

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
1. Improved oral language skills in EYFS and across the school	<p>1.Oral language: continued staff training ELKLAN, WELL COMM . Continue with additional teaching assistant to ensure smaller numbers of pupils in Key worker groups, ensuring quality first teaching. URLEY communication friendly environment across the continuous provision, all pupils WELLCOM screened. Opening of Communication, Language and Interaction provision Whole school : Communication Friendly School embed last year's training ELKAN induction training and refresher training for all staff Speech therapist to give staff CPD and hold SALT clinics for staff to support their quality first teaching and use of First Response.</p>	<p>Pupil premium pupils made good progress, from very low starting points within EYFS and WellComm screening and interventions have proved to be beneficial. As has the embedding of the new phonics scheme, Little Wandle. ELKLAN is embedded throughout the teaching and learning across the school.</p> <p>GLD July 23:</p> <p>59% school 58% MCC all pupils, 42% PP school.</p> <p>This compares with pre covid data, (58% 2019) however the gap between PP and non PP pupils has increased to 17% , although, 11 pupils are EAL and still lack the English language skills needed for GLD and 2 were high need SEN. Data evidences EAL pupils are making significant attainment steps once they are more fluent in the use</p>	<p>The ELKLAN approach to the whole school will continue.</p> <p>Wellcomm will continue in EYFS and KS1 where appropriate.</p> <p>The curriculum will be reviewed to enable the further development of oracy</p>

		of the English language as they move through school.	
2. All pupils working on the National Curriculum are fluent readers	PP pupils identified on target tracker and staff made aware that it is their responsibility to know their cohorts and plan for progress. Phase meetings and pupil progress meetings identify need, to ensure all pupils make at least expected progress. Extra TA in EYFS to support catch up phonics groups and Wellcomm interventions. Catch up phonics in KS1 and 7+ phonics intervention in KS2. Lexia interventions and 1;1 reading for all pupils below marginal readers.	Shared reading has been embedded as has Little Wandle phonics and catch up groups. However, Lexia usage has diminished and needs refocusing next year. With the exception of new to country EAL pupils and EHCP pupils, the percentage of fluent readers has increased. This is a direct result of the Little Wandle phonics scheme and catch up interventions.	This strategy has had a good impact on all pupils' progress and is fully embedded. Little Wandle catch up has had a good impact on EAL language acquisition. Next steps to introduce the SEND phonics scheme and reading fluency groups scheme and 1:1 readers, focusing on all non fluent pupils.
3. Improved attainment for PP pupils across all core subjects.	Professional development re adaptive teaching, formative assessment, Rosenshine's 10 principles. Focus on PP pupils for targeted interventions for reading and maths. Nurture group interventions. Focus on continuing to develop cultural and also science capital.	The attainment gap between PP and other pupils has widened across all age groups. This is due to the impact of lockdowns. Previously, this gap had significantly narrowed. White British boys with pastoral issues show lower attainment across all year groups Attainment for pp pupils, non SEN, showed a rise of 6.2% achieving expected in reading and 12.2% in maths, compared to 21-22. However, there was a decrease in	These strategies will remain in place and be supported by professional development to enhance QFT via instructional coaching.

		writing of -6.1% compared to the previous year. Pupil coaching was not implemented	Pupil coaching using the GROW model to be implemented by J Wall.
4. Pupils become more emotionally resilient and develop skills for life	Whole school, UNICEF Rights Respecting School gold. Implementing Zones of Regulation Embedding of a new curriculum, with a strong focus on personal development and cultural capital. Pastoral support team focussed nurture sessions for PP and Lac and SGO pupils and young carers. Pastoral timetable for focussed pupils, Commando Jo whole class and intervention sessions. Use of Coram's Scarf curriculum to support PSHE. Implement Zones of Regulation MCiTC Thrive course for yr 6, healthy lifestyles for yr 4 National nurturing schools project Targeted sports activities and competitions for pupils to build confidence, team skills and resilience	These activities are very successful and this is evidenced by pupil voice and cpoms behaviour data. Pupils can talk about which zone they are in and have strategies to self regulate , they are beginning to use emotional literacy to describe their feelings. Unfortunately a small group of mainstream pupils evidenced high levels of SEMH needs, which impacted on behaviours. These pupils needed individual emotional curriculums and a high level of pastoral support and engagement with families to prevent permanent exclusions. All were given bespoke transitions to high school.	These strategies are to be continued. ZOR to be embedded next year
5.SEND PP children with high levels of need will show expected progress through Boxall, the autism assessment and development matters.	Scaffolding and support within the classroom is based on accurate adaptation of work as a result of accurate formative assessment. Rainbow club , commando Joe, sensory circuits, specific training eg Autism , moving and handling	All SEND pupils have made at least good progress, with most making more than expected progress against their EHCP objectives. Those accessing the National Curriculum evidenced greater than expected steps progress (Mainstream expected steps =6)	Next year we will continue to train all staff in adaptive teaching We will continue to employ our SALT to work with pupils and alongside teachers.

	enabling SEND Tas to become experts in specific needs Outside agency support eg SALT	<div> <div>R</div> <div>W</div> <div>M</div> </div> <div> SEN Support 8.3 5.7 7.9 EHCP 5.4 4.7 4.9 </div>	
6.Improved cultural capital for all pupils		Trips, visitors into school. Sports day at the Etihad stadium, a bespoke personal development curriculum including a focus on careers continues to expand pupils cultural capital	Next year continue this and expand science capital
7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Targeted support from the pastoral support team, including contracts of attendance and help/sign posting to parents. Analysis of attendance data and implementation of new policy to support identifying individuals and groups and escalate.	<p>Our attendance data over the last year (22-23) indicates that attendance among disadvantaged pupils has been 2% overall lower than for all pupils.</p> <p>29% of disadvantaged pupils have been 'persistently absent' compared to 19% of all pupils during that period. Our assessments and observations, including those caused by medical absenteeism indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Although attendance amongst Persistent Absentee pupils showed positive improvements as a result of our strategy to support families and break down barriers, some pupils remained PA at the end of the year as a result of their earlier data.</p>	Continue to embed new policy and forensically analyse data to identify patterns and work closely with families to pre-empt poor attendance.