



Beacon Academy

Pupil Premium Strategy Statement

2022 - 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic years) 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	Beacon Academy
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2025
Date this statement was published	01/11/2022
Date on which it will be reviewed	01/11/2025
Statement authorised by	Kaye Haywood
Pupil premium lead	Grace Carpenter
Governor / Trustee lead	Rob Blackhall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,450
Recovery premium funding allocation this academic year	£28,065
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	£263,515

Part A: Pupil premium strategy plan

Statement of intent

At Beacon Academy, our aim is to provide effective teaching and support that allows all our pupils to gain a wealth of experiences and progress academically, physically and emotionally. The key principles of our strategy plan focus on our curriculum drivers: possibilities, cultural diversity and adventure. Our children will have experiences that will enhance their lives, opening doors to new adventures. They will have opportunities to see a world beyond their own, inspiring and influencing their future choices and they will be exposed to challenging experiences that will enable them to become confident and resilient in all areas of their lives. All staff will be aware of the disadvantaged children that they teach; we will build strong relationships with all pupils, gaining knowledge of their strengths, limitations and individual contexts.

Quality first teaching is at the centre of our approach, supported by our ambitious learning culture, knowledge rich curriculum and high expectations. This is proven to have the greatest impact on closing the disadvantaged attainment gap.

Alongside this, evidence informed, targeted support from class teachers and support staff is an integral part of our strategy. This will support all pupils in making good progress, ensuring that we are closing the gap, giving all children equal opportunities as they progress through education.

At Beacon, we also know that for all pupils to be successful in their learning and make sufficient progress, they need to have good attendance, display appropriate learning behaviours, have access to wider learning opportunities, and be able to access suitable social, emotional and mental health support, when needed. The strategies outlined in this statement will assist all pupils to have access to this ongoing support and achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments show that some of our disadvantaged pupils are not attaining age related expectations in maths at the end of KS2.</p> <p>Observations and discussions show that some pupils' automaticity in maths and number fluency is not secure.</p>
2	<p>Our analysis shows some disadvantaged pupils need additional support to secure and sustain better punctuality and attendance.</p> <p>Data from the last academic year showed that some of our disadvantaged pupils were persistently late or absent from school.</p>
3	<p>Our initial assessment of pupils personal, social, and emotional development in the EYFS and KS1 show that they are significantly below the standard expected for their age. This is in-part due to the lack of social interaction with their teachers and peers during school closures.</p>
4	<p>Our assessments and observations show that some children are displaying significant difficulties retaining information, knowledge and skills learnt across the curriculum.</p>
5	<p>Our observations and assessments show that a high proportion of our disadvantaged pupils in KS1 have been disproportionately impacted by Covid and school closures, widening the attainment gap, particularly in phonics.</p>
6	<p>Our observations show that many of our children have less access to wider learning opportunities and out of county, enriching experiences.</p> <p>Some of our children's opportunities outside of school to develop cultural capital are limited.</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 outcome	Success criteria
<p>Challenge 1: To close the gap in attainment between disadvantaged pupils and non-disadvantaged pupils, specifically in maths in KS2. Improve automaticity and fluency in maths</p>	<ul style="list-style-type: none"> • In KS2 assessments, the percentage of disadvantaged pupils achieving age related expectation in maths will increase, closing the gap between disadvantaged and non-disadvantaged pupils. • Disadvantaged pupils arithmetic scores in KS2 assessments will increase. • Attainment in maths will continue to be above national disadvantaged data. • Percentage of disadvantaged pupils passing Year 4 multiplication check will increase and be in line with non-disadvantaged pupils. • Percentage of disadvantaged pupils in school on time, ready for morning maths, fluency lesson will increase. <p>How: Teachers to trial the most effective ways of teaching maths facts/fluency within year groups and a training session for all staff to share whole school agreed expectations will follow. Use direct instruction, guided practice and independent practice model to support fluency practice. Embed White Rose. Where gaps are identified, extra lessons will be planned in. As with all subjects, retrieval practice will take place daily with opportunities to review content as well as overlearn. A consistent approach will be introduced to ensure concepts are regularly reviewed with carefully considered spacing planned into the curriculum, to retrieve knowledge from long term memory Closely monitor morning attendance and persistent lates. The teaching of timestables will be consistent across the school.</p>
<p>To close the gap between disadvantaged pupils and non-disadvantaged pupils with targeted, evidence informed interventions.</p>	<ul style="list-style-type: none"> • 75% of support staff will run evidence-informed interventions. • Disadvantaged pupils, who are working below age related expectation, will make accelerated progress within the core subjects. • The gap between disadvantaged pupils and non-disadvantaged pupils will decrease in end of KS1 and KS2 assessments. <p>How: Teaching assistants will be trained to deliver one intervention across a key stage to ensure interventions are of high quality and happening regularly. We will set baselines and measure impact and cost-effectiveness of all interventions across the whole school using Provision Map. Targeted, evidence-informed interventions will run in maths, reading, writing and speech and language.</p>
<p>Challenge 2: Improve</p>	<ul style="list-style-type: none"> • Attendance will improve and be in line with national expectation.

<p>punctuality and attendance of all children.</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils will improve and be in line with non-disadvantaged pupils. • The percentage of disadvantaged pupils who are persistently absent from school to be reduced by 50%. • Percentage of disadvantaged pupils in school on time, ready for learning will increase. <p>How: Attendance officer is employed to carefully monitor and track attendance across the school and identify persistent absentees/lates. Attendance clinics will aim to identify the underlying causes of barriers to good attendance and implement plans for improvement. Weekly attendance rewards will be rewarded for classes with the best attendance. Attendance team to attend conference for new ideas and initiatives to improve attendance. Use mini-bus to pick up persistent absentees in time for breakfast club. Teachers to monitor children who are coming in late and make supporting phone calls reiterating lost learning time. This will aim to target KS2 children who are walking to school and not arriving on time, ready to start learning.</p>
<p>Challenge 3: Support the personal, social, and emotional development of our youngest children, ensuring pupils are emotionally ready to learn.</p>	<ul style="list-style-type: none"> • Percentage of disadvantaged pupils in EYFS meeting age related expectations will increase. • Percentage of disadvantaged pupils in KS1 meeting age related expectations across the curriculum will increase. • Behaviour for learning will improve, resulting in children accessing learning effectively. • Pupil surveys in KS1 will show an increase in the percentage of pupils who comment that they are happy in school. • Internal and fixed term exclusion figures will be reduced by at least 25%. • Ensure that an analysis of recorded incidents on MyConcern will show a decline in incidences involving disadvantaged children. <p>How: Behaviour therapy sessions will be led by a wellbeing practitioner for specific children, focussing on self-awareness, self-management, confidence and social skills. Progress will be fed back to class teachers weekly. Mental health practitioner will work alongside selected children. All classes to have a full-time teaching assistant. Experienced inclusion team will work alongside vulnerable families. Attendance officer employed to engage with families of persistent absentees. Breakfast club will be provided to all children to encourage children to be in on time and eat a healthy breakfast before school. All adults working in school will relate to children with compassion, empathy and unconditional positive regard. All children will access Jigsaw scheme of work for PSHE lessons. Every term will begin with a PSHE unit of work.</p>

	<p>A new behaviour policy this year will focus on a relational approach, using restorative methods to teach behaviour. All staff will receive comprehensive training.</p>
<p>Challenge 4: Improve retention of knowledge in foundation subjects and across the curriculum. Develop metacognitive and self-regulated learning strategies to support the development of independent, reflective learners.</p>	<ul style="list-style-type: none"> • Disadvantaged pupil conferencing undertaken by subject leaders will show that knowledge is retained in foundation subjects over time. • Post unit assessments for disadvantaged pupils in foundation subjects will show improvement in knowledge over time. • Composite in foundation subjects will show a clear depth of understanding for disadvantaged pupils. • Pupils will be equipped with strategies to use when finding learning challenging and be able to engage in metacognitive talk with their peers, understanding the benefits of this. • Observations will show that disadvantaged pupils will be more confident in discussing how they learn and the tools that support them in learning. They will have an improved self-confidence which will enable them to actively participate in all learning activities, showing an awareness of their strengths and limitations. <p>How:</p> <p>Staff meetings will focus on all staff understanding the pedagogy behind the importance of retrieval practice.</p> <p>Retrieval practice opportunities will be evident and planned in for at the start of every lesson across the curriculum and will support retention of learning – regular repetition and practise of knowledge and skills across the curriculum. Revisit this during teaching and learning meetings.</p> <p>Build a bank of subject specific, retrieval practice proformas and examples for staff to use.</p> <p>Post unit assessments will take place before the next blocked unit to show retention of knowledge over time.</p> <p>High quality modelling of the thought process involved in learning new skills/consolidating understanding.</p> <p>Provide opportunities for co-constructing success criteria for lessons ensuring this is an active discussion. Children will be aware of the quality and standards they are expected to achieve.</p> <p>Complete pupil audit for metacognitive thinking and how children view themselves as learners. Revisit this throughout the year.</p> <p>Continue school coaching programme for teaching staff. Staff development will focus on teachers’ understanding of metacognition and using metacognitive strategies in the classroom and during the school day. Focus on this throughout direct instruction, guided practice and independent practice phases of a lesson. Develop key principles for teaching at each phase of learning.</p>
<p>Challenge 5: Close attainment gap in KS1, especially in phonics</p>	<ul style="list-style-type: none"> • Percentage of disadvantaged pupils passing the phonics screening test will increase and be in line with or above the national average for disadvantaged pupils. • Disadvantaged pupils in EYFS will make accelerated progress in phonics. • Disadvantaged pupils in KS1 will make accelerated progress in phonics.

	<ul style="list-style-type: none"> Percentage of disadvantaged pupils in Year 2 moving off phonics scheme will increase. <p>How:</p> <p>Children will be split into 3 smaller classes in Year 1 to enable focused teaching and learning to take place.</p> <p>The new reading lead will receive targeted support through the RWI consultant development days.</p> <p>Staff needing additional support will be identified and coaching will take place regularly to improve practice across the school.</p> <p>Reading books will be reorganised to reinforce the sounds taught in the RWI sequence.</p> <p>Core story books will be sent home to increase fluency.</p> <p>New reading expectations will be produced and sent home for parents with phonic support folders for every child.</p> <p>1:1 Tutoring will take place for children who are not meeting the expected standard.</p>
<p>Challenge 6:</p> <p>Pupils will have the confidence, knowledge and cultural capital they need to succeed in life. This will be developed through a strong Personal Development Curriculum and a wide range of life experiences.</p>	<ul style="list-style-type: none"> The percentage of disadvantaged pupils attending KS2 residential will be in line with non-disadvantaged pupils. 100% of Disadvantaged pupils will attend all school trips. Percentage of disadvantaged pupils attending extra-curricular activities will increase by 50%. <p>How:</p> <p>Growth Mindset Camps will be free of charge for all pupils and will take place at the end of each academic year to support the transition between year groups.</p> <p>KS2 city residential will be subsidised for all children.</p> <p>50% of Rock Steady sessions will be allocated to disadvantaged pupils.</p> <p>Ignite Wonder Weeks will be built into the school calendar: World of Work/Enterprise Week, Adventure Week, Healthy Lifestyle Week and Carnival Week. These weeks link to our curriculum drivers, and will widen children's understanding of world around them, give children life experiences that they may not otherwise have, push children outside of their comfort zones and raise aspirations.</p> <p>The teaching of protected characteristics and British Values will be weaved into our blocked curriculum and ensure children have a secure knowledge and understanding of what these are.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 136,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team	<p>EEF guidance report: Improving Behaviour in School This report highlights the importance of knowing and understanding all pupils, families and their influences and using targeted approaches to meet the needs of individuals with the school. The pastoral team at Beacon Academy are integral to this process.</p>	2, 3, 6
HLTA/TA support in each year group	<p>EEF guidance report: Making Best Use of Teaching Assistants Use TAs to help pupils develop independent learning skills and manage their learning. Use TAs to deliver high quality 1:1 and small group support using structured, evidence-based interventions.</p>	1, 3, 5
Shine nurture provision – an intervention to support children with challenging emotional and behavioural needs.	<p>EEF guidance report: Improving Social and Emotional Learning in Primary Schools. The report recognises the integral effect that addressing children’s emotional, social and behavioural needs has on their learning. ‘With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. These ‘social and emotional skills’ are essential for children’s development, support effective learning, and are linked to positive outcomes in later life.’ <i>Sir Kevan Collins Chief Executive Education Endowment Foundation</i></p>	3, 5
Extra teacher in Year 1 and Year 6 Specialist teachers	<p>EEF guidance report: Reducing Class Size Although it doesn’t hold the strongest evidence strength, managing the ratio between pupils and teachers can have a positive impact as higher quality, focussed interactions can be had. In</p>	1, 3, 4, 5

	<p>classes smaller than 20, benefits on attainment is identified as well as improvements on behaviour and attitude to learning.</p> <p>International research suggests that smaller class sizes in primary schools can have a greater, positive impact on disadvantaged pupils.</p> <p>Our Year 6 children have had huge disruptions to their learning over the past two years. Our aim is to give these children the support they need to successfully access secondary education.</p>	
Improving automaticity and fluency in maths	<p>Improving Maths in KS2 and KS3</p> <p>Improving Maths in the Early Years and KS1</p>	1

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL intervention International Dyslexia Learning Solutions Limited	<p>IDL Literacy programme: Many schools have reported increases in reading and spelling ages of up to 2 years, with an average increase of 11 months after only 26 hours' use. One of the most notable improvements discussed is with pupils' self-confidence, as their new skills are transferred to their classes and other areas of school life.</p> <p>IDL Numeracy programme: Pupils have made an average improvement of 9 months in mathematical ability, after 3.5 hours of use.</p>	1, 4
Read Write Inc phonics programme	<p>This is used by more than ¼ of primary schools. It teaches young children to read and write through a structured and systematic approach.</p> <p>There is currently an EEF research project ongoing in to the impact and effectiveness that rigorous phonics programmes have on early readers and those who are falling behind in KS2.</p>	3, 4
Echo reading	<p>EEF guidance report: Improving Literacy in KS2</p> <p>This report highlights the importance in supporting pupils to develop fluent reading capabilities through guided oral reading instruction and repeated reading.</p> <p>Talk for Reading</p> <p>This approach, based on whole class modelling and shared reading, focuses on deepening understanding through developing strategies,</p>	4, 5

	understanding and engagement. It has been proven to raise standards and attainment in challenging areas.	
Develop strategies in metacognition and self-regulation	<p>EEF guidance report: Metacognition and Self-Regulation</p> <p>Evidence suggests that the use of metacognitive strategies can be equivalent to +7 months progress when used well.</p> <p>Teachers must ensure pupils are aware of their strengths and limitations.</p> <p>Pupils should have opportunities to plan, monitor and evaluate their learning.</p> <p>Teachers should model effectively, revealing the thought process.</p> <p>An appropriate level of challenge should be set to develop self-regulation and metacognition.</p>	1, 3, 4, 5
Quality first teaching and teacher led intervention groups	<p>Sutton Trust (2011)</p> <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers.</p>	1, 3, 4, 5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff well-being committee to meet regularly to discuss and implement ideas.	<p>Mentally Healthy Schools:</p> <p>Wellbeing is all about holistic health, including the physical and emotional. When staff have good levels of wellbeing, they feel that life is in balance and that they can generally cope well. People feel motivated and engaged, are resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges.</p> <p>With the high demands of educational staff, it is important that everyone is given the correct emotional and practical support so that they can, in turn, support their pupils and teams.</p> <p>In addition to having a positive impact on colleagues and pupils, staff wellbeing can improve performance and job satisfaction, which can lead to reduced staff turnover. It can also help to reduce absence, increase productivity and promote staff engagement.</p>	1 - 6

	https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/	
Develop assessment and feedback policies across the curriculum.	<p>New EEF guidance report:</p> <p>Teacher feedback to improve pupil learning</p> <p>Research suggests that schools should prioritise key principles over methods.</p> <p>The report highlights the need for a thoughtfully designed and implemented feedback policy.</p> <ol style="list-style-type: none"> 1. Lay foundations for effective feedback. 2. Deliver appropriately timed feedback that focuses on moving learning forward. 3. Plan for how pupils receive and use feedback. 4. Consider how to use purposeful and time-efficient feedback. 5. Consider how to use purposeful verbal feedback. 	1, 4, 5
Monthly school council sessions to allow children to discuss and debate important issues.	<p>DfE:</p> <p>Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) says that children and young people should have a say in decisions that affect their lives. A school council can provide a meaningful way in which pupils can voice their opinions and have their views considered in decisions which impact upon them.</p> <p>https://www.education-ni.gov.uk/articles/school-councils-and-pupil-participation</p>	1-6
Talk for Reading	<p>Talk for Reading:</p> <p>This approach, based on whole class modelling and shared reading focuses on deepening understanding through developing strategies, understanding and engagement. It has been proven to raise standards and attainment in challenging areas.</p>	4
Development of reading areas across the school	<p>DfE:</p> <p>Research Evidence on Reading for Pleasure</p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>Other benefits to reading for pleasure include the following: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</p> <p>The National Literacy Trust:</p> <p>Every school should have its own school/classroom library and a strong relationship with a local public library (and, where possible, work with a school library service) to ensure teachers are up-to-date on children's literature. They should have access to</p>	3, 4, 5

	<p>expertise to support approaches that engage children with books and reading. Schools should also be encouraged to establish reading groups and encourage children to take part in reading activities outside the classroom and in school holidays.</p>	
<p>A range of engaging, inspiring extra-curricular activities offered to all year groups. Trips and residential planned.</p> <p>Hooks for Talk for Writing units planned in.</p> <p>Visitors into school to support learning across the curriculum.</p>	<p>Youth Sport Trust: The Active Recovery Curriculum</p> <p>Recent research has found that following lockdown restrictions, pupils had reduced physical fitness, decreased wellbeing, low level behavioural issues, and a loss of ability to concentrate in class.</p> <p>Increase time for physical activity during the school day; add activity into other subject lessons; focus in wellbeing and development in PE lessons; offer more extracurricular activities and finding opportunities to be active every day.</p> <p>EEF guidance report: The Arts</p> <p>This guidance report evidences that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation at Beacon is delivered within the core curriculum, though extra-curricular and cultural trips. On average, it is said to make +3 months additional progress.</p> <p>National Geographical Society in London: a six-year research study into the impact of school residential</p> <p>The results of this study showed that residential learning experiences ‘provide opportunities, benefits and impacts that cannot be achieved in any other context or setting. The impact is greater when residential are fully integrated into a school’s curriculum.’</p>	6
<p>SEL training for all staff Emotionally available adults Behaviour therapy sessions</p>	<p>EEF guidance report: Improving Social and Emotional Learning in Primary Schools</p> <p>There is evidence that children’s skills can be improved purposefully through school based SEL programmes, and that these impacts can persist over time.</p> <p>Numerous substantial evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> Improved social and emotional skills Improved academic performance Improved attitudes, behaviour, and relationships with peers 	2, 3

	<p>Reduced emotional distress (student depression, anxiety, stress, and social withdrawal)</p> <p>Reduced levels of bullying</p> <p>Reduced conduct problems</p> <p>Improved school connection</p>	
Rock Steady sessions	<p>Inclusive programme that's accessible to all pupils, supports wellbeing and contributes to academic progress.</p> <p>Effects of Music and Natural Science Training on Aggressive Behaviour, Carol von Ossietzky University, Oldenburg, Germany (2016)</p> <p>School-based music training can prevent increases in aggressive behaviour (small scale study, 34 children, 18 months).</p> <p>Long-term study, 232 children, 6 years, University of Vermont College of Medicine</p> <p>Playing an instrument can help young people to reduce anxiety, gain control of emotions, and focus attention – by altering the behaviour-regulating and motor areas of the brain</p>	6
Restorative Behaviour Policy	<p>EEF Guidance Report: Improving Behaviour in Schools</p> <p>Teaching learning behaviours will reduce the need to manage misbehaviour</p> <p>Use targeted approaches to meet the needs of individuals in your school</p> <p>Ensure a consistent approach to behaviour</p>	2, 3, 6

Total budgeted cost: £ 206,060

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 2021 to 2022 academic year.

End of KS1 Data ARE/ARE+:	End of KS2 Data ARE/ARE+:
Reading: National: 67% Beacon: 63% National Disadvantaged: 51% Beacon Disadvantaged: 54% Beacon Non-Disadvantaged: 66%	Reading: National: 74% Beacon: 74% National Disadvantaged: 62% Beacon Disadvantaged: 64% Beacon Non-Disadvantaged: 84%
Writing: National: 58% Beacon: 50% National Disadvantaged: 41% Beacon Disadvantaged: 38% Beacon Non-Disadvantaged: 67%	Writing: National: 69% Beacon: 70% National Disadvantaged: 55% Beacon Disadvantaged: 62.1% Beacon Non-Disadvantaged: 74%
Maths: National: 68% Beacon: 60% National Disadvantaged: 73% Beacon Disadvantaged: 58% Beacon Non-Disadvantaged: 67%	Maths: National: 71% Beacon: 63% National Disadvantaged: 56% Beacon Disadvantaged: 59% Beacon Non-Disadvantaged: 75%
Combined: National: 59% Beacon: 40% Beacon Disadvantaged: 31% National Disadvantaged: Beacon Non-Disadvantaged: 52%	Combined: National: 59% Beacon: 59% Beacon Disadvantaged: 55% National Disadvantaged: 51% Beacon Non-Disadvantaged: 71%
KS2 GPS: National: 72% Beacon: 76% National Disadvantaged: 67% Beacon Disadvantaged: 66% Beacon Non- Disadvantaged: 84%	
Phonics data: National: 75% Beacon: 59% National Disadvantaged: 62%	

Children in Year 2 made accelerated progress in the core subjects as a result of a large focus of developing learning behaviours, accessibility of nurture provision, the introduction of Talk for Reading and a relaunch of the Accelerated Reader programme. Quality teaching of Talk for Writing has seen children make excellent progress in writing alongside short burst writing interventions and additional timetabled handwriting lessons. Increased opportunities for writing across the curriculum including hooks for learning and school trips have given children stimulus and improved engagement. Professional development opportunities have allowed our maths specialist to work closely alongside teachers to improve the quality of teaching and learning in maths.

A whole school focus on Talk for Reading and developing reading for pleasure across the school has seen an increase in the number of children achieving ARE/ARE+. The gap between disadvantaged pupils and non-disadvantaged pupils is closing. We will continue to embed Talk for Reading this year across the school. Ensure teaching and learning is of this quality across the other KS1 classes.

Children in Year 6 have made accelerated progress in the core subjects across the curriculum. The implementation of Talk for Reading and subject specific teaching has supported this. Reading data is in line with national expectation. Smaller class size and quality subject specific teaching has ensured that GPS teaching continues to be focused and high quality. Targeted support and children knowing end of year expectations alongside a well-planned and structured Talk for Writing curriculum has meant that significant progress was made in writing attainment. Results are above national average and the gap between disadvantaged pupils and non-disadvantaged pupils is closing. Maths has been the focus of TA targeted intervention this year, tuition funding and precision teaching. Accelerated progress was made as a result of this and maths continues to be a focus moving forward.

Speech and Language Interventions, NELI and Language Link have had significant impact for many children across the school and we will continue to use these interventions moving forward. Our teaching assistants will be trained up to lead specific interventions across key stages and impact will be logged and monitored using Provision Map.

Coaching and development of our own school key teaching principles, based around Rosenshine's key teaching principles has improved teaching and learning across the school. Teachers have been able to share good practice during this time. This is something we will continue next year.

Maths interventions focused on identifying gaps in learning, addressing misconceptions and pre-teaching. This will continue to be a focus this year along with timetables recall and fluency in maths. Our Third Space Learning sessions targeted the children in Year 5 and 6 who were working a year behind ARE. Although some children made progress during these sessions, they didn't have the impact that we had hoped for and therefore we will not continue to use this intervention moving forward.

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

Programme	Provider
Online maths tuition	Third Space Learning
Individual Learning Pathway	IDL
Accelerated Reader	Renaissance
myOn	Renaissance
Class Yoga membership	Class Yoga
Get Set 4 PE membership	Get Set for PE
Youth Sport Trust membership	Youth Sport Trust
Jigsaw	Jigsaw PSHE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA