

## Improve outcomes for disadvantaged children who do not have SEND

### Rationale:

Data analysis shows that pupils in receipt of the Pupil Premium Grant make slower progress than their peers and fewer are working at the Expected Standard (EXS+) for their year group in reading, writing and mathematics.

### Key Provision Changes:

- Develop improved transition routines, including end of year, between terms and between sessions.
- Embed the use of adaptive teaching, scaffolding, guided practice, feedback and guided practice in all lessons.
- Plan opportunities to teach and develop metacognition & growth mindset.
- PSHE, behaviour curriculum and other opportunities are used to support children to behave well and develop positive attitudes to learning.
- Introduce booster groups for disadvantaged children.
- Interventions are short, highly focussed and avoid children's 'favourite lessons'.
- Use movement breaks to support children to remain motivated and focussed.
- Children who are not yet on track get group 'pre-reading' and / or pre-teaching and same day follow-up.
- Teachers and support staff develop and maintain good relationship with disadvantaged children, including having frequent conversations not about school.
- Teachers and support staff prioritise disadvantaged children (e.g. questions, marking, class jobs).
- Improve attendance and punctuality.
- Early identification and support of children in EYFS.
- Engage with and upskill parents to support their engagement and ability to support at home.
- Establish oracy programme of events (e.g. debate, speech day), including an inter-school competition.

### Evidence of Change:

- More disadvantaged / not SEND (DNS) children are at EXS+ in reading, writing and mathematics than in 2023-24.
- The gap between DNS and all children in EYFS is narrowed between baseline and July 2025.
- More DNS children are at EXS+ at (a) the end of KS1 compared to Y1 AUT2 and (b) the end of KS2 compared to the end of KS1.
- In-year progress is in-line with or better than for all children in reading, writing and mathematics in all year groups.
- Attendance and punctuality for DNS children is (a) better than in 2023-24 and (b) the gap has narrowed compared with all children.

## Improve the proportion of children achieving the Greater Depth Standard (GDS) in writing

### Rationale:

the end of Year 6 in 2024, 26% of children were GD in reading and 32% in GPS, but only 3.7% in writing. The percentage achieving GDS at the end of KS2 has remained static over the last three years.

### Key Provision Changes:

- Identify and track potential Greater Depth Standard (GDS) writers early, i.e. use GDI on Insight as well as GDS.
- Develop teachers' knowledge and understanding of 'greater depth', specifically:
  - The criteria for GDS at the end of KS2;
  - What GDS looks like at the end of KS1 and Y4;
  - The progression of knowledge and skills required for GDS from Y1-6, particularly in spelling and grammar.
- Teachers plan for greater depth writers, i.e. to teach / model specific skills and for opportunities for children to demonstrate 'higher level' skills:
  - Unpicking authorial intent, vocabulary choice, grammar / punctuation choice and audience and purpose in the immersion stage of the 10SWJ
  - Controlling the use of vocabulary, i.e. Choosing the right word.
  - Writing with the audience and purpose in mind.
  - Controlled use of grammar and punctuation for the desired effect.
  - The 10 Step Writing Journey, high quality texts and 'real life' experiences are used as stimulus for writing.
  - There are frequent, purposeful opportunities to write across the curriculum at greater depth standard.
  - Make links with what is read and learnt in the 5 Step Reading Journey (SSRJ) and give opportunities to apply skills.
  - Develop writing stamina.
  - Promote oracy and opportunities to develop Tier 3 vocabulary.

### Evidence of Change:

- More children are at GDS in writing overall than were at July 2024.
- More children are at GDS in writing in Years 2-6 when compared to their SUM2 baseline.
- A greater proportion of children are at GDS in writing at (a) the end of Y4 compared to the end of KS1 and (b) the end of KS2 compared to the end of KS1.
- More children in EYFS achieve the ELG in writing compared to 2023-24.

## Improve the proportion of children securely at the Expected Standard (EXS) in reading and maths

### Rationale:

The percentage achieving EXS+ in reading, writing and mathematics (RWM) combined has remained variable and has not always been in-line with the national average.

### Key Provision Changes:

- Teachers plan opportunities to periodically retrieve and revisit key knowledge and to activate prior knowledge.
- Plan opportunities to teach and develop metacognition & growth mindset.
- Develop teacher use of bypass strategies as scaffolding and tools for assessment for children with SEND.

### Reading:

- Relaunch Bug Club and promote reading at home.
- Ensure comprehension skills and vocabulary are taught more systematically in EYFS and Y1.
- Relaunch 'Talk Through Stories'.
- Link oracy and vocabulary activities to curriculum context.
- Develop reading speeds and stamina.
- Ensure a range of high-quality class novels, based on our reading spine, are read in all classes.

### Mathematics:

- Focus on teaching (a) Number bonds to 10 and 20 and (b) Times Tables and provide opportunities for children to deliberately practice and apply their knowledge.
- Reasoning and problem-solving skills and strategies are taught frequently to all children.
- Develop 'mathematics comprehension' strategies (e.g. solving 'real life' maths problems using visualisation).
- Explicitly teach and model maths vocabulary and expect children to use it.
- Teachers adapt planning using a variety of resources.
- Deliberate practice develops numerical fluency using a variety of tasks and activities.

### Evidence of Change:

- More children are securely at EXS+ in reading and maths overall compared to July 2024.
- Children who were securely EXS+ in reading and maths at (a) the end of Y2 and (b) at the end of Y4 continue to be so at the end of Y4 and Y6.
- Children in Y2 who left EYFS having achieved GLD go on to be securely EXS+ in reading and maths.
- In the Y4 MTC the average score and the proportion achieving full marks are in-line with or better than the national average.
- More children in EYFS achieve the ELG in English and Maths compared to July 2024.

## Improve outcomes for boys in reading, writing and the wider curriculum

### Rationale:

In-line with the national picture, boys under-perform when compared to girls, particularly in English. Recent data analysis shows an attainment gap in some areas of the wider curriculum also.

### Key Provision Changes:

- Early identification and support in EYFS for boys who are not yet on track to be GLD and / or face additional challenge.
- Early implementation of interventions in EYFS to support boys' with prime areas of learning, English and Maths.
- Specific tracking of boys working below ARE in Pupil Progress Meetings and SLT meetings.
- Develop improved transition routines, including end of year, between terms and between sessions.
- Embed the use of scaffolding, guided practice, feedback and guided practice in all lessons.
- Adaptive teaching used in all lessons.
- Plan opportunities to teach and develop metacognition & growth mindset.
- PSHE, behaviour curriculum and other opportunities are used to support boys to behave well and develop positive attitudes to learning.
- Use movement breaks, praise and positive reinforcement to support boys to remain motivated and focussed.
- Develop teacher knowledge and use of bypass strategies as scaffolding and tools for assessment for boys with SEND.
- Boys who are not yet on track get group 'pre-reading' and / or pre-teaching and same day follow-up.
- Use stimulus that will interest boys, including from real life experience and the wider curriculum.
- Promote positive male role models who use literacy and numeracy in their jobs, including from parents the wider school community.

### Evidence of Change:

- More boys are at EXS+ in (a) reading and (b) writing than were at July 2024.
- More boys are at EXS+ in (a) reading and (b) writing when compared to their SUM2 baseline in Years 2-6.
- The gap between boys and girls achieving the ELGs in English and Maths is narrow or narrowing.
- More boys are at EXS+ in Music, D&T, History, French, PSHE, Geography and Art compared to July 2024.

2024 STANDARDS	EYFS	CL	PSE	PD	Ma	Re	Wr	GLD
	EXS	91%	94%	92%	86%	88%	83%	78%
	KS1	Re	Wr	Ma	PSC Y1	PSC Y2		
	EXS	79%	80%	82%	88%	96%		
	GDS	27%	6%	16%				
	KS2	Re	Wr	Ma	GPS	RWM		
	EXS	77%	73%	74%	74%	59%		
	GDS	26%	4%	26%	32%	4%		

2025 TARGETS	EYFS	CL	PSE	PD	Ma	Re	Wr	GLD
	EXS	90%	95%	95%	90%	90%	87%	80%
	KS1	Re	Wr	Ma	PSC Y1	PSC Y2		
	EXS	76%	79%	78%	90%	96%		
	GDS	26%	6%	15%				
	KS2	Re	Wr	Ma	GPS	RWM		
	EXS	77%	73%	77%	80%	68%		
	GDS	29%	22%	23%	30%	10%		