



Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Francis Askew Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025 (3-year plan)
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Laura Martin
Pupil premium leads	Faye Rihane
Governor / Trustee lead	Michael Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317,108.00
Recovery premium funding allocation this academic year	£27,405
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	£344,513.00



Part A: Pupil premium strategy plan

Statement of intent

Our intention at Francis Askew is that every pupil, irrespective of their background, starting point or the challenges they face, are given the opportunities to develop academically, socially and emotionally to become confident, resilient learners; to make progress and achieve their potential across all subject areas.

Francis Askew serves an area of high social deprivation with 45% of pupils eligible for pupil premium. Challenges that our vulnerable and disadvantaged pupils encounter are at the heart of this plan including those children who are supported by social workers, have additional needs and those who are young carers. Our school is committed to addressing barriers to learning faced by pupils and ensuring that social disadvantage does not limit opportunities to succeed.

Quality first teaching is at the centre of the approach, focusing on those areas that our disadvantaged pupils require the most support in. High quality teaching is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. In addition to focusing on the intended outcomes below, it is the school's intention that the non-disadvantaged pupil's attainment will be sustained and improved alongside their peers.

Our wider school approach is one that is an integral part of Francis Askew's plans for educational recovery. It includes, utilising the National Tutoring Programme and recovery premium to add additional skillset to our team; investing in and developing the expertise and capacity within our existing staff to run effective interventions and provide targeted support for those, who are both disadvantaged and non-disadvantaged, whose education has been worst affected.

Our plan, although laid out for 3 years, will be responsive to the challenges and needs of the individuals. It will not be based on assumptions of the impact of disadvantage and will be personalised to the locality and school community. The approaches that have been selected intertwine and complement one another, are all research-based and therefore we know are impactful and high-quality. To ensure that the needs of our disadvantaged children are being met, we will:

- Ensure that a whole-school approach is adopted so that every member of staff is understanding of disadvantaged children and takes responsibility for their outcomes in addition to having high expectations of every child.
- Provide all teachers with high-quality, research-led CPD to ensure pupils access effective quality first teaching.
- Ensure early intervention identifies children's educational and pastoral needs enabling targeted support to be implemented for maximum impact.
- Provide work that will be challenging but achievable for disadvantaged pupils, ensuring end-points are in sight and learning has a context to promote building of schema.



Challenges

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

Challenge number	Detail of challenge
1	The children's under-developed oral language skills impacts their abilities in all areas of speech and language. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations show that the majority of pupils enter the Foundation stage working below age-related expectations in all aspects of learning.
3	Pupils at Francis Askew who are disadvantaged have less developed reading skills than their peers, particularly with phonics, oracy, fluency, stamina and the understanding of vocabulary. This negatively impacts their development as readers and is evident across the whole school, from EYFS to KS2.
4	Attainment and progress rates of disadvantaged pupils were lower than that of their non-disadvantaged peers in KS2 from 2022 in reading, writing and maths.
5	Limited support outside of school for some pupils (especially disadvantaged), impacts on wellbeing, academic development, reduced cultural capital and attendance. School attendance and punctuality data shows that the attendance of pupil premium children is lower than that of non-disadvantaged pupils. A high proportion of persistent absentees are children from disadvantaged backgrounds. This has resulted in significant knowledge gaps leading pupils to fall further behind age-related expectations.
6	Disadvantaged pupils have been impacted to a greater extent than others due to Covid-19 over the past two academic years. Discussions with families, pupils and staff have raised issues with pupil's self-esteem and wellbeing and identified an increase of social, emotional, and mental health needs in pupils. This directly impacts their academic attainment and progress as children are either not attending as well as before or, they are not regulating their emotions independently in readiness for learning.



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.

Associated challenge number	Intended outcome	Success criteria
1	Improved oral language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language for disadvantaged pupils.
2 & 3	Improved early reading and maths attainment for EYFS pupils. Improved writing attainment through improved fine motor skills and further writing opportunities in EYFS. Improved reading attainment among disadvantaged pupils.	Attainment data at the end of EYFS is in line with national figures in all aspects of learning. Phonics screening in KS1 will show that % of disadvantaged pupils that met the expected standard is at national. KS2 reading outcomes for disadvantaged pupils in 2024/25 will be in line with national data.
4	Increased attainment and progress rates of disadvantaged pupils in reading, writing and maths at KS2 Raise standards by improve quality of pupils' reading response and understanding of a range of quality literature; by improving the quality of pupils' writing, including handwriting and by improving the accuracy of children's arithmetic & basic number skills, including times tables.	KS2 reading, writing and maths outcomes for disadvantaged pupils in 2024/25 will be in line with national data. Children are resilient, aspirational learners who leave Francis Askew prepared for the next stage in their education.
5	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustain high attendance from 2024/25 demonstrated by: -the attendance gap between disadvantaged and non-disadvantaged being reduced to less than 0.5%. -the overall percentage of all pupils who are persistently absent being below 10% including those who are disadvantaged.
6	To achieve and sustain improved wellbeing for our pupils, in particular, disadvantaged pupils.	Sustain high levels of wellbeing from 2024/25 demonstrated by:

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		<p>-qualitative data from pupils, parents and teacher observations (including ELSA assessments).</p> <p>-a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</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 (CPD, recruitment and retention)

Budgeted cost: £83,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Testbase assessments for all pupils. (£500)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Attainment measures in literacy, mathematics and science EEF (educationendowmentfoundation.org.uk)	3, 4
Purchase high quality furniture and books for reading corners across school. (£5,000)	Evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
National College subscription to provide high-quality CPD for all staff in school. (£1500)	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4, 5, 6



<p>Training and release time for further training, support and development for staff in teaching the Read, Write Inc programme as well as purchasing high quality resources. (£5000 resources) (£1000 core subscription) (£10,000 Training/development days/progress meetings)</p>	<p>EEF data study projected to be completed 2023 for RWI The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) Evidence base shows that a phonics based teaching approach to reading is low-cost and has a high impact. Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>
<p>Maths consultant providing CPD & intervention training for staff to ensure they deliver high-quality, targeted support for pupils. (£2,000)</p>	<p>Non-statutory guidance from the DfE in conjunction with the National Centre for Excellence in Teaching Mathematics which draws upon evidence-based approaches. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) Targeted intervention for specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk); Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4, 5</p>
<p>Sounds & syllables CPD training for staff to ensure children's phonological awareness is built upon when transitioning off the RWI programme. (Cost: £2700)</p>	<p>Many of the skills that support word reading will also support spelling, but spelling demands great specificity and has different motor demands. It is clear that spelling should be actively taught rather than simply tested. Phonics provides a foundation for effective spelling, which can be applied alongside other strategies. The teaching of spelling is likely to work best when related to the current content being studied in school and when teachers encourage pupils to use new spellings in their writing. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1669052096</p>	<p>3, 4, 5</p>
<p>Implement and embed a progressive approach to the teaching of core mathematical skill. This includes Times Tables</p>	<p>Non-statutory guidance from the DfE in conjunction with the National Centre for Excellence in Teaching Mathematics which draws upon evidence-based approaches.</p>	<p>2, 4, 5</p>



Rockstars, Superhero maths in addition to lesson sequences. This includes CPD for staff. White Rose & TTRS subscriptions (£700)	Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)	
Purchase of high-quality texts with a range of genres for reading comprehension. Cost of new home reading books and books for the classroom across key stage two. £5000	This is to ensure exposure to new vocabulary and genres that are unfamiliar. To improve the children's cultural capital. Evidence of disadvantaged pupils reading a range of genres. The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) Cultural Capital and Educational Attainment.pdf	1, 2, 4, 5
Employment of library consultant for children and parents. (£8000)	The Reading Framework by the DfE (July, 2021) discusses the importance of developing motivation for reading through enjoyment. Encouraging children and their parents to read together is one way of promoting reading for pleasure. The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)	1, 2, 3, 4, 5
2 x Specialist TAs to support with trauma informed practice and specific interventions across the school e.g. Success @ Arithmetic, SALT, Emotions Coaching (£42,000 combined salaries)	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	

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

Budgeted cost: £107,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase services from a speech and language therapist to conduct	Speech and language interventions have a positive impact on pupils' speaking and listening skills which in turn, positively impact attainment.	1, 2



<p>speech and language plans. (£18,000 for SALT 1 day a week for 6 hours)</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Use of B Squared assessments to identify next steps and demonstrate clear progress (£2,000)</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1, 2, 3, 4
<p>Purchase Dyslexia Gold intervention programme to improve <i>Phonics, Phonological Awareness, Eye Control and Vocabulary</i> - the 4 skills needed to read for pupils. (£700)</p>	<p>Evidence base shows that a phonics-based teaching approach to reading is low-cost and has a high impact. Phonics EEF (educationendowmentfoundation.org.uk) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by highly trained staff. These sessions will be in-keeping with the Read, Write, Inc programme. (£15,000 for 3 TAs to deliver 21 hours of weekly interventions). (£20,000 for a highly skilled teacher to deliver 10 hours of weekly interventions).</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Fresh Start sessions to target KS2 pupils who require further support with reading. (10,000 for 2 TAs to deliver 20 hours of</p>	<p>There is a good evidence base to show that Fresh Start enhances progress for children in years 5-8. Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4



Fresh Start sessions & intervention weekly)		
<p>Structured maths interventions to focus on basic skills (e.g. fluency in number facts and reasoning).</p> <p>Numicon online: £270</p> <p>Success@Arithmetic 2x L2 TA 2 hours a week (£2000)</p>	<p>Research from Every Child Counts shows that children make significant progress over a 3 month period and engagement as well as confidence in maths is increased.</p> <p>Success@Arithmetic - Every Child Counts (edgehill.ac.uk)</p>	4
<p>Rekenrek and NCETM programme and Resources to support intervention in KS2</p>	<p>This is a DfE approved Mastering Number programme.</p> <p>Research by the NCETM shows that the programme and resources can significantly improve pupils' number sense and knowledge of multiplication facts.</p> <p>Mastering Number NCETM</p>	2, 4
<p>Employment of a supply teacher for two terms to deliver interventions, primarily aimed at children who are disadvantaged.</p> <p>(Estimated cost: £30,000)</p>	<p>Targeted intervention for specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk); Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3, 4, 5
<p>Engaging with the school-led tutoring programme to provide tutoring for pupils most impacted by the pandemic. Use of recovery premium to cover 40% of the funds (£10,000). A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk); Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3, 4, 5



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

Budgeted cost: £147,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising trips to support building cultural capital including all transport costs. (£30,000)	Exposure to real-life experiences that will enrich the development of the child will enhance academic attainment. Cultural Capital and Educational Attainment.pdf	5, 6
Purchase of high-quality resources to develop and enhance provision for SEND pupils. (£9,850)	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3, 4, 5, 6
To further develop relationships and support for pupils through a trauma informed approach Trauma informed practice/PACE CPD for staff	Emotional barriers to learning to be removed using this approach and to ensure that any further barriers or concerns are identified and addressed. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Healthy Minds – analysis of health outcomes published EEF (educationendowmentfoundation.org.uk)	5, 6
OPAL play- To improve the quality of play during break and lunchtimes with a focus on children's (non-cognitive skills- <i>motivation, resilience, creativity, social competencies</i>) (£10,000)	In a wide range of studies from a variety of disciplines, researchers have established an association between non-cognitive skills and academic outcomes (Bowles & Gintis, 2002; Farkas, 2003; Heckman et al., 2006; Jencks, 1979; Lleras, 2008). Furthermore, these researchers have suggested that investing in the development of these non-cognitive factors would yield high returns in future educational and employment outcomes, and help close the attainment gap between advantaged and disadvantaged young people (e.g., Heckman et al., 2006). https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills	5, 6
Contingency fund for acute issues (£5000)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	N/A



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<p>Full-time Well-being (and attendance) officer in place. Well-being officer supports families to ensure children are attending every day and are on time. (£25,000)</p>	<p>In the DfE's guidance 'Improving School Attendance'- it highlights the need for building respectful relationships with families to support improving attendance. The guidance also recommends that parents should call upon the school staff for support as needed- having someone designated to this role will ensure that the option is available in addition to support from other school staff.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk)</p>	<p>5, 6</p>
<p>Provide 1:1 support for LAC children using the Advotalk programme. Structured programme in place to support highest need children to manage/process life traumas. (Advotalk sessions £2000)</p>	<p>Support for looked after children should contain elements of social and emotional support. Advotalk offers this provision.</p> <p>Strategies to support Looked After Children at school - Schools (norfolk.gov.uk)</p>	<p>5, 6</p>
<p>School nurse to support vulnerable families with their mental health and medical needs in order to make improvements. (School nurse 1 day a week £8500)</p>	<p>Year-round support for health and wellbeing.</p> <p>Health visiting and school nursing service delivery model - GOV.UK (www.gov.uk)</p>	<p>5, 6</p>
<p>Provide additional support for children's wellbeing by having ELSAs in place across the school. Level 3 ELSA for five afternoons per week (DM); Level 2 ELSA for three afternoons per week (LG); Level 2 ELSA for three afternoons per week (PD) (£20,000 for 20 hours of ELSA sessions per week)</p>	<p>Emotional barriers to learning to be removed using this approach and to ensure that any further barriers or concerns are identified and addressed.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) Healthy Minds – analysis of health outcomes published EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 6</p>



<p>Free breakfast club Children have a healthy breakfast and a safe and stimulating place before school to ensure punctuality and attendance are improved. This will also ensure the children are ready to start the day as their basic needs are met. (Cost of food and staff: £25000)</p>	<p>The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p>	<p>5, 6</p>
<p>Purchase SLA for dental services Children have their teeth varnished and inspected in school. Teeth checked by dentist annually. (£1600)</p>	<p>Poor dental health impacts on attendance in school as outlined in the DfE guidance, Health Matters: Child Dental Health. Health matters: child dental health - GOV.UK (www.gov.uk)</p>	<p>5, 6</p>
<p>Purchase SLA's for library and museum services including costs of artefacts. To increase children's experiences to ensure disadvantaged pupils have something to talk and write about. (£5000)</p>	<p>The Reading Framework by the DfE (July, 2021) discusses the importance of reading fluency and comprehension so that children have access to texts of all types. This allows access of information and in this case, such as learning about specific topics which may have significant historical, geological or scientific relevance. The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) This knowledge gain will enhance the pupil's cultural capital which has been highlighted as one of the challenges our disadvantaged pupils face. Cultural Capital and Educational Attainment.pdf</p>	<p>1, 2, 3, 4</p>
<p>Maths & science workshops to develop children's problem-solving skills (£2,000)</p>	<p>Disadvantaged children take part in experience days to increase resilience as well as enhance cultural capital and provide opportunities for raising aspirations and finding new interests for the children that they may not have been offered previously. Cultural Capital and Educational Attainment.pdf</p>	<p>4, 5, 6</p>



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Enrichment for TTRS achievements (£1,500)	Disadvantaged children take part in experiences to celebrate achievements as well as provide opportunities they may not otherwise experience.	5, 6
Purchase SLA for music: wider opportunities and extra music lessons (all year 4 children to play an instrument in addition to 1:1 sessions for UKS2). To broaden children's experiences and foster talent. To ensure equality of access to music lessons regardless of disadvantage. (£7700)	Disadvantaged children take part in extra music lessons to foster talent and increase aspirations. This will enhance cultural capital and provide opportunities for raising aspirations and finding new interests for the children that they may not have been offered previously. Cultural Capital and Educational Attainment.pdf	5, 6

Total budgeted cost: £344,513.00 (including recovery premium funding of £27,405)

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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.

Intended outcome	Success Criteria
Improved oral language skills including vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language for disadvantaged pupils.
<ul style="list-style-type: none"> • Children on Welcomm programme have made good progress – this is ongoing. • Stories for talking having a positive impact on Speaking ELG at EYFS. • Outcomes in phonics improved in 2021 (90% children passed PSC, compared to 62% Nationally). • SALT interventions running successfully and informing classroom practice to support oral language development in class. • Fluency training is embedded in general pedagogy e.g. echo reads, performance reads, and this is positively impacting on chn achieving oracy objectives termly. 	
Intended outcome	Success Criteria
Improved reading attainment among disadvantaged pupils.	Phonics screening in KS1 will show that % of disadvantaged pupils that met the expected standard is at national. KS2 reading outcomes for disadvantaged pupils in 2024/25 will be in line with national data.
<ul style="list-style-type: none"> • Outcomes in phonics improved in 2021 (90% children passed PSC, compared to 62% Nationally). • Despite the impact of COVID 19 and school closures, KS2 outcomes for PP pupils in Reading increased by 4% compared to 2019 Reading outcomes. A positive impact has been seen in subsequent year groups as a result of improved provision (there was no gap in Y5 at the end of 2022 between PP and NPP groups). It is expected that progress of PP chn in these year groups will continue to improve and 2023 standards will be higher. 	
Intended outcome	Success Criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustain high attendance by 2024/25 demonstrated by:



	<p>-the attendance gap between disadvantaged and non-disadvantaged being reduced to less than 0.5%.</p> <p>- the overall percentage of all pupils who are persistently absent being below 10% including those who are disadvantaged.</p>
<p>In 21/22 the attendance gap between disadvantaged and non-disadvantaged was 0.7%. The National Gap was 3%.</p> <p>Persistent absence of PP pupils is reducing. The gap between PP and NPP has closed, with PP chn PA % being 4% lower than NPP in 2022.</p>	
Intended outcome	Success Criteria
Improved attainment for disadvantaged pupils in reading, writing and maths.	KS2 reading and maths outcomes for disadvantaged pupils in 2024/25 will be in line with national data.
<ul style="list-style-type: none"> Despite the impact of COVID 19 and school closures, KS2 outcomes for PP pupils in Reading increased by 4% compared to 2019 Reading outcomes. Impact in Maths was not as evident. A positive impact has been seen in subsequent year groups as a result of improved provision. It is expected that progress of PP chn in these year groups will continue to improve and 2023 standards will be higher. 	
Intended outcome	Success Criteria
To achieve and sustain improved wellbeing for our pupils, in particular, disadvantaged pupils.	<p>Sustain high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> -qualitative data from pupils, parents and teacher observations (including ELSA assessments). -a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>The school achieved the Wellbeing Award for Schools – this demonstrated positive impact of the schools work through parent, pupil and staff surveys.</p> <p>Emotions coaching delivered as CPD to staff and embedded across the school to focus on SEMH needs of disadvantaged pupils.</p> <p>Parental engagement increased throughout 21/22 as the school held several events post-covid to re-build the school's wider community. This provided extra opportunities for support of disadvantaged families.</p>	



Amount of extra-curricular and enrichment activities increased across 21/22 and staff targeted disadvantaged pupils for participation. This continues to improve.

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