teaching to meet children's needs.		
Refine use of 'Flashback 4' in all subjects as a means of helping children recall prior learning and as a tool for ongoing assessment.	<i>Flashback 4 is a metacognition strategy. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i>	3
Implement new scheme of work for spoken language, including the use of talk scaffolds and speaking for an audience and monitor impact. Ensure new subject specific vocabulary is embedded.	<i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</i>	1
EEF – CPD Pupil Premium lead to attend PP Network Meetings to continually refine the schools' approach in improving children's metacognition, resulting in even greater attainment across the curriculum.	<i>EEF Studies show that if metacognition difficulties are identified and strategies have been put into place, progress is accelerated. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i>	1
Embed the use of fluid grouping in order to respond to, and meet the needs of all pupils. Achieve flexible deployment of support staff to effectively meet need with a particular focus on the teaching of writing	<i>Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with differing layers of support, to help them make good progress and achieve well over time.</i>	1
Explicitly teach handwriting, with a focus on correct letter formation in order to build fluency in KS1. Focus in Y1 initially.	<i>Ofsted paper Telling the story: the English education subject report</i>	6
Develop pupils' editing and revising skills in KS2. Staff CPD for 6 teachers through the LA School Development Pathway Programme.	<i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i>	1



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

Budgeted cost: £83,536.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Addressing progress of the lowest 20% of readers</b> Teachers to target the lowest 20% readers in each class, focusing on recapping and application of phonic knowledge as well as their reading comprehension in daily sessions.</p>	<p><i>The EEF supports small group work as a key to success.</i></p>	<p>1, 3</p>
<p><b>RWI Phonics interventions</b> TAs deliver FTT Read, Write, Inc intervention to ensure targeted pupils 'catch up' and 'keep up' and reach age related standards in reading.</p>	<p><i>EEF Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</i></p>	<p>1,3, 6</p>
<p><b>Reading Intervention</b> Vice Principal, teachers and TAs to deliver bespoke reading booster sessions focusing on comprehension strategies and VIPERS for Year 6.</p>	<p><i>The EEF supports small group work as a key to success. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</i></p>	<p>1, 6</p>
<p><b>Maths intervention</b> Vice Principal, TAs and teachers to deliver highly effective maths booster sessions focusing on misconceptions and the Power Maths programme for Year 6.</p>	<p><i>The EEF supports small group work as a key to success. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</i></p>	<p>1, 6</p>
<p><b>1 to 1 small group tuition</b> TAs to deliver recognised intervention programmes to identified pupils both 1:1 and in small groups Eg; Writing conferencing, Talk Boost, Wellcomm</p>	<p><i>The EEF supports small group work as a key to success. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often</i></p>	<p>1, 6</p>

	<i>interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</i>	
<b>SALT support</b> Identified pupils who do not meet the SAL NHS threshold, but still have difficulties, are supported by a specialist speech and language teacher through 1 to 1 work and group interventions.	<i>EEF</i> <i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i>	1, 2, 3, 6
<b>Precision Teaching</b> Embed the delivery of precision teaching to targeted pupils and continue to assess its impact on rapid progress. Ensure focus is on Common Exception Words and High Frequency words in order to accelerate reading and writing progress.	<i>Targeted Mental Health in Schools TAMHS</i> <i>Identifies specifically what the young person needs to be taught next, enabling the adult to teach this.</i> <i>Ensures the teaching programme is effective.</i> <i>Improves the young person's accuracy, fluency and retention of skills.</i> <i>Provides daily feedback on the young person's performance, helping adults to decide when to move on</i>	1, 2, 3, 6

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

Budgeted cost: £94,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training through MHST Eg attachment, ACEs etc to support children with additional emotional needs.  Employ a trained counsellor to work with identified pupils who have needs that are above the threshold of MHST.	<i>EEF</i> <i>The average impact of successful Social and Emotional learning (SEL) interventions is an additional four months' progress over the course of a year.</i>	2

<p><b>PARENTAL ENGAGEMENT</b> Pastoral Manager and Attendance Officer to work with identified families in order to remove barriers to regular attendance.</p> <p>Empower parents and carers to support their children in learning to read through providing them with the knowledge and skills needed. (Workshops and explicit teaching sessions after stay and read, multi language information leaflets.</p> <p>Develop and extend the parent/carer lending library in Nursery and reception to encourage parents to read at home with their children. Make sure more dual language books are available.</p> <p>Develop the role of Inclusion Support Assistant to welcome new families, holding induction meetings and promoting parental engagement.</p> <p>Introduce a team of pupil 'Young Interpreters' to further support pupil induction.</p>	<p><i>EEF</i></p> <p><i>Parental engagement approaches have, on average, a positive impact of five months' additional progress. Positive effects have been detected for early reading outcomes as well as early language and number skills .</i></p>	<p>5</p>
<p><b>ATTENDANCE</b> External Attendance consultant employed to reduce persistent absence.</p> <p>The attendance team to hold weekly attendance meetings to identify persistent absentees and agree actions.</p>	<p><i>EEF have lots of evidence about ineffective attendance approaches but no evidence based successful strategies as "one size doesn't fit all" (Supporting School Attendance – Reflection and Planning Tool).</i></p>	<p>5</p>

Inclusion Support Assistant to follow up all absences in a timely manner and carry out welfare checks where needed.  Subsidise before and after school club to support identified parents to remove barriers to school attendance.		
ELSA / EHS Provide support for emotional, health and well being of identified pupils to remove barriers to learning through the delivery of EHS and ELSA interventions.	<i>ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist.  It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</i>	2 ,3, 4
Provide Curriculum enrichment activities for all pupils. Year 4 specialist music tuition for all pupils.	N/A	4
Increase the number of PP pupils attending an afterschool club by targeting invitations and providing supervision for siblings.		4
Subsidise educational visits for families experiencing hardship. Subsidise coach costs for residential visits.	N/A	4
To ensure all pupils have access to school uniform, helping all feel a valued member of the school community.	N/A	2

**Total budgeted cost: £ 187,099.32**

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

This details the impact that our pupil premium activity had on pupils in the 2021 - 2022 academic year. 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	Review 2021- 22	Review 2022 – 23	Review 2023 - 24
Attainment of disadvantaged pupils is at least in line with national averages by the end of Key stage 2.	Pupils make accelerated progress in reading, writing and maths from their different starting points.	<p>49% of the Year 6 cohort were eligible for Pupil Premium.</p> <p>68% (19/28) of these pupils achieved at least the expected standard in reading and 5 of these pupils achieved the greater depth standard.</p> <p>When compared to end of Key stage 2 results in 2019, there has been an increase in the numbers of pupils eligible for pupil premium achieving the expected standard in all areas. In 2019 the % of PP pupils achieving the expected standard in R, W , M combined was 26% and in 2022 the % has increased to 54%.</p>	<p>25% of the Year 6 cohort were eligible for Pupil Premium.</p> <p>71% (10/14) of these pupils achieved at least the expected standard in writing and maths and 14% achieved the greater depth standard in maths.</p> <p>When compared to end of Key stage 2 results in 2022, there continues to be a significant increase in the numbers of pupils eligible for pupil premium achieving the expected standard in all areas. In 2022 the % of PP pupils achieving the expected standard in R, W , M combined was 54% and in 2023 the % has increased to 64%.</p>	<p>31% (18/58) of the Year 6 pupils were eligible for Pupil Premium. 1 pupil was exempt from the end of Key Stage 2 assessment as they were new to the country.</p> <p>Attainment in reading and maths has continued to increase with, 65% (11/17) achieved the expected standard in reading and 12/17 71% in maths.</p> <p>These results are above the national average for disadvantaged pupils achieving the expected standard (reading 62% and Maths 59%).</p> <p>In reading, writing and maths (combined), 47% of the Year 6 disadvantaged pupils met the expected standard in 2024, which is higher than the national percentage for disadvantaged pupils of 45%.</p>

<p>Delayed speech and language skills are addressed and are not a barrier to learning.</p>	<p>Pupils are well supported to address delayed language and communication skills and they make accelerated progress from their different starting points.</p>	<p>Pupils were able to access specialist speech and language provision on-site. A specialist teacher delivered Talk Boost intervention sessions and 1:1 SALT care plans.</p> <p>Groups of pupils in Nursery took part in the WELCOMM intervention and pupils in reception were targeted with either NELI or BLAST.</p> <p>17 pupils have been referred for an internal/external SALT referral. Targeted interventions enabled these pupils to have their needs met quickly in school.</p> <p>In September 2021, 26% of the reception cohort were working at age typical in communication and language and 43% were working well below age typical. At the end of the academic year, 59% of the pupils in the cohort were working at age typical.</p>	<p>Pupils were identified and accessed specialist speech and language provision on-site. A specialist teacher delivered Talk Boost intervention sessions and 1:1 SALT care plans.</p> <p>Groups of pupils in Nursery took part in the WELCOMM intervention and pupils in reception were targeted with BLAST.</p> <p>27 pupils have been referred for an internal/external SALT referral. Targeted interventions enabled these pupils to have their needs met quickly in school.</p> <p>In September 2022, 30% of the reception cohort were working at age typical in communication and language and 33% were working well below age typical. At the end of the academic year, 57% of the pupils in the cohort were working at age typical in communication and language.</p>	<p>Pupils were identified and accessed specialist speech and language provision on-site. A specialist teacher delivered Talk Boost intervention sessions and 1:1 SALT care plans.</p> <p>In September 2023 56% of pupils on the SEND register were identified as having communication and language difficulties.</p> <p>28 pupils were referred for an internal/external SALT referral. Targeted interventions enabled these pupils to have their needs met quickly in school.</p> <p>In September 2023, 0% of the nursery cohort were working at age typical in communication and language with the majority of pupils working below or well below age typical. Targeted groups of pupils in Nursery took part in the WELCOMM intervention and pupils in reception were targeted with BLAST to address these difficulties. At the end of the academic year, 25% of PP pupils were working at age typical in Communication &amp; Language.</p>
<p>Pupils' metacognition skills are improved.</p>	<p>Teaching focuses on strategies to help pupils to retain key knowledge and skills. Pupils are supported to know more and remember more.</p>	<p>All foundation subject lessons have a clear structure, beginning with a recap of prior learning. This was acknowledged by the 2022 OFSTED report. <i>'pupils can</i></p>	<p>All foundation subject lessons have a clear structure, beginning with a recap of prior learning. This was acknowledged by the 2022 OFSTED report.</p>	<p>Regular retrieval through 'Flashback Four' was implemented across all subjects. This activity, enabled children to retain key knowledge and specific vocabulary evidenced through pupil conversations during subject deep dives and through low stakes</p>

		<p><b>recall prior learning confidently'</b></p> <p>In 2022/23 the school will be revisiting the assessment policy and refining formative assessment procedures.</p>	<p><b>'pupils can recall prior learning confidently'</b></p> <p>Peer tutoring in foundation subjects enabling learners to work in pairs or small groups to provide each other with explicit teaching support.</p>	<p>quizzing in pupils' books. The SIP report in Spring Term 2024 stated that 'Discussions and review of work with pupils showed that the children had a good understanding of what they had learnt.'</p> <p>Peer tutoring in foundation subjects continued as a successful vehicle to enable learners to work in pairs or small groups to provide each other with explicit teaching support.</p>
<p>Pupils are well supported to remove social and emotional barriers to learning.</p>	<p>Disadvantaged pupils</p> <p>Pupils' emotional literacy is fostered in the school.</p> <p>Pupils needing additional personal, social and emotional support are swiftly identified; 1 to 1 support or Emotionally Healthy Schools intervention support is implemented.</p> <p>The wider curriculum supports pupils to develop their resilience.</p>	<p>Three ELSA groups were delivered in KS2 to develop pupils' emotional literacy.</p> <p>The ELSA coach worked with a group of vulnerable Y5 pupils to manage anxieties and build resilience.</p> <p>An additional adult was trained as an ELSA in Summer 2022 to meet the increasing needs of pupils in Year 3 and 4.</p> <p>'My Happy Mind' is now embedded across the school with weekly lessons taking place to help children to manage and understand their feelings, overcome adversity and build resilience.</p> <p>The school has access to an Education Mental Health Therapist each week who works in school to support staff with advice and with pupils to address issues such as anxiety and low mood. Our Mental Health Support Practitioner delivers</p>	<p>ELSA intervention were delivered weekly in KS2 to identified pupils to develop their emotional literacy.</p> <p>The ELSA coach worked with a group of vulnerable Y5 pupils to help them to manage anxieties and build resilience.</p> <p>The school continued to access an Education Mental Health Therapist each week who works in school to support staff with advice and with pupils to address issues such as anxiety and low mood. Our Mental Health Support Practitioner delivered Worry Warriors Workshops for year 3 and 4 identified pupils, and Master your Mind Workshops for identified pupils in Year 5 and 6.</p> <p>EHS interventions supported identified pupils in areas</p>	<p>Two trained ELSA coaches delivered interventions weekly across KS2 to identified pupils to develop their emotional literacy.</p> <p>This enabled pupils to access KS2 SATS and all pupils who received support achieved at least the EXS, with 3 pupils achieving GDS.</p> <p>Emotionally Health Schools offered weekly support sessions for vulnerable pupils in Year 3. These meetings focused on key areas such as managing feelings and reducing anxiety. Class teachers reported that participants showed more confidence in lessons following the sessions.</p> <p>In KS1, a Play Café supported children in Year 1 with their social and emotional needs which improved their social skills and reduced anxiety about lunch times.</p> <p>The school continued to access an Education Mental Health Therapist each week who worked in school to support staff with advice and with pupils to address issues such as anxiety and low mood. Our</p>

		<p>Worry Warriors Workshops for year 3 and 4, and Master your Mind Workshops for identified pupils in Year 5 and 6.</p> <p>Therapists from Dove counselling worked with pupils who had experienced a bereavement.</p> <p>School subsidised the cost of breakfast for identified vulnerable pupils.</p>	<p>such as managing feelings and reducing anxiety.</p> <p>Therapists from Dove and - Daisy's Dream counselling supported staff and pupils following the bereavement of a pupil and other losses.</p> <p>School subsidised the cost of breakfast for identified vulnerable pupils.</p>	<p>Mental Health Support Practitioner delivered Worry Warriors Workshops for year 3 and 4 identified pupils, and Master your Mind Workshops for identified pupils in Year 5 and 6. Parents commented in to positive impact these workshops had on their children. The MHST also delivered whole staff training in aspects of SEMH such as Window of tolerance, ACEs etc</p> <p>A counsellor was employed for half a day a week to support identified children with significant emotional needs that were beyond the support ELSA or EHS could facilitate. Working in a 1:1 capacity, the councillor supported 7 students who had experienced ACEs to remove barriers to learning.</p>
<p>Attendance of disadvantaged pupils is good - at least in line with national averages.</p>	<p>Pupil Premium pupils and their families are supported by the school Family support Manager and attendance is at least 96%.</p>	<p>The school's Family Support manager continues to have a positive impact on supporting families with high family stress eg. signposting families to relevant agencies such as My CWA</p> <p>34% (139) of the school were monitored for safeguarding reasons during academic year 2021 – 22.</p> <p>Improving attendance remains a strong focus in 2022 – 23 and the school will be employing an Attendance consultant to reduce persistent absenteeism.</p>	<p>The school's Family Support manager continues to have a positive impact on supporting families with high family stress eg. signposting families to relevant agencies such as My CWA.</p> <p>114 pupils in the school were monitored for safeguarding reasons during academic year 2022 – 23.</p> <p>Improving attendance remains a strong focus in 2023 – 24 and the school will hold weekly attendance meetings to identify</p>	<p>The Pastoral manager continued to have a positive impact on supporting families with high family stress eg. signposting families to relevant agencies such as My CWA to support parents and children.</p> <p>107 pupils in the school were monitored for a number of safeguarding reasons during academic year 2023 – 24. These pupils are supported to remove barriers to learning.</p> <p>Improving attendance remained a strong focus in 2023 – 24. Weekly attendance meetings were held to</p>



			<p>persistent absentees and agree actions.</p> <p>An Inclusion Assistant has been employed to address poor attendance each morning and to make follow up calls, meet with parents and make home visits.</p>	<p>identify persistent absentees and agree actions. As a result persistent absence was reduced by half by the end of academic year 2023/4 when compared to the year before. Out of the 47 Persistently absent pupils, 24 were disadvantaged compared to 42 the previous year.</p> <p>An Inclusion Assistant was employed to address poor attendance. Her roles included making follow up calls if a child was absent, meeting with parents and making home visits.</p> <p>An external Attendance officer was employed half a day a week to hold meetings with parents to reduce persistent absence by working directly with families.</p>
<p>All pupils have access to a wide range of enrichment opportunities regardless of social background or any disadvantage.</p>	<p>The school's curriculum provides a range of enrichment opportunities for all pupils.</p>	<p>The Ofsted parent view questionnaire in 2022 showed that 96% of parents agreed or strongly agreed that their child can take part in a range of clubs and activities. During 2021 all Year 4 pupils learned to play the violin during the Autumn term.</p> <p>All pupils experienced and learnt about Music through the ages with The Pop Project.</p>	<p>All children participated in a number of enrichment weeks. E.g Healthy Living Week, Multicultural Arts, Anti-bullying Week</p> <p>During 2022- 2023, the school offered pupils 64 after school clubs. The parent view questionnaire from 2022 showed that 97% of parents agreed or strongly agreed that their child can take part in a range of clubs and activities.</p> <p>During 2022-23 all Year 4 pupils learned to play the violin during the Autumn term.</p>	<p>All children participated in a number of enrichment weeks. E.g Black History month, Healthy Living Week</p> <p>During 2023- 2024, the school offered pupils a total of 49 after school clubs.</p> <p>The parent view questionnaire from 2023 showed that 97% of parents agreed or strongly agreed that their child can take part in a range of clubs and activities.</p> <p>Where clubs were over-subscribed, PP pupils were prioritised.</p>

			All pupils experienced and learnt about Music in the 1980's with The Pop Project.	During 2023-24 all Year 4 pupils learned to play the violin during the Autumn term.  All pupils enjoyed the enriched and engaging musical performance delivered by The Pop Project.
Additional support is given to pupils to help them catch up in the basic skills, including in phonics, following the school closures.	Pupils make rapid progress in the essential skills, especially reading, and catch up, addressing any gaps swiftly.	In February 2022 RWI was introduced and successfully implemented across Reception, Year 1 and Year 2. Identified pupils in Year 3, 4 and 5 receive bespoke, daily lessons to close gaps. <b>OFSTED 2022</b> <b><i>Leaders have introduced a consistent approach to the teaching of phonics that all staff, including those in the early years, have embraced. Well-trained staff deliver this new programme well.</i></b> Despite high mobility and several pupils being new to school, 83% of Yr1 disadvantaged pupils passed the Phonics screening test. In Year 2, 4 out of the 5 disadvantaged pupils passed the Phonic screening retake. Recovery Premium funds were used to run before and after school tutoring sessions for targeted pupils in Y1 and 2 resulting in all but 2	Despite 58% of Year 1 having EAL, 20% new to the cohort and 18% having SEN, 75% of the cohort passed the Phonics screening test. In Year 2, 3 out of the 7 disadvantaged pupils passed the Phonic screening retake.  Most Y6 pupils who were offered additional after school booster sessions in reading and maths achieved the expected standard by the end of the year.  The % of pupils who achieved the expected standard at the end of KS1 in reading writing and maths exceeded that of the Crewe EIP average.	There were 57 pupils in the Year 1 cohort with 27 new starters. 53% of pupils were EAL and 16% had SEN. 84% of the cohort passed the Phonics Screening test, with 67% of disadvantaged pupils reaching the required score or higher. These percentages are a significant increase on the results from 2023 when 75% passed, (disadvantaged 53% passed) In Year 2, 63% of disadvantaged pupils passed the Phonics screening retake. Again, this is an increase on 2023 when 43% passing the screening. 75% of Year 6 PP children who were offered booster sessions in reading and maths, achieved the expected standard or higher by the end of the year.

		targeted pupils passing the phonics screening test.		
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Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
No Outsiders	
NCETM mastering Maths	
Power maths	
Spelling Shed	
Literacy Shed	
Kapow	
Purple Mash	