



Pupil premium strategy statement – Hopping Hill Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

Additions/amendments for the 2024-2025 cycle

~~Completed or no longer running in the 2024-2025 cycle~~

School overview

Detail	Data		
Number of pupils in school	434	R-6 - 396	
Proportion (%) of pupil premium eligible pupils	Nursery	R-6	Whole school
	6(16%)	82 (20%)	91 (21%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026		
Date this statement was published	October 2024		
Date on which it will be reviewed	September 2025		
Statement authorised by	Jo Fantarrow		
Pupil premium lead	Jamie Pell		
Governor / Trustee lead	David Reeves		

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,765
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	0 13086.25- zero remaining for 24/25 academic year
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£1190
Total budget for this academic year	£111,955

Part A: Pupil premium strategy plan

Statement of intent



Hopping Hill Primary School aspires to deliver and maintain excellence for all pupils, irrespective of background or the challenges they face inside or outside of school. From our inclusive, nurturing ethos we want to ensure the best possible outcomes are secured for every child, academically, socially, and emotionally. Excellence in teaching and developing reflective deep thinkers who are inspired by their learning, will give pupils the high-quality start to their education that EVERY child deserves. Our approach is centred around the individual children and families. It is rooted in the belief that disadvantaged children are not a homogenous group and that approaches need to be targeted and, in some cases, personalised. High quality teaching and targeted intervention by wider school staff is at the heart of our approach. By focusing on specific areas in which disadvantaged children require the most support, this will have the most impact on closing the attainment gap but will also benefit all children in our school. Since the disruption in education many pupils have gaps in learning and fall under the umbrella of disadvantaged.

Our overarching key principles and approaches we have adopted complement each other to help all pupils to excel. These include:

- ✓ High quality CPD for all staff, including time for staff to reflect on practice, share approaches in open forums and coaching staff into developing themselves as teachers.
- ✓ Adopting a whole school approach to our strategy where all staff voice their ideas and staff take responsibility for disadvantaged pupils' provision, outcomes and raise expectations for what all pupils can achieve.
- ✓ Consistent Teaching and Learning approaches that ensure all staff have the highest expectations, challenge and extend all pupils: including disadvantaged pupils.
- ✓ A fully immersive, sequenced and cohesive curriculum that is inclusive of all: underpinned by subject golden threads to support our pupils to aspire to be whatever they want to be.
- ✓ Implementing research led approach to ensure the best provision for pupils.

Challenges

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

Challenge number	Detail of challenge
1	Teaching and Learning observations, assessments and staff discussions have displayed that a large majority of pupils, including disadvantaged pupils, have significantly underdeveloped oracy, vocabulary, and communication skills. Pupils have poorly developed talk for thinking, to challenge and connect ideas, share, listen to and accept/comment on views of others and this impacts their comprehension and problem-solving skills.

2	Disadvantaged pupils' progress in phonics and fluency in reading is a barrier to pupils being able to comprehend, apply taught comprehension skills, understand texts at a deeper level, become confident early readers and to be able to take pleasure from a wide and varied range of texts. This in turn impacts their progress and confidence in spelling, vocabulary choice, writing and accessing the wider curriculum.
3	Learning walks, observations and discussions have evidenced a growing need for the school to support pupil emotional resilience and positive attitudes to learning. A large majority of disadvantaged pupils are needing support to develop and progress in their self-regulation and learning behaviours.
4	Disturbed sequencing of learning due to the pandemic are still impacting pupils, especially our most vulnerable pupils and this has meant attainment gaps and a lack of 'core skills' being retained and applied across the school in reading, writing and maths.
5	Pupils, including disadvantaged and vulnerable groups, attendance has improved over time and attendance tracking demonstrates that when school actions are consistently applied to address attendance concerns there is a positive impact on attendance. This rigor needs to continue especially reaching out to our most vulnerable learners.
6	Supporting beyond the school gates and building home school relationships is key to pupil success both emotionally and academically, offering a wide range of pastoral and parental support is key to support this, to reach our most vulnerable/disadvantaged families and support parental engagement.

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
To improve language, communication, and vocabulary among our disadvantaged pupils.	<ul style="list-style-type: none"> ✓ Pupils hear high quality texts being read to them daily and this is influencing their talk and vocabulary choices. Vocabulary is explored throughout the day across all subject disciplines. ✓ Pupils' vocabulary has improved over the year- especially disadvantaged pupils. This is evidenced in lesson drop-ins and pupils' work. ✓ Pupils and teacher talk in lessons evidence the strong focus on building vocabulary and language for thinking and this is evidenced in books and writing outcomes. Many pupils show they have retained previously taught vocabulary. ✓ Stem sentences are embedded across all subject disciplines and supporting pupils to explain their ideas and thinking. ✓ Pupils are learning and applying early debating skills. ✓ A language rich EYFS provision and curriculum has been developed and supporting our most vulnerable pupils to make rapid and sustained progress in their communication. ✓ All pupils, including disadvantaged pupils, make rapid progress in Communication & Language (CL) from their starting points in EYFS. Many disadvantaged pupils meet ELG for CL.

	<ul style="list-style-type: none"> ✓ The Oracy Lead has cascaded research driven training to all staff, and this has up scaled teachers' confidence & implementation of strategies which has driven pupil progress in their oracy skills. ✓ There are high expectations for oracy across the school. Current practice has built on developments already made. ✓ Staff understand the purpose of an oracy base approach to T&L and how it needs to be explicit to enable pupils to talk and learn to talk. ✓ Teachers are starting to embed a range of strategies and approaches to ensure oracy is being developed throughout current disciplines. ✓ Pupils are engaged in high level oracy-based sessions across the curriculum. ✓ Talk is scaffolded across the school to enable all pupils to be successful.
<p>To improve pupils' phonics into reading, fluency in reading and reading attainment to enable them to comprehend and understand texts at a deeper level and to be able to take pleasure from a wide and varied range of texts.</p>	<ul style="list-style-type: none"> ✓ Phonics teaching is strong across EYFS/KS1. ✓ Fluidity to the scheme is embedded and consistent practice can be observed across EYFS/KS1. ✓ Peer coaching has improved and supported the weakest phonics teaching. ✓ Reading progress has been accelerated. ✓ Year 1 Phonics Screening outcome target of National achieved and Year 2 ARE+ is in line with National. ✓ PP pupils' progress & attainment in Phonics screening are in line with Non-PP. ✓ Reading outcomes at EYFSP, KS1 and KS2 are improved over the year and close to or above National. ✓ Progress measures have improved at the end of KS2 in reading. ✓ Disadvantaged pupil voice evidences pupils increasingly enjoy reading for pleasure and can talk about different books they enjoy. ✓ The attainment gap between disadvantaged and non-disadvantaged pupils has decreased across the school. ✓ The reading lead is aware of strengths and areas for improvement throughout the school. ✓ All staff are up to date on the latest approaches to teaching pupils to read, including pupils who are falling behind their peers. ✓ The program of Catch-Up has been effectively implemented across KS2 and supporting targeted pupils to make sustained progress in their reading and writing. ✓ Assessment, tracking and monitoring of targeted pupils progress within the scheme (Catch-Up) is closely tracked and pupil gaps in learning are reducing. ✓ Staff feel well supported in their CPD for phonics and early reading. ✓ CTs are aware of adaptations they can make to the wider curriculum (outside of phonics sessions) to enable pupils to be supported well.
<p>To identified, and where possible remove, any barriers to learning for pupils who may have social, emotional, self-confidence or resilience concerns to enable them to thrive academically and socially.</p>	<ul style="list-style-type: none"> ✓ Pupils are resilient to setbacks and take pride in their achievements. ✓ Emotion coaching is consistently used across the school. ✓ There are high levels of pupil engagement in lessons across the school. ✓ Pupil voice has evidenced that pupils feel well supported with their mental health and self-confidence. ✓ All staff have accessed quality training to support pupils SEMH needs. ✓ Pastoral support is wide and varied meeting the needs of a wide range of pupils. The impact of this intervention is robustly tracked and success and impact are clear over time. ✓ Staff are mental health aware and can confidently discuss individualised needs.

	<ul style="list-style-type: none"> ✓ Mental Health lead has cascaded training to all staff and staff are confident to support or who to ask for support for pupil need in this area. ✓ All pupils, including disadvantaged, social and emotional needs are being met through quality intervention .e.g. emotion coaching, drawing and talking. ✓ All staff understand the principles of the 4Rs.
Maintain good attendance for groups of pupils, including our disadvantaged pupils.	<ul style="list-style-type: none"> ✓ Regular meetings have taken place between the attendance officer, head teacher and PP lead and actions put into place where required. ✓ Attendance tracking evidences sustained high attendance across the school, for all pupil groups. ✓ Swift action is taken and this is having a positive impact on attendance including the most difficult to reach families. ✓ Attendance meetings have taken place, where required, with measurable outcomes and expectations. ✓ Persistent absence has decreased and actions showing positive impact. ✓ Attendance rate closer to target of 96%. ✓ Significantly low attendance rates are reported to appropriate agencies rapidly and consistently. Seeking support from the SASO and inclusion entitlement.
To achieve and sustain positive home school relationships to support parental engagement, reaching out to our most vulnerable families.	<ul style="list-style-type: none"> ✓ FSW is available to parents and is supporting as required. The most vulnerable parents have been reached out to. ✓ Workshops in differing areas of the curriculum have been offered and completed. These have had a high attendance from pupils' parents from disadvantaged backgrounds. ✓ Parents' confidence in phonics and early reading have been supported. ✓ Parental support in reading and homework-based tasks is improving. ✓ Online short subject parental videos have engaged & supported a wider range of parents. 'Pupils as teachers' videos have also supported and reached out parents who would not have attended workshops. ✓ New approaches, using the latest research, have improved home learning interaction. ✓ Homework challenges and the support of platforms such as SpellingShed and TT Rockstars have supported parents with home learning. ✓ Attendance to Termly Learning Conferences is high across all pupil groups, including disadvantaged.

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: £ 20,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that Little Wandle is implemented consistently across	Phonics approach to reading = +5 months Phonics EEF (educationendowmentfoundation.org.uk)	2/4

<p>EYFS/KS1 and consistently as an intervention across KS2.</p>	<p>Reading Comprehension strategies = +6months EEF toolkit Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>CPD for all staff: - Little Wandle Training -Little Wandle bridge to spelling & fluency in Year 2 -Reading comprehension training including reciprocal reading, oral guided reading & reading theatres -SEMH training across the school -Revisiting emotional literacy training -Revisiting emotion coaching training -Scaffolding and supporting pupils in mathematics -Meeting the needs of all pupils training- adaptive teaching -EYFS team training of quality adult interactions - Oracy program of training & INSET Day (Oct 24) -4 R's training for positive behaviour outcomes</p>	<p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Phonics approach to reading = +5 months Phonics EEF (educationendowmentfoundation.org.uk) Reading Comprehension strategies = +6months EEF toolkit Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Social and Emotional learning = +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk) Oracy Framework Research: Oracy Across the Curriculum: The Evidence - Voice 21</p>	<p>1/2/3/4/6</p>
<p>Develop a language rich EYFS curriculum and provision, supported by the strategies and approaches from The Oracy Framework.</p>	<p>EEF Toolkit- Language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oracy Framework Research: Oracy Across the Curriculum: The Evidence - Voice 21</p>	<p>1/4</p>
<p>Develop reading by: Monitoring reading provision across the school to ensure a mix of research led approaches are taking place Purchase high quality texts for all reading areas that enable children to see themselves in the texts or that open doors to be aspirate and extend experiences Enhance the bookspine books across school to improve the</p>	<p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Phonics approach to reading = +5 months Phonics EEF (educationendowmentfoundation.org.uk) Reading Comprehension strategies = +6months EEF toolkit Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2/4</p>

<p>language rich experiences pupils are exposed to</p> <p>Bedtime reading bags to be rolled out across middle key stage and KS1/EYFS</p> <p>Timetable for all phases to access local library, ensuring parents have the option to sign pupils up</p> <p>Implement consistent intervention for early reading and previously lower attaining pupils (Little Wandle) across KS2</p>		
<p>Ensure consistent access of manipulatives for pupils across the school in mathematics</p>	<p>Mastery learning approach = +5 months</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Ensure that all pupils have access to individualised learning packs across KS2/KS1</p>	<p>Individualised instruction = +4 months</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Continue to develop school wide approaches to adaptive teaching, inclusive teaching through scaffolding pupil learning</p>	<p>EEF Teaching & Learning Toolkit- high quality interventions/support having the biggest impact.</p> <p>The EEF Guide to the Pupil Premium – A tiered approach to Pupil Premium spending – targeted academic support.</p> <p>Individualised instruction = +3 months, 1-1 tuition = +5 months:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1/2/3/4</p>
<p>Develop the provision for oracy by:</p> <p>EYFS lead training revisit for all staff in developing adult interactions</p> <p>Stem sentences used consistently across subjects</p> <p>Read aloud sessions consistently taking place across the school – utilising the book spine books</p>	<p>EEF Toolkit- Language</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Oracy Framework Research:</p> <p>Oracy Across the Curriculum: The Evidence - Voice 21</p>	<p>1/2/4</p>

<p>Ensuring vocabulary rich curriculum is implemented across the school</p> <p>Vocabulary is taught explicitly across the school</p> <p>Implement a CPD cycle for Oracy, with time for reflection & review</p> <p>Evaluate learning environment/T&L through the lens of talk / communication</p> <p>Training sessions to include staff T&L review (what do we already do well/what can we build on)</p> <p>Implement the Oracy Framework & the Oracy Teacher Framework</p> <p>Introduce oracy teaching strategies (in physical, linguistic, cognitive and social and emotional aspects)</p> <p>Staff to review practice and set measurable targets to move oracy provision forward against “Oracy Teacher Benchmarks” & “The Oracy Framework” through teacher level self-reflection on own current practice</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 56506

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>‘Keep Up’ Little Wandle Phonics interventions to consistently take place.</p> <p>All children who fall into the bottom 20% to access daily 1:1 tuition.</p> <p>‘Catch Up’ phonics to be consistently implemented across KS2 for targeted pupils</p>	<p>Phonics approach to reading = +4 months. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Comprehension strategies = +6months EEF toolkit. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction = +3 months, 1-1 tuition = +5 months.</p>	<p>2/4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Individualised instruction EEF (educationendowmentfoundation.org.uk)	
<p>Ensure quality interventions are taking place across the school by: Engaging with the National Tutoring program to provide tutoring and mentoring across KS2</p> <p>Providing targeted, structure intervention to pupils</p> <p>KS2 implementation of tracked phonics catch up program</p> <p>Tuition to be targeted at specific needs and knowledge gaps Provision being recorded and monitored on Edukey</p> <p>Review of impact in PPM meetings</p>	<p>Individualised instruction = +4 months, 1-1 tuition = +5 months. Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition = +4 months EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1/2/4/3
<p>Regular readers to be identified across all phases to ensure all disadvantaged pupils are heard read regularly and build their 'reading miles' (PP & bottom 20%)</p>	<p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Phonics approach to reading = +5 months Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Comprehension strategies = +6months EEF toolkit Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction = +4 months, 1-1 tuition = +5 months. Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	2/4

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

Budgeted cost: £ 35,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop the use of our digital platform to support parents with: -How to guides</p>	<p>EEF Toolkit Parental engagement = +4 months. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	4/6

<p>-Mini workshop videos on a range of curriculum areas</p> <p>- ‘Pupils as teacher’ videos to support parent understanding of how subjects are taught at primary level</p> <p>-Update and improve information sharing on our school website</p>	<p>Key findings from: EEF’s Working with parents to support children’s learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<p>Support parents and carers to understand the diverse benefits of accessing the outdoor world through parent forest school workshops: with a particular focus on mental health and wellbeing</p>	<p>EEF Toolkit Parental engagement = +4 months.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>The Benefits of Forest School (forestschooltraining.co.uk)</p>	6/3
<p>Promote the importance of good attendance and build on current practice by ensuring:</p> <p>-Consistent and robust approaches to attendance meetings, monitoring, and letters</p> <p>-FSW engagement with our hard-to-reach families</p> <p>- Reporting consistently to agencies and seeking support</p>	<p>Improving School Attendance DfE guidance</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>DfE’s Improving School Attendance;</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>“...establish action plans to remove barriers, provide additional support and set targets. This could include: lunchtime arrangements, support with uniform, transport...”</p>	5
<p>Build disadvantaged pupils ‘cultural capital’ and aspirations through enrichment activities such as:</p> <p>-offering one club per term</p> <p>-external visitors and outside experiences</p> <p>-aspirational books</p> <p>-careers weeks and visitors</p> <p>- accessing forest schools for a term</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Extending the school day= +3 months EEF toolkit. Wrap around care eases the pressure of some families (both financially and organisationally).</p> <p>Clubs after school: Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>Social and Emotional learning = +4 months</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The Benefits of Forest School (forestschooltraining.co.uk)</p>	4/3/6
<p>Develop strategies and resources to support pupils with emotional regulation and behaviour across the school, including supporting parents by:</p>	<p>Social and Emotional learning = +4 months</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – identify specific pastoral needs for families.</p>	3/6/4

<ul style="list-style-type: none"> -BSA support being available across the school -Nurture Nest and regulation boxes available to pupils across the school -FSW and pastoral team available to support the wider school and build quality relationships with families -Support staff trained in emotion coaching and SEMH support -Training in the 4R's and emotional regulation -Wellbeing dog available across the school, including specific groups for "Bella time" 	<p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £ 111,955

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact the pupil premium activity had for the 2023-2024 cycle.

Outcomes

End of KS2: Combined (R/W/M) has increased on the previous year by 18% & for combined for the higher standard we have met NA, a significant increase over the three-year trend.

End of KS1: All areas are above or broadly in line with NA. Children have attained well in Reading, with over 30% of pupils gaining GDS against NA of 19%. GDS is strong in Maths also.

EYFSP / GLD: Are below National predictions for 2024- with a 10% difference in attainment. Average point score of expected levels have remained the same to previous year.

READING: Reading attainment is above or broadly in line with National across the school. Pupil Premium are attaining well in most year groups. Year 2 have attained above NA in the PSC and Year 1 PSC outcomes are broadly in line with NA. All PP pupils passed the phonics screening by Year 2. 50% of Pupil Premium passed in Year 1 this year (small group size).

READING SATs Outcomes: This sees an upward trend over three years and now meets NA. The higher standard has increased over three years and is close to NA figures. The gap between the NA average point score and NA has reduce over a three-year trend and is close to NA. There is still a gap between disadvantaged outcomes and NON-PP in reading.

WRITING End of KS2: There is a minor gap between Pupil Premium and NON-PP for end of year attainment for writing.

WRITING End of KS1: There is a marginal gap between Pupil Premium and NON-PP for end of year attainment for writing.

GPS: Three years upward trend, marginally in line with NA. Exceeded NA for higher standard. Three-year increase in APS, close to NA this year.

MATHS: Y4 MTC school average score below National Average.

MATHS SATs Outcomes: There is a significant gap between Pupil Premium and NON-PP for end of year attainment for Maths.

Attendance was still strong across all pupil groups, however there is a widening gap over the academic year between PP and Non-PP. The robust monitoring and reporting systems have continued to support this. Our absence rate is lower than the National average.

Provision

Teaching & Learning observations have evidenced that stem sentences are embedded across subject disciplines throughout the school, being a strength of Maths and Reading sessions. Vocabulary building is embedded across the foundation subjects and referred to within lessons. Pupils hear a wide range of rich vocabulary, from high quality books, and this is starting to have an impact on their vocabulary choices within some pupils writing: this is an area to further continue to develop. The implementation of colourful semantics for previously lower attaining pupils in writing has already started to support pupils' verbal construction of sentences, cohesion and independence when beginning to write. EYFS CPD has taken place on the SHREC approach to adult interaction with our youngest children, this has supported staff with a toolkit of strategies to improve and extend communication.

The new approaches and strategies implemented this academic year to drive reading throughout KS2 have been successful at pupil, provision and outcome levels. The investment in high quality texts for pupils to access in these sessions have supported the above, with pupils being able to have oracy-based sessions and deeper talk-based activities around whole texts. Monitoring has evidenced the clear impact this is having on pupils' fluency when reading, with the use of echo/choral reading and the use of reading theatres. Pupils, from all groups, speak positively about reading and the reading provision within school.

The CPD program for Phonics has ensured that it is taught to a high quality (T&L observations) across KS1 and EYFS. Keep up sessions have been consistent and supported sustained progress for all pupil groups.

Cultural Capital - our extra-curricular enrichment program of clubs has been accessed by PP pupils, 60% of disadvantaged have access extra-curricular clubs and around 25% of these have been funded by the school.

All pupils have also visited the local library and have been supported and enthused to join to support their access to a wide range of texts and stories. A full program of trips and residential have taken place this year to enrich the pupils' knowledge of the wider area, some of these have been funded by the school.

The school has achieved the 'Lightbulb' accreditation which audited the provision for wellbeing and mental health support for pupils. This evidences that the school puts mental health and wellbeing at the heart of a pupil's learning journey with us and pupils are supported well through a range of approaches and strategies. The school also achieved the 'Healthy School' mark, and we have done a lot of work with all stakeholders, including parents, in supporting pupils to eat healthy, reaching out to our most vulnerable families. Additionally, our accreditation for the 'Schools Games Mark' has been maintained (Gold), which means pupils are accessing high quality exercise and movement across the school and broadening their horizons through the competitive sports program. Over 30% of our disadvantaged pupils & families has been support through our pastoral offer on range of areas from parenting/behaviour support, EHAs, to attendance support. 45% of disadvantaged pupils have accessed in school pastoral support to support them to access learning and improve their wellbeing. BSA support is targeted well across the school and is supporting our most vulnerable pupils to access learning. T&L observations evidence that there was a need for a refresh and update to our approaches with behaviour. Therefore, all staff have started to be trained in the 4R's (regulate, relate, reason & repair) to support behaviour across the school and with our most vulnerable pupils. This will also include CPD for Emotional Deregulation and Emotional Relational Practice. Pupils' behaviour is supported well across the school (monitoring evidence).

Parental engagement – developed through our digital platform which has provided an effective communication tool to celebrate what is happening in school. Workshops that have been provided have been well attended and our TLCs have been attended well by parents. Forest school parental engagement has been high promoting the wonders of outside access and sharing cost-effective ways to engage with outside. The 'active workshop' for pupils and parents was highly attended and supported our disadvantaged pupils.