Bridgewater Primary School
Pupil premium strategy statement 2021-2024
Year 3: 2023-24

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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	Bridgewater Primary
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	52% - 232
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Beginning of academic year 2021 to end of 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Head Teacher and Governing Board
Pupil premium lead	Deputy Head (Tom Tien-Rhimes)
Governor / Trustee lead	Neil Parton (Chair of Finance)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£323,000
Recovery premium funding allocation this academic year	£15,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£43,978
Total budget for this academic year	£382,928

Part A: Pupil premium strategy plan

Statement of intent

At Bridgewater we believe a good education is the key to improving young people's life chances. This is particularly true for children from low-income families and looked after children (LAC), who are far less likely to leave school with good GCSE results than other children. The Pupil Premium, additional to the main funding a school receives, aims to address narrowing the gaps in attainment between these pupils and their peers by ensuring that funding to tackle disadvantage reaches those who need it most.

Our Pupil Premium Strategy has a number of wider aims:
- Reduce the attainment gap between the highest and lowest achieving pupils nationally.
- Increase social mobility.
- Enable more pupils from disadvantaged backgrounds to excel in further education.
- Broaden our children's aspirations.
- Enrich our children's life experiences - provide additional experiences and opportunities that may otherwise be unavailable to our children.
- Improving attendance

Individual schools decide how the Pupil Premium (allocated per FSM pupil and LAC pupil and includes Catch-up funding from 2020) is spent since we are best placed to assess what additional provision should be made for the individual pupils within our responsibility. Schools are accountable for how we use the additional funding to support these pupils. Performance tables will capture the achievement of those deprived pupils covered by the Pupil Premium. Accountability will ensure that parents and stakeholders are made fully aware of the attainment of these pupils.

Simply spending more on children from less affluent backgrounds, however, will not necessarily improve their learning or their aspirations. There is no direct link between spending on schools and outcomes for pupils. Extensive research in this area (Sutton Trust and Education Endowment Foundation) shows that it is a complex issue, indicating that the way the money is spent is crucial. So if the Pupil Premium is to succeed in achieving its ambitious goals, the choices that our schools make in allocating the money is vital so that the funding can help raise pupils' attainment and aspirations.

Narrowing the gap for pupils can take many different forms from targeted teaching intervention to pastoral support, tackling challenging behaviour, attendance and punctuality and full engagement in school activities. From 2020, we also received funding for specific activities to support pupils to catch up for lost teaching due to the COVID pandemic, in line with the curriculum expectations for the next academic year.

Challenges

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

Challenge number	Detail of challenge
1 Economic factors- including life experiences	Bridgewater Primary is situated in an area of high deprivation and many of our families struggle financially. This means that children will often have incorrect uniform, will struggle to provide meals and will often miss out on key life experiences, such as trips to museums, zoos etc. This limiting of pupil experience can limit their understanding of the wider world, therefore affecting their own attainment in school. We have noticed this especially with our writing attainment. Data in Appendix A details the current attainment gap between disadvantaged and non-disadvantaged pupils.
2 Impact of external incidents (safeguarding issues)	There is a high safeguarding need at our school and many of our pupils witness events at home that are not age appropriate. It is therefore a priority of the school to provide these pupils with the support they need to be able to safely express their feelings/ opinions in a safe environment. Our learning mentor sees a variety of pupils during the school week who need a 1:1 session due to historic/ongoing safeguarding issues. Of the pupils she sees, 100% are disadvantaged. Furthermore, two are LAC and 2 are on the CP register.
3 Social and emotional development	We have identified a high level of SEMH need across our school. Wellbeing initiatives, such as focus groups and pupil surveys for the whole school will allow us to effectively target specific pupils/ groups in the school to help support with the SEMH need Recent data from our wellbeing survey (see Appendix 1) demonstrates that pupils are happy in school. This data has highlighted some areas across our school that still need further work, and PP and RP funding will be used to support in these areas.
4 Low attainment/lack of school readiness on entry to EYFS.	A high proportion of our pupils begin school with low levels of attainment due to a variety of factors including lack of engagement, lack of resources of not attending a setting prior to starting Bridgewater due to closures of academic settings during the pandemic. It is therefore important that our EYFS team work hard to skill these pupils up quickly in order to raise their attainment to the levels expected of their age. 2022-23 PSC data shows: 80% of pupil passed PSC in Year 1. There were 12 pupils who did not pass,8 of which were eligible for PP. Of those that retook the test in Year 2, 6 out of 9 (67%) passed. The 3 who did not pass had additional learning needs and 1 was also eligible for PP
5 Speech and language development.	There is a high Speech and Language need within our early years and KS1 settings due to many of our children speaking English as an additional language and low exposure to languages at home. This key area of need requires specific intervention from a variety of external sources such as SALT, Reading Recovery teachers etc Of the 44 children identified with a Speech and Language need, 30 of these are disadvantaged (68%)
6 Mobility	Bridgewater has a high level of social mobility and therefore we receive many of our Pupil Premium children midway through the year, with a variety of starting points. For many of our PP students, these starting points are below the level expected for their age. Pupils arriving during the school year often come with a variety of social and emotional needs and need a support settling into life in a new school.
7 Attendance and punctuality	Attendance of pupils has been an issue over the past few years in the wake of the pandemic. Last year's attendance figure was 93% with 22.1% of children being persistently absent. Our Learning Mentor follows up with these families, many of whom have SEMH needs. More work is needed to best support these families and also raise the attitudes towards attendance in school.

	Current whole school attendance is Current attendance figures for Autumn 1 are as follows: Disadvantaged: 93.8% % Non-Disadvantaged: 95.8%
8 Having access to equipment (technology)	Technology in school is varied, and many of our pieces of equipment are temperamental. A digital strategy to achieve 1:1 devices across the school should be written this year as technology has the capacity to support children's learning not only within the computing curriculum but across the wider curriculum too. A high percentage of our pupils do not have regular access to technology that will support them in their learning outside of school, and those who do have access have not been appropriately supported to use these for purposes of enhancing their education. A better ICT offer at school would mean pupils can access learning materials at home and at school.
9 Low aspiration/value for education.	Within the school community, there are some families who struggle to engage with school life and support the high aspirations school has for their children. As a school community we need to target these families and children and raise their perception of school and what they can achieve.
10 Engagement of parents in children's learning (including remote learning)	The school will regularly run events for parents. Historically, these have been poorly attended, with the hardest to reach families regular non-attenders. As a school we will continue to put together initiatives to encourage all parents to come into school and engage with the class teacher/ their own children within the educational setting. Recent parent sessions have been well attended, including our Riveting Reads sessions for EYFS, which use PP funding to provide families with books to help build libraries at home and encourage reading out of school.

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
Raise attainment for all, particularly within writing by providing pupils with enriching experiences	Summative assessment data Monitoring (lesson obs, book looks) Pupil Voice Aspirational targets are set for progress and attainment (85% at ARE)
Pupils feel safe and happy in school and safeguarding concerns are dealt with swiftly and effectively	Pupil and Parent survey data will show an increase from baseline data CPOMS logs with recorded actions. Results from pupil surveys will show that pupils are happy and safe in school (Appendix 1 shows baseline data for 2023-24)
Achieve a sustained and improved level of pupil wellbeing and self-regulation for all pupils in school, particularly our disadvantages pupils	Pupil Voice feedback Pupil Wellbeing feedback Regular updates from SENCO regarding pupils with SEMH need Individual Behaviour Plans in place for key children
Rapid progress in EYFS so more children Year 1 ready	Progress from baseline in EYFS An increase in children passing the PSC in Year 1 (increasing from 80% to above 85%)

Children are able to communicate more clearly, positively impacting on reading and writing attainment	SALT assessments Summative Assessment Data 2022-23 data: Number of disadvantaged children passing PSC to increase (80% in 2022-23 to remain above the National Average and increase to above 85%) TALC Screening data to show a continued positive impact on S&L assessed via Test of Abstract Language Test (TALC), Word Finding Vocabularly Tests (RWFVT) and British Picture Vocabularly Tests (BPVS) (Appendix 1)
Narrow the gap between disadvantaged and non-disadvantaged pupils	Summative assessment data for these groups Assessment to be included after assessment week
Improved rates of attendance and lower persistent absenteeism	Attendance data to remain above 95% (currently 95.7% after Autumn 1 2023) Persistent absenteeism to reduce to below level of national average
Reduce the impact of external factors that inhibit attendance and pupil performance	Attendance data – Attendance is currently up on last years figures 95..7% currently, up from 93% last year. Children present as ready for learning
Raise attainment across subjects and boost key ICT skills such as touch typing	Summative assessment data Pupil Voice Monitoring (observations, learning walks) Staff Meetings to up skill staff
Parents engage an support their child's learning, children have high aspirations for themselves	Attendance at school events supporting school procedures – these events have been well attended this year with a marked increase on previous years. An increase in attendance, particularly of parents' evenings and EYFS workshops has been noted this academic year. Of those that attended our recent workshops, 95% of parents found the sessions useful Comments from the report state: "Understanding how my child is taught is useful so I can help her at home in the same way she is taught in school" and "I am really going to enjoy helping him with his phonics work."

Activity in this academic year

This details how we intend to spend our pupil premium <mark>(and recovery premium funding, highlighted in yellow)</mark>
this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £280,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils		
X3 TLRs for specialist teachers offering: Regular staff development. Support for identified children when needed to ensure progression towards fulfilling their potential.	Assessment data shows that catch-up is needed in these phases. Tri-teaching model successfully used in Year 6 previously and now disseminate to EYFS and KS1. Allows for smaller group tuition and fix it times. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3,4,6,7,9,10
High ratio of support staff (offering increased directed adult support).	Baseline data suggests that children's starting points are low on entry to EYFS so additional staffing can support Use of HLTA and TA3 to offer with additional group/ intervention sessions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3,4,5,6,10
Specialised arts teaching (music, drama and dance)	Ensures a broad, balanced and engaging curriculum to enhance life experiences. Ensure that Identified children have the opportunity to develop their talent and skills within the arts where otherwise the opportunity may be lacking. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,3,4,5,9

Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning		
Reading Recovery; Teacher and training 2x TAs trained	Highly successful intervention for non-readers at Year 1 and 2 ensuring no children fall behind in Reading https://www.evidence4impact.org.uk/interventions/979	1,4,5,10
CPD for staff - bespoke programme for staff linked to learning needs of children.	Enables staff to be up to date with relevant initiatives to support the educational and emotional development of all learners. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3,4,5,8,9
National College Subscription	Subscription to National College which contains evidence based training for a range of staff CPD	1,2,3,5,7,8
Technology and other resources focussed on supporting high quality teaching and learning		
Purchasing of additional technology to support teaching and learning	Improve the schools ICT offer to move towards 1:1 devices across KS2 initially, with a view to have this for KS1 within the next 3 years. Y5-6 now have 1:1 Chromebooks, costed plan for KS1 to have 1:1 iPads before Spring 2023. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	1,4, 5, 8
IT enhancements - Children to have access to high quality IT equipment and provision to ensure relevant and effective accessibility to the curriculum in all areas.	Children to have access to IT equipment to support their learning and reinforce knowledge of times tables in preparation for the MTC. Provision of IT enhancement which they may not otherwise have experience of to consolidate learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1,4, 5,8

Purchasing of resources, study books and revision guides to support home-learning	Extends learning opportunities and engages children in independent learning both in school and at home	4, 8, 9,10
Mike Barratt Digital Illustrations	Workshop to promote high quality art outcomes across the school using technology as a medium	1, 7, 8

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

Budgeted cost: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy		
Speech and Language Therapist (Provide Speech & Language consultancy and 1 day per week to work in EYFS and provide CPD for EYFS practitioners).	EYFS bassline assessment of Communication, Language and Literature is very low. Supports missed clinical appointment for other children in school also. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions School buy into the enhanced speech and language support – Speech and language therapist on site once a week	1,4,5,10
CityWall Intervetion to promote positive attendance and boost attainment	This support is designed to target both academic and SEMH needs of target pupils through intensive 1:1 sessions either at school, or at home when pupils do not attend.	3, 5, 7,10
Activity and resources to meet the specific needs of disadvantaged pupils with SEND		
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	The following activities and resources are used to meet the need of our specific SEND pupils: • SWITCH ON- reading and writing intervention • Precision teaching • MLD interventions focusing on basic skills within writing, reading, phonics and maths • Fine and gross motor interventions • ELKLAN and WELCOMM interventions • Interventions to support children's attention and listening – attention autism, EP attention and listening intervention	3,4,5

	• Touch tronics and choose it maker- app which is interactive and supports independence and basic skills • Additional hours from the educational psychologist – half a day every two weeks.	
Dyslexia Assessments	Assessment to support dyslexia assessments of target children in school	5
Educational Psychologist (Gold Package)	Support through an external EP to support the provision of SEN children	2, 3, 5, 7
Teaching assistant deployment and interventions		
High ratio of support staff in EYFS (offering increased directed adult support). Effective deployment of TA support across the school.	Baseline data suggests that children's starting points are low on entry to EYFS High social and emotional needs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3,4,5,6,10
One to one and small group tuition		
Christine Ryder Maths Tuition	Targeted small group support to boost the attainment of pupils working below their potential	4, 8, 9
School Led Tuition	Targeted small group support to boost the attainment of pupils working below their potential	4, 8, 9
Bursary Foundation	Targeted small group support to boost the attainment of pupils working below their potential	4, 8, 9

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs		
Targetted SEMH Interventions	Interventions to support children's SEMH needs such as lego therapy, starving the gremlin resources, attachment play, therapeutic play	2,3,5
Wellbeing Warriors	Weekly sessions with external provider to support the wellbeing of target children across KS1 and KS2. Most of these pupils are eligible for PP.	3,5,9

Individualised support for eligible children (clothing and equipment for school)	• Children have the required uniform and equipment to ensure they are not disadvantaged due to financial restraints. Uniform bank to be redesigned to make this more accessible to families with funding allocated specifically for this project	Individualised support for eligible children (clothing and equipment for school)
Place2Be	• Identified children with additional wellbeing requirements can have 1:1/ group sessions to support this	3,7,9
Supporting attendance		
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement procedures and working with attendance/support officers to improve attendance.	Support individual children and families with attendance at an early stage to improve attendance. Staff work regularly with EWO to support and encourage regular attendance Work on ESBA completed where appropriate https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2,3,6,7,9
School Education Welfare Officer	EWO works closely with school and families to ensure attendance is monitored and interventions are put in place where needed	1,2,7,9,10
Extracurricular activities, including sports, outdoor activities, arts, culture and trips		
Special incentive events to enhance learning experiences and enrich the children's curriculum.	Promotes and rewards a positive attitude to learning.	1,3,7,9
Subsidy of trips or enhancement projects	Offering experiences that may otherwise be lacking. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning •	1,3,5,7,9
Children's University Initiative and a highly subsidised extended learning provision	• Promotes learning beyond the curriculum and offering experiences that may otherwise be lacking.	1,3,7,8,9,10
Extended school time, including summer schools		

School Led Tuition	• Targeted small group support to boost the attainment of pupils working below their potential	4, 8, 9
Breakfast clubs and meal provision		
Staffing of Free Breakfast Club.	Some children may not receive an adequate breakfast with a nutritional start to the day. To provide a nurturing, warm environment for children to socialise with peers. Creates the right start for the day. Impacts attendance. https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	1,2,3,7
Communicating with and supporting parents		
Full time Learning Mentor. Emotional support for vulnerable children and their families to ensure they are school ready.	49 pupils (11.3%) of the school population have involvement with other services 37 children currently have a social worker involved with the family 100% of the pupils working with our learning mentor are disadvantaged https://www.place2be.org.uk/about-us/news-and-blogs/2018/october/what-is-a-designated-mental-health-lead/	1,2,3,6,7,10
Individualised support for eligible children (clothing and equipment for school)	• Children have the required uniform and equipment to ensure they are not disadvantaged due to financial restraints. • Uniform bank to be redesigned to make this more accessible to families with funding allocated specifically for this project	1,4,7,8,9,10
Communicating with and supporting parents	• ParentApp used to communicate with all parents	7,10

Total budgeted cost: £ 382,000

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 2022 to 2023 academic year.

Raise attainment for all, particularly within writing by providing pupils with enriching experiences

There was a significant improvement in writing for our PP children during this year (increase of 9% children working at, and 3% of children working above the expected standard when compared to last years PP data). Whilst this cannot be attributed to one individual factor, a combination of quality first teaching, well trained support staff, timely interventions are careful monitoring all lead to improved standard in learning, particularly seen in PP writing data.

Internal Whole School Data from academic year 2022-23, when compared with Year 1 and 2 of this strategy:

Reading (20/21) – 55% working at, 17% working above

Reading (21/22) – 61% working at, 20% working above

Reading (22/23) – 62.6% working at, 22.5% working above

Writing (20/21) - 52% working at, 11% working above

Writing (21/22) – 51% working at, 10% working above

Writing (22/23) – 60% working at, 13% working above

Maths (20/21) – 56% working at, 17% working above

Maths 21/22) – 60% working at, 19% working above

Maths (22/23) – 63% working at, 18% working above

The above data shows that improvements in reading, writing and maths have been observed since the start of this strategy, for both children working at and above the expected standard, including in writing which has been a whole school target. Effective staff training, a newly embedded phonics programme, successful internal and external intervention programmes

Achieve a sustained and improved level of pupil wellbeing and self-regulation for all pupils in school, particularly our disadvantages pupils

Wellbeing Warriors have worked with pupils and have demonstrated a positive impact on the wellbeing of identified pupils – 100% of the pupils selected for this programme made progress with self-regulation and levels of wellbeing. The majority of the children selected for this study were PP children.

Wellbeing studies have been carried out across KS2, findings below:

Findings from Wellbeing and Attitudes to Learning Survey
Y3-Y6 (180 children)

Statement	Result
I feel welcome in this school	95%
I enjoy my day at school	96%
School teaches me the skills I need to be successful in life	99%
I think I will be happy in school in the future	94%
I am mostly positive about my life at school	94%
I enjoy working at school	92%
If there is an issue, we can easily report it to an adult at school	92%
I feel safe at school	99%
Our teacher listens to us	92%
I like being at school	97%
My classmates care about me	97%
In the morning I expect good things to happen to me during my day at school	99%
I have good friends in my class	97%
How well can you talk to your teacher when there are troubles or problems at school?	96%

Narrow the gap between disadvantagedand non-disadvantaged pupils

Despite the improved outcomes for reading, writing and maths for disadvantaged pupils, non-disadvantaged pupils continue to outperform them in all areas and therefore continued work is required in order to close the gap between disadvantaged and non-disadvantaged pupils:

End of KS2 data from 22/23 data is shown in the table below, with a comparison to Salford and National Averages.

		Disadvantaged			Non-Disadvantaged		
		School	NA	LA	School	NA	LA
Reading	EXS	25/33=76	60	57	21/22=95	78	76
	GDS	11/33=33	17	17	11/22=50	34	32
Writing	EXS	25/33=76	56	58	21/22=95	77	75
	GDS	4/33=12	7	6	7/22=32	16	14
GPS	EXS	27/33=82	59	57	21/22=95	78	79
	GDS	14/33=42	19	19	18/22=82	35	36
Maths	EXS	26/33=79	59	57	21/22=95	79	79
	GDS	12/33=36	13	13	11/22=50	29	28
RWM	EXS	23/33=70			21/22=95		
	GDS	2/33=6			3/22=14		

Parents engage and support their child's learning, children have high aspirations for themselves

Attendance at parent workshops have significantly increased from previous years and a new range of workshops designed to engage and support parents has supported this, such as a multiplication workshop for Y4 parents, a science fair inviting parents in to display their own scientific skills and reading sessions for our EYFS parents to encourage further reading at home.

Specialist teaching staff, tutoring, and technology have been invested in, and these resources across school have all played a significant part in improving the attainment of pupils accessing pupil premium funding.

Externally provided programmes

Programme	Provider
Bursary Foundation Tuition	Bursary Foundation
Christine Ryder Maths Tuition	Christine Ryder
Pupil Wellbeing	Wellbeing Warriors
SEMH & Attendance Support	CityWall

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education caused by parents spending significant time away from the home – our two service pupil premium children accessed Wellbeing Warriors to support with their wellbeing and both these children made good progress in this area. The eldest sibling accessed a drawing and talking intervention which was to allow them to discuss their feelings further in a 1:1 environment with a trusted adult.
What was the impact of that spending on service pupil premium eligible pupils?	Class teachers and facilitators identified positive changes in the emotional wellbeing of the pupils.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- The school has 'Emotionally Friendly School Status' The programme aims to evidence the support offered to both pupils and staff on the school's approach to their mental and physical wellbeing.

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

This year we will use a pupil survey to poll the children across the school to identify key areas which are affecting wellbeing and learning in order to continually improve these areas.

Appendix 1

Disadvantaged vs Non-Disadvantaged data (internal data) for RWM across the school

Reading

		Disadvantaged	Non-disadvantaged
Year 1	EXS	58	68
26/34	GDS	15	32
Year 2	EXS	61	76
23/37	GDS	22	22
Year 3	EXS	56	89
32/28	GDS	19	46
Year 4	EXS	63	85
38/20	GDS	16	50
Year 5	EXS	53	76
34/25	GDS	26	36
Year 6	EXS	73	96
33/24	GDS	36	42

Writing

		Disadvantaged	Non-disadvantaged
Year 1	EXS	50	65
26/34	GDS	8	24
Year 2	EXS	57	68
23/37	GDS	17	14
Year 3	EXS	53	86
32/28	GDS	6	29
Year 4	EXS	71	55
38/20	GDS	18	35
Year 5	EXS	47	80
34/25	GDS	14	24
Year 6	EXS	67	46
33/24	GDS	18	33

Mathematics

		Disadvantaged	Non-disadvantaged
Year 1	EXS	65	65
26/34	GDS	8	29
Year 2	EXS	61	76
23/37	GDS	13	22
Year 3	EXS	53	93
32/28	GDS	22	39
Year 4	EXS	50	45
38/20	GDS	18	40
Year 5	EXS	50	76
34/25	GDS	28	36
Year 6	EXS	76	96
33/24	GDS	33	42

**Pupil Wellbeing Survey September 2023**

Selected findings from ==Wellbeing== and Attitudes to Learning Survey

Y3-Y6 (180 children)

| Statement	Result
I feel welcome in this school	95%
I enjoy my day at school	96%
School teaches me the skills I need to be successful in life	99%
I think I will be happy in school in the future	94%
I am mostly positive about my life at school	94%
I enjoy working at school	92%
If there is an issue, we can easily report it to an adult at school	92%
I feel safe at school	99%
Our teacher listens to us	92%
I like being at school	97%
My classmates care about me	97%
In the morning I expect good things to happen to me during my day at school	99%
I have good friends in my class	97%
How well can you talk to your teacher when there are troubles or problems at school?	96%

TALC Screening data to show a continued positive impact on S&L

TALC Pre and Post Assessment Reception 1
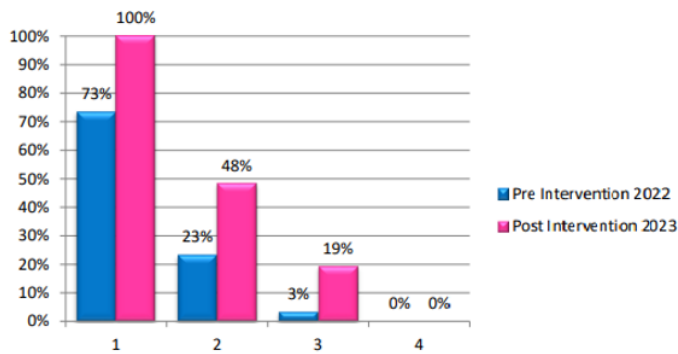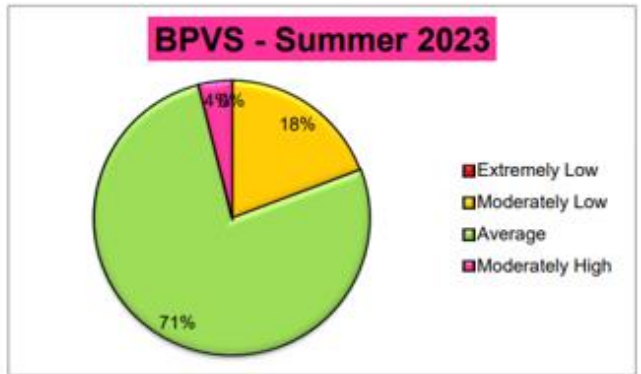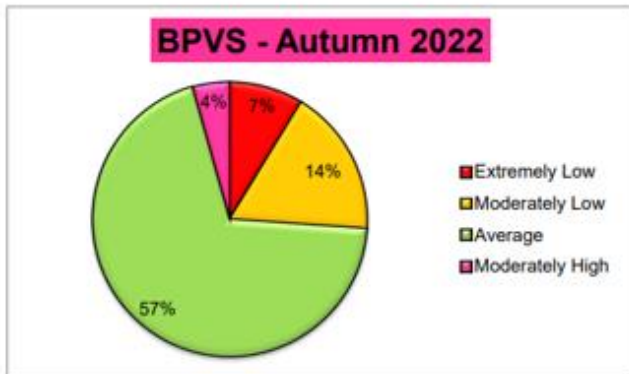

TALC Pre and Post Assessment Reception 2
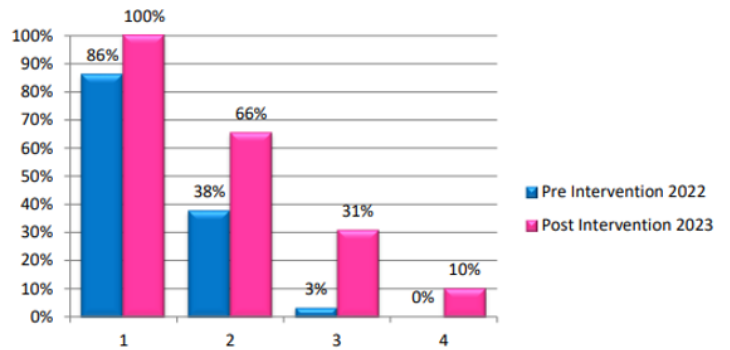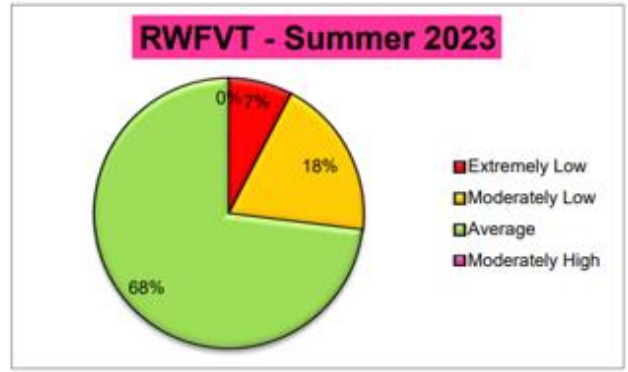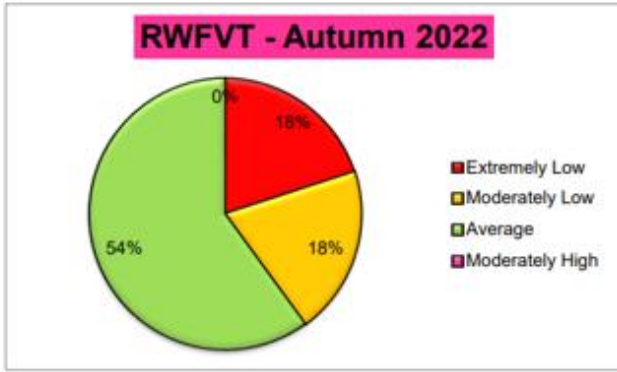
British Picture Vocabulary Test

Welcomm Pre and Post Assessment