

Evaluation 23-24

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)
<p>1. Improved oral language skills in EYFS and across the school</p>	<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. EYFS; 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. 2. Introduction of the Write Stuff, literacy scheme, focusing on vocabulary development and sentence structure. 3. Opportunities for pupils to present their work orally to an audience, eg in phase assemblies,</p>	<p>Pupil premium pupils made good progress, from very low starting points within EYFS. WellComm screening and interventions have proved to be beneficial and through high quality teaching of phonics using Little Wandle pupils have made good progress. ELKLAN is embedded throughout the teaching and learning across the school.</p> <p>GLD July 23: 59% school 58% MCC all pupils, 42% PP school.</p> <p>GLD July 24 62% school 67% PP (non mobile PP 71%) This is a significant increase since last year</p> <p>Data evidences making significant attainment steps once they are more fluent in the use of the English</p>	<p>The ELKLAN approach to the whole school will continue. New to school staff to receive training.</p> <p>Wellcomm will continue in EYFS and KS1 where appropriate.</p> <p>All subjects to continue to develop tier 3 language</p> <p>SLT to attend ‘get MCR talking’ and implement lessons learnt</p>

	through class presentations during local studies week. Also debate club	language as they move through school.	
2. All pupils working on the National Curriculum are fluent readers	<p>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.</p> <p>Whole school and new to school training re Little Wandle Phonics</p> <p>Early reading lead working with English hub to support the implementation of phonics and fluency in reading</p> <p>Parent phonics workshops</p> <p>Extra TA in EYFS to support keep up phonics groups and Wellcomm interventions.</p> <p>Catch up phonics in KS1 and 7+ phonics fluency intervention in KS2. SEND phonics scheme implemented</p> <p>Lexia interventions and 1;1 reading for all pupils below marginal readers.</p> <p>New books ordered with a range of genres and authors to support pupils' love for reading.</p>	<p>Shared reading has been embedded as has Little Wandle phonics and catch up groups and fluency groups.</p> <p>Lexia is being used to support specific pupils, including new to English and is used as an adult led intervention, encouraging pupils to use it also at home.</p> <p>Tas focus on hearing the lowest 20% of readers read 3 times per week.</p> <p>By end of year 6 23 pupils</p> <p>PP, non mobile, not an international new arrival who can be disapplied, no EHCP:</p> <p>Reading yr 6 SAT data</p> <p>Expected 78% (all pupils 69%)</p> <p>Above expected 39% (all pupils 41%)</p> <p>Progress this year 7.7 steps, 6 is expected. (all pupils 7.3)</p>	<p>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.</p> <p>Fluency intervention and SEND phonics scheme showing good impact and will be continued.</p>

	Reading ambassadors including SEND and PP pupils.	All pupils + less INAs and EHCPs for a like comparison	
3. Improved attainment for PP pupils across all core subjects.	<p>Continued professional through instructional coaching development re adaptive teaching, formative assessment, Rosenshine's 10 principles.</p> <p>Focus on PP pupils for targeted interventions for reading and maths. Nurture group interventions. Focus on continuing to develop cultural and also science capital. Culture supporting. Professional development re equitable teaching and ensuring ALL pupils have the opportunity to learn through equitable adjustments.</p>	<p>The attainment gap between PP and other pupils has widened across all age groups. Prior to covid, this gap had significantly narrowed. This gap has been widened by the double disadvantaged pupil premium children PP and SEND equals 33 pupils out of 170, with PP and EAL equalling 90.</p> <p>White British boys with pastoral issues show lower attainment across all year groups</p> <p>See end of yr 6 data below</p>	These strategies will remain in place and be supported by professional development to enhance QFT via instructional coaching, with a focus on implementation and use of formative assessment to ascertain starting points.
4. Pupils become more emotionally resilient and develop skills for life	<p>Whole school, UNICEF Rights Respecting School gold.</p> <p>Zones of Regulation to support self regulation</p> <p>Embedding of a new curriculum, with a strong focus on personal development and cultural capital.</p> <p>Pastoral support team focussed nurture sessions for PP and Lac and SGO pupils and young carers.</p>	<p>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.</p> <p>A small group of mainstream pupils evidenced high levels of SEMH needs, which impacted on behaviours. These pupils needed individual emotional curriculums, and an equitable use of our</p>	These strategies are to be continued. ZOR to be continued to be embedded

	<p>Pastoral timetable for focussed pupils, Use of Coram's Scarf curriculum to support PSHE. SEND PSHE curriculum for high need pupils. Implement Zones of Regulation MCiTC Thrive course for yr 6, healthy lifestyles for yr 4 Nurture School accreditation, whole school focus on embedding the nurture principles leading to very positive transitions. Targeted sports activities and competitions for pupils to build confidence, team skills and resilience</p>	<p>behaviour policy and a high level of pastoral support and engagement with families to prevent permanent exclusions. All were given bespoke transitions to high school.</p>													
<p>5.SEND PP children with high levels of need will show expected progress through Boxall, the autism assessment and development matters.</p>	<p>Scaffolding and support within the classroom is based on accurate adaptation of work as a result of accurate formative assessment. Rainbow club , sensory circuits, specific training eg Autism , moving and handling enabling SEND Tas to become experts in specific needs Outside agency support eg SALT</p>	<p>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 :</p> <table border="1"> <tr> <td></td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td>PP SEND</td> <td>6.4</td> <td>5.6</td> <td>5.9</td> </tr> <tr> <td>Other SEND</td> <td>4.5</td> <td>4.8</td> <td>5.9</td> </tr> </table>		R	W	M	PP SEND	6.4	5.6	5.9	Other SEND	4.5	4.8	5.9	<p>We will continue to employ our SALT to work with pupils and alongside teachers. SEND Tas to receive specific training relating to specific needs of EHCP pupils EYFS to use Dingley's promise to support training focusing on neurodiversity.</p>
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<p>6.Improved cultural capital for all pupils</p>	<p>Money budgeted to support in the cost of trips and visitors for all year groups. Local studies week, using local area. Seeking links with local businesses and organisations e.g. Royal Exchange, to provide lower cost experiences.</p>	<p>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. Plus a extra curricular activities, which prioritise PP and SEND pupils participation.</p>	<p>Next year continue this and expand science capital, using PQSM to support this.</p>												

<p>7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Targeted support from the pastoral support team, including contracts of attendance and help/sign posting to parents. Develop positive relationships to support good attendance Headteacher attendance champion Analysis of attendance data and implementation of new policy to support identifying individuals and groups and escalate. Termly focus targets e.g. same day off siblings, unauthorised holidays Regular communication with parents. Attendance of the week and 100% money for class savings.</p>	<p>Our attendance data over the last year (23-24) indicates that attendance among disadvantaged pupils has been 1.5% overall lower than for all pupils. This is an 0.5% improvement on last year.</p> <p>All pupils 95%</p> <p>FMS6 school 93.4% compared to 91.84% national.</p> <p>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>	<p>Continue to embed new policy, based on new DFE statutory guidelines August 2024 and forensically analyse data to identify patterns and work closely with families to pre-empt poor attendance.</p>

Group	% of pupils working at or above Age Related Expectations			% of pupils working Above Age Related Expectations			School In Year Progress		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Pupil Premium (37 pupils)	54%	49%	60%	27%	5%	14%	6.3	6.0	6.0
Other Pupils (22 pupils)	68%	68%	77%	46%	9%	36%	7.9	7.0	7.4
No INAs + No EHCP (49 pupils)	69%	67%	76%	41%	8%	27%	7.3	6.6	6.7
No INAs + Non-mobile + No EHCP (36 pupils)	81%	78%	81%	47%	11%	31%	6.5	6.4	6.6
No INAs + Pupil Premium + No EHCP (29 pupils)	69%	62%	73%	35%	7%	17%	6.6	6.3	6.2
No INAs + Pupil Premium + Non-mobile + No EHCP (23 pupils)	78%	74%	78%	39%	9%	17%	7.7	6.8	7.3
PP + SEND (12 pupils)	8%	8%	17%	0%	0%	0%	5.6	5.1	6.0