

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	Ox Close Primary School
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	22.0% 69
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	Year 1 - November 2021 Year 2 – November 2022
Date on which it will be reviewed	Termly
Statement authorised by	Daniel Harrison
Pupil Premium Leads	Daniel Harrison and Anna Bowden
Governor Lead	Nicola Milne

Funding Overview for 2022 - 2023

Detail	Amount
Pupil premium funding allocation this academic year	£82537
Recovery premium funding allocation this academic year	£7830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£90367

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Ox Close Primary School, we want all of our children to aspire to follow the school's mantra of "Be The Best You Can Be" in all aspects of life.

We believe that every child has the ability to achieve their potential, regardless of background and that no child will be left behind. As a school, we will provide opportunities to break through barriers by adhering to our core values and key intentions which demonstrate our high aspirations for all our children.

The main barriers to learning for disadvantaged pupils at our school are speech and language difficulties, lack of resilience and independence skills, low levels of writing and lack of exposure to real life experiences.

We focus our Pupil Premium spending on delivering high quality teaching in language rich environments, effective and targeted interventions, enhancing the cultural capital of our disadvantaged children and supporting children to develop their independence and resilience and also promoting positive mental health.

Challenges

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

Challenge Number	Detail of Challenge
1	High levels of speech and language difficulties on entry and lack of exposure to high quality vocabulary.
2	Limited levels of parental engagement for children who are persistently absent.
3	Narrowing the gap between our disadvantaged children and all other groups by the end of Key Stage Two.
4	Low confidence levels in writing across a variety of genres.
5	Children's lack of exposure to real life experiences that enhance their cultural capital.
6	Low resilience, independence and basic skills.
7	Mental health and emotional wellbeing.

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>To improve oral language skills beginning in EYFS and progressing throughout the school.</p> <ul style="list-style-type: none"> - <i>Blast</i> - <i>NELI</i> - <i>Ongoing CPD for staff</i> 	<p>EYFS – Increase in the percentage of pupils achieving the Communication and Language Early Learning Goal. Staff to work alongside Oxclose Nursery in order to improve language and communication from an earlier starting point.</p> <p>KS1 and KS2 – Increase in the percentage of children reaching the age-related expectation in Reading and Writing including increasing the percentages of those children reaching greater depth.</p>
<p>To ensure that children have access to a language rich environment.</p> <ul style="list-style-type: none"> - <i>Curriculum linked language mats and displays within the classroom</i> - <i>Sharing language resources between home and school</i> - <i>Staff modelling of the correct use of language within context</i> - <i>Ongoing CPD for staff</i> 	<p>All children will be exposed to high quality vocabulary across school and will be confident at using transferrable vocabulary in everyday situations and also their writing.</p>
<p>To improve levels of parental engagement and increase attendance of children who are persistently absent.</p> <ul style="list-style-type: none"> - <i>Parent Support Advisor/ Attendance Manager employed by the school.</i> - <i>Variety of parent workshops and events in school.</i> - <i>1:1 meeting held with persistently absent families to address barriers and put interventions in place.</i> - <i>Regular attendance initiatives to encourage attendance.</i> - <i>Regular meetings between PSA/Attendance Manager and SLT.</i> 	<p>Increase in the attendance of Pupil Premium parents at workshops, consultations and events in school that support parents with their children’s learning.</p> <p>Parental surveys to be used pre and post events to demonstrate the increased knowledge of the parents on how to support their children to learn.</p>

<p>To narrow the gap between disadvantaged and non-disadvantaged children at the end of each key stage.</p> <ul style="list-style-type: none"> - <i>Rigorous tracking in place across school to ensure early identification is key to diminishing the learning gap.</i> - <i>Additional teaching staff to reduce class sizes.</i> - <i>Quality first teaching for all.</i> - <i>Effective deployment of teaching assistants.</i> 	<p>Assessment data will show that the gap between disadvantaged and non-disadvantaged children narrows over time.</p> <p>By the time children leave at Ox Close at the end of Year 6, it is hoped that disadvantaged children will be in line with non-disadvantaged within the school and nationally.</p>
<p>To increase the percentage of children achieving greater depth in all subject areas.</p> <ul style="list-style-type: none"> - <i>Additional teaching staff to reduce class sizes.</i> - <i>Quality first teaching for all.</i> - <i>Effective deployment of teaching assistants.</i> - <i>Challenge and enrichment activities.</i> - <i>Specific interventions in order to accelerate progress from expected to greater depth.</i> - <i>Ongoing CPD and EDA support for staff to understand what is expected of a greater depth child.</i> 	<p>Increase in the percentage of disadvantaged children reaching greater depth in all subject areas.</p>
<p>To raise the profile and increase confidence in writing at Ox Close which results in improved outcomes.</p> <ul style="list-style-type: none"> - <i>Ongoing staff CPD.</i> - <i>Implementation of Talk for Writing in KS1 and KS2.</i> - <i>Moderation of writing internally and externally.</i> - <i>Implementation of a new approach to spelling in Y2 and KS2.</i> 	<p>A positive culture towards writing throughout school evidenced through the outcomes from pupil surveys. Increase in the percentage of children reaching the age-related expectation and greater depth in writing.</p>

<p>To increase the children's cultural capital by providing them with a curriculum that is enriched with "real life" experiences.</p> <ul style="list-style-type: none"> - <i>All curriculum topics will include a real-life experience which will enable children to participate in experiences that they have not had access to outside of school.</i> - <i>Continuing to enrich our holistic curriculum approach.</i> - <i>Access to wider opportunities which will influence the thinking and values of children.</i> 	<p>All disadvantaged children in school will have participated in a wide range of "real life" experiences that enhance their cultural capital.</p>
<p>To increase children's independence, resilience and basic skills.</p> <ul style="list-style-type: none"> - <i>Growth Mindset</i> - <i>Emphasis on effective behaviours for learning.</i> - <i>School will continue to be part of the Durham Resilience Programme.</i> - <i>School have pledged to follow and participate in the Health and Wellbeing Framework.</i> - <i>Continue to ensure that learning routines are embedded.</i> - <i>Ensure opportunities re built in to curriculum to develop confidence and self-esteem.</i> 	<p>Children's independence and resilience will increase over time. They will be more confident with the completion of basic skills and this will have a positive impact on their overall attainment and progress.</p>

<p>To continue to promote positive mental health and emotional well-being throughout school.</p> <ul style="list-style-type: none"> - <i>Two staff members to be trained in Youth Mental Health First Aid.</i> - <i>Regular events in school to promote.</i> - <i>School to continue to use the services of the EWEL team.</i> - <i>Signposting parents to where they can get further support.</i> - <i>Curriculum focus where appropriate to raise awareness.</i> - <i>Developing children's emotional vocabulary in order to help them express themselves.</i> 	<p>There will be a positive culture at Ox Close which embraces and promotes positive mental health and wellbeing. The children will feel supported and openly talk about mental health. In addition, the number of children requiring additional support for mental health will decrease over time.</p>
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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: £50000 (additional money from school budget will be used on top of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of highly trained and experienced staff who deliver quality first teaching across school.</p>	<p>Reducing class size EEF educationendowmentfoundation.org.uk</p> <p>This provision has been extremely successful in previous years and this success therefore justifies the large proportion of the pupil premium allocation that has been directed towards this action.</p> <p>Favourable adult to pupil ratios accelerate the learning of those children that are making slower progress than others are.</p>	<p>1 3 4 5 6</p>
<p>Effective deployment of Teaching Assistants across school to support children with their learning within the class and in small groups.</p>	<p>Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk</p> <p>Small group tuition EEF educationendowmentfoundation.org.uk</p> <p>Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk</p> <p>The provision has been effective in previous years, supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class. Small group and intensive interventions are proven to accelerate progress.</p>	<p>1 3 4 6</p>

<p>Ongoing and current CPD for staff in order to further enhance their professional skills.</p>	<p>Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Several staff are completing NPQ courses. In addition, we are continuing with our partnership with Teacher Development Trust (TDT) to embed research across phases.</p> <p>In addition, we are working with other North East schools to explore how to increase parental engagement with reading.</p>	<p>1 3 4</p>
<p>Early identification of speech and language need</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Early language EEF (educationendowmentfoundation.org.uk)</p> <p>Intervention and support targeted at Reception and where need identified using NELI and Blast.</p> <p>Children with SEND working with appropriate outside agencies as soon as possible.</p>	<p>1</p>
<p>Language rich environments with communication and oral language interventions taking place.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 5 6</p>
<p>Small group phonics teaching in KS1 and for those children who have not met the standard in KS2.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Implementation of Little Wandle across Reception and KS1 and Little Wandle Rapid Catch Up in KS2.</p>	<p>3 6</p>

<p>Training and implementation of structured writing programme in KS1 and KS2 to address outcomes.</p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Continue to embed Talk 4 Writing whilst working with DCC Education Advisors to enhance the writing provision for more able children in line with identified priorities from end of key stage assessments in July 2022.</p>	<p>3 4</p>
<p>Training & implementation of structured guided reading – VIPERS.</p>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Introduction of VIPERS Guided Reading in KS2.</p>	<p>3 4</p>

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

Budgeted cost: £36750 (additional money from school budget will be used on top of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of Teaching Assistants across the school.</p> <p>Whole School – variety of interventions running which change in accord to the learning needs of the children.</p> <p>EYFS – Small groups for speech and language and intervention to narrow the gap and improve the low on entry skills.</p> <p>KS1 – Small groups for RWI and spelling. Pupil Premium children are targeted to accelerate progress towards Y1 Phonics test. Additional 1:1 intensive reading intervention</p> <p>KS2 – Additional phonics, spelling and LEXIA interventions.</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>The provision has been effective in previous years, supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class. Small group and intensive interventions are proven to accelerate progress.</p>	<p>1 3 4 6</p>
<p>Year 6 Maths Intervention Teacher</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

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

Budgeted cost: £8525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Support Advisor/Attendance Manager to work in partnership with families, parents, carers, pupils and other agencies to enable all pupils to have full access to educational opportunities and overcome barriers to their learning and participation.</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Engaging Parents as Partners - Teacher Development Trust (tdtrust.org)</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2 6 7</p>
<p>Cultural Capital - All curriculum topics will include a real-life experience which will enable children to participate in experiences that they have not had access to outside of school.</p>	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Promoting positive mental health and wellbeing throughout the school year.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p>

Total budgeted cost: £95275

Part B: Review of 2021 – 2022

Outcomes for Disadvantaged Pupils

Good Level of Development					
All		PP		Non PP	
Sch	Nat	Sch	Nat	Sch	Nat
57%	65%	17%	49%	63%	70%

At the end of Reception, there continued to be a significant between the number of disadvantaged and non-disadvantaged children who achieved a Good Level of Development.

Year 1 Phonics					
All		PP		Non PP	
Sch	Nat	Sch	Nat	Sch	Nat
61%	76%	60%	79%	61%	62%

Although there was no gap between the disadvantaged and non-disadvantaged children who passed the Y1 Phonics Screening Check, we were significantly behind national expectations and this is a priority for the school next academic year.

Attainment Overview Expected Standard						
Subject	Cohort		Comparison by Groups			
			PP		Non PP	
	Sch	Nat	Sch	Nat	Sch	Nat
Reading	67%	67%	40%	51%	70%	72%
Writing	56%	58%	40%	41%	58%	63%
Maths	69%	68%	40%	52%	73%	72%

Attainment Overview Working at Greater Depth						
Subject	Cohort		Comparison by Groups			
			PP		Non PP	
	Sch	Nat	Sch	Nat	Sch	Nat
Reading	13%	18%	0%	8%	15%	21%
Writing	0%	8%	0%	3%	0%	9%
Maths	18%	15%	0%	7%	20%	17%

At the end of KS1, non-disadvantaged children outperformed disadvantaged children in all subject areas.

KS2 Attainment Overview						
Expected Standard						
Subject	Cohort		Comparison by Groups			
			PP		Non PP	
	Sch	Nat	Sch	Nat	Sch	Nat
Reading	74%	74%	70%	62%	75%	80%
Writing	68%	69%	50%	55%	75%	75%
GPS	71%	72%	60%	59%	75%	78%
Maths	79%	71%	60%	56%	86%	78%
RWM	63%	59%	50%	43%	68%	65%

KS2 Attainment Overview						
Higher Score of 110 or above						
Subject	Cohort		Comparison by Groups			
			PP		Non PP	
	Sch	Nat	Sch	Nat	Sch	Nat
Reading	18%	28%	20%	17%	18%	32%
Writing	13%	13%	0%	6%	18%	16%
GPS	29%	28%	20%	17%	32%	33%
Maths	13%	22%	10%	12%	14%	27%
RWM	3%	7%	0%	3%	4%	9%

At the end of KS2, non-disadvantaged children outperformed disadvantaged children in Writing, GPS, and Maths. However, disadvantaged children were above national averages compared to other disadvantaged children in Reading, GPS, Maths and RWM Combined.

When comparing children working above the expected standard, disadvantaged children outperformed non-disadvantaged in reading however underperformed in Writing and GPS.

Activity	Summer Term 2022 Evaluations
Teaching	<ul style="list-style-type: none"> Class sizes in Y5 and Y6 continue to be reduced – this has been successful and will continue in the next academic year. Continuous Provision is used in Y1 and Y2 – this means that Maths and English is being taught in small groups and tailored to the needs of the children. This will continue next year with the addition of Little Wandle Phonics and Reading sessions incorporated in to the timetable. NEPRC has concluded – staff in school have completed research projects around metacognition and their finding will be used as part of research throughout school next year. Children in Reception have completed Blast 2 and NELI – this led to an increase in children at ARE and 60% achieved a GLD. There was however a significant gap between the disadvantaged and the non-disadvantaged. 61% of children passed the Y1 phonics check - there was no gap between the disadvantaged and non-disadvantaged. Children who did not pass will continue with phonics next year. By the end of Year 2, 93% of children had passed the Phonics Check. There was a small gap between disadvantaged v non-disadvantaged – 86% v 95%.

	<p>Focus Areas for 2022 – 2023:</p> <ul style="list-style-type: none"> - Developing oracy across the school. - Implementation of a new phonics scheme – Little Wandle - Continue to embed VIPERS in KS2. - Interventions ran to support children who require additional support to close gap to their peers.
<p>Targeted Academic Support</p>	<ul style="list-style-type: none"> • Half termly progress meetings have been held where progress in interventions are discussed. Teacher assessments are analysed and children’s gaps identified – intervention groups and focuses were then altered in light of this. • In class and out of class interventions are running in all year groups – these are tailored to the individual needs of the children. • Year 6 Maths intervention – Mr Taylor – all children in this group reached ARE. • Year 6 booster sessions ran until May 2022 – there were 6 staff supporting with this. (Ratio 6:38). Data from Autumn to Spring to Summer showed an increase in children working at ARE. <p>Focus Areas for 2022 – 2023:</p> <ul style="list-style-type: none"> - Focussed interventions ran by Teaching Assistant – needs led based on data but also focussed on supporting disadvantaged children oracy, language, phonics and reading. - Year 6 Maths Intervention – Mr Taylor – children have been selected based on Y5 data – target group are working below or just at ARE.
<p>Wider Strategies</p>	<ul style="list-style-type: none"> • Cultural Capital activities have restarted now that the pandemic restrictions have been lifted. Visits have included: <ul style="list-style-type: none"> - Reception – Hall Hill Farm - Years 1 and 2 – Seaham Beach - Years 3 and 4 – Beamish - Year 5 – Preston Park - Year 6 – Calthorpe Court Residential • Variety of after school clubs are running and we are tracking which children are attending. Disadvantaged participation in clubs: <ul style="list-style-type: none"> - Autumn – 19% - Spring – 22% - Summer – 21% <p>Focus Areas for 2022 – 2023:</p> <ul style="list-style-type: none"> - Continue to embed cultural capital into the curriculum. - Encourage disadvantaged children to take part in after school clubs. - PSA to increase engagement with disadvantaged families.

Externally Provided Programmes

Programme	Provider
NELI - Nuffield Early Language Intervention	Nuffield Foundation Education Limited
BLAST - Boosting Language Auditory Skills and Talking.	Blast Programme Limited

Part C: Governance – Monitoring the effectiveness of the Pupil Premium Strategy

Activity	Autumn Term 2022 Evaluations	Governor Meeting Dates
Teaching	<ul style="list-style-type: none"> • Class sizes in Y5 and Y6 continue to be reduced. • Continuous Provision is used in Y1 and Y2 – this means that Maths and English is being taught in small groups and tailored to the needs of the children. • Little Wandle Phonics and Reading sessions incorporated in to the timetable across Reception, Year 1 and Year 2. Interventions are being ran by Teaching Assistants for those children who have been identified as requiring 'Keep Up'. • Oracy projects have began in all phases of the school – staff have identified enquiry-based questions and are using these to carry out targeted projects in school. <p>Focus Areas for Spring Term:</p> <ul style="list-style-type: none"> - Developing oracy across the school. - Implementation of a new phonics scheme – Little Wandle - Continue to embed VIPERS in KS2. - Interventions ran to support children who require additional support to close gap to their peers. 	<p>FGB and Finance Meeting – 01.12.2022</p> <p>Premiums Governor Visit – 01.12.2022</p>
Targeted Academic Support	<ul style="list-style-type: none"> • Half termly progress meetings have been held where progress in interventions are discussed. Teacher assessments are analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. • In class and out of class interventions are running in all year groups – these are tailored to the individual needs of the children. • Year 6 Maths intervention – Mr Taylor – this is in place, <p>Focus Areas for Spring Term:</p> <ul style="list-style-type: none"> - Focussed interventions ran by Teaching Assistant – needs led based on data but also focussed on supporting disadvantaged children oracy, language, phonics and reading. - Year 6 children to be targeted through School Led Tutoring. 	<p>FGB and Finance Meeting – 01.12.2022</p> <p>Premiums Governor Visit – 01.12.2022</p>

Wider Strategies	<ul style="list-style-type: none"> • Variety of after school clubs are running and we are tracking which children are attending. <p>Disadvantaged participation in clubs:</p> <ul style="list-style-type: none"> - Autumn – 14% <p>Focus Areas for Spring Term:</p> <ul style="list-style-type: none"> - Continue to embed cultural capital into the curriculum. - Encourage disadvantaged children to take part in after school clubs. - PSA to increase engagement with disadvantaged families. 	<p>FGB and Finance Meeting – 01.12.2022</p> <p>Premiums Governor Visit – 01.12.2022</p>
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Activity	Spring Term 2023 Evaluations	Governor Meeting Dates
Teaching	<ul style="list-style-type: none"> • Little Wandle Phonics and Reading sessions incorporated in to the timetable across Reception, Year 1 and Year 2. Interventions are being ran by Teaching Assistants for those children who have been identified as requiring 'Keep Up'. • Little Wandle Rapid Catch Up for KS2 – staff have received additional training and have now implemented this programme in Y3/4 for children who did not pass the Phonics Screening Check. • Children in KS2 have been placed in ability groups for Maths and English with TAs deployed to support identified children. • Learning walks have focussed on Reading and have demonstrated that the new systems are well implemented and are becoming embedded. Children could articulate when they read both at home and at school. Children in KS2 knew VIPERS and could explain the sections that had already been covered this academic year. <p>Focus Areas for Summer Term:</p> <ul style="list-style-type: none"> - Developing Oracy across the school. - Interventions ran to support children who require additional support to close gap to their peers. - Enhance reading provision areas in classroom – consistent approach. 	<p>FGB and Finance Meeting – 09.03.2023</p> <p>Premiums Governor Visit – 09.03.2023</p>
Targeted Academic Support	<ul style="list-style-type: none"> • Half termly progress meetings have been held where progress in interventions are discussed. Teacher assessments are analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. • In class and out of class interventions are running in all year groups – these are tailored to the individual needs of the children. • Year 6 Maths intervention – Mr Taylor. • School led tutor has focussed on increased the number of children working at expected and greater depth level in Reading and Maths. 	<p>FGB and Finance Meeting – 09.03.2023</p> <p>Premiums Governor Visit – 09.03.2023</p>

Wider Strategies	<ul style="list-style-type: none"> • Variety of after school clubs are running and we are tracking which children are attending. Disadvantaged participation in clubs: <ul style="list-style-type: none"> - Autumn – 14% - Spring – 28% • School trips linked to curriculum areas are in place. These include theatre visit, Hancock Museum, Washington Wildfowl and Hall Hill Farm. <p>Focus Areas for Summer Term:</p> <ul style="list-style-type: none"> - Continue to embed cultural capital into the curriculum. - Encourage disadvantaged children to take part in after school clubs. 	<p>FGB and Finance Meeting – 09.03.2023</p> <p>Premiums Governor Visit – 09.03.2023</p>
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Activity	Summer Term 2023 Evaluations	Governor Meeting Dates																																																										
Teaching	Year One Phonics	FGB and Finance Meeting – 06.07.2023 Premiums Governor Visit – 17.07.2023																																																										
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<ul style="list-style-type: none"> • There is a gap between disadvantaged and non-disadvantaged in Year 1 however the data shows that we are above the national disadvantaged percentages. • In Year 2, disadvantaged children have outperformed non-disadvantaged children with 100% having passed the phonics screening check by the end of Key Stage One. 																																																												
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	<ul style="list-style-type: none"> • The Summer term Local Authority visit focussed on Reading and staff demonstrated that the new systems are well implemented and are becoming embedded. Children could articulate when they read both at home and at school. Children in KS2 knew VIPERS and could explain the sections that had already been covered this academic year. • Children in KS2 have been placed in ability groups for Maths and English with TAs deployed to support identified children. This has allowed interventions to run in each session immediately meaning that misconceptions are identified straight away. <p>Focus Areas for 2023 – 2024:</p> <ul style="list-style-type: none"> - Continue to ensure that adult to pupil to adult ratios are favourable so that highly focussed class support and interventions can take place. - Improving writing outcomes for all children and closing the gap between disadvantaged and non-disadvantaged children. - Interventions in place to support children who require additional support to close gap to their peers. Ensure that our youngest children are immersed in vocabulary from as soon as they start school. 	
<p>Targeted Academic Support</p>	<ul style="list-style-type: none"> • Teacher assessments are analysed and children’s gaps identified – intervention groups and focuses were then altered in light of this. This has been completed at the end of the academic year and transition for the pupils and also between staff have taken place during the Summer Term. • In class and out of class interventions are running in all year groups – these are tailored to the individual needs of the children. • Year 6 Maths intervention – Mr Taylor – this has worked well and is used to support and target the disadvantaged children. From May half term, Mr Taylor started working with two small groups of Y5 children to begin the preparation for the end of KS2 SATs. • School led tutor has focussed on increased the number of children working at expected and greater depth level in Reading and Maths. <p>Focus Areas for 2023 – 2024:</p> <ul style="list-style-type: none"> - Focussed interventions ran by Teaching Assistant – needs led based on data but also focussed on supporting disadvantaged children. - All children in Y1 – Y6 to be taught in ability sets from Maths and English. - Year 5 and Year 6 children to be taught in smaller group ability sets with staff targeting needs identified through teaching, learning and assessment. 	<p>FGB and Finance Meeting – 06.07.2023</p> <p>Premiums Governor Visit – 17.07.2023</p>

<p>Wider Strategies</p>	<ul style="list-style-type: none"> • Variety of after school clubs are running and we are tracking which children are attending. Disadvantaged participation in clubs: <ul style="list-style-type: none"> - Autumn – 14% - Spring – 28% - Summer - • School trips linked to curriculum areas are in place. These include Hancock Museum, Washington Wildfowl, Auckland Castle, Sunderland Empire Theatre and Hall Hill Farm. <p>Focus Areas for 2023 – 2024:</p> <ul style="list-style-type: none"> - Continue to embed cultural capital into the curriculum. We need to provide an enhanced offer which links closely to the curriculum. Staff to map this out for the year so that parents are aware of any associated voluntary contributions. - Encourage disadvantaged children to take part in after school clubs. 	<p>FGB and Finance Meeting – 06.07.2023</p> <p>Premiums Governor Visit – 17.07.2023</p>
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