

Pupil Premium Strategy Statement

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:	Airedale Junior School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	38.25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 – July 2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs McKechnie (HT)
Pupil premium lead	Miss Allen
Governor / Trustee lead	Mrs Butterfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Predicted £228,821 (financial Year £222,985)
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	£228,821

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children may be but not exclusive to: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed and in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Airedale Junior School is a large Four-Form community school. Airedale is a suburb in the town of Castleford, West Yorkshire, England which consists mainly of Local Authority Housing.

It is situated in an area of significant socio-economic deprivation. The school ranks 105th out of 114 primary schools in the Local Authority. (1 + least deprived) and the UK local area profile for quality of life 'is relatively poor this is related to the income, employment, health, education and crime deprivation indicators

The school deprivation indicator falls within the highest quintile 0.29 – to 0.69.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' TA to each class group - providing small group work with an experienced TA/HLTA focussed on overcoming gaps in learning support
- Additional teaching and learning opportunities provided through highly experienced SEND and SLT leaders and external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally from feeder Infant schools
- Additional learning support.
- Pay for activities, educational visits and residentials, ensuring that children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To provide the opportunity for children to learn a musical instrument and to sing in a choir
- A designated Attendance officer to improve PA and encourage regular and prompt attendance
- Behaviour and nurture support during various times of the day, by providing activities to engage and promote our Trust values and thus enhance learning.
- Support for parents and carers through vital pastoral support, on-line learning resources, workshops and webinars

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Below age-related speech, language and communication skills on entry to school, which links to poor vocabulary knowledge at KS2. (E.g Reading skills, comprehension, writing with AR components, maths reasoning and mastery skills) (I/E)
2	Reduced attendance and punctuality (E/I)
3	Lack of access to wider experiences (I/E)
4	Poverty of academic expectation from pupils, parents, staff etc (leading in some cases to reduced parental engagement) (E/I)
5	Poorer behaviour due to social, emotional and mental health needs (I/E)
6	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes (I/E)
7	Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP) (I/E)

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
Accelerated language development in KS2 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups across the key stage.	KS2 outcomes rising rapidly for all pupils across all year groups. Measured by leader monitoring activities, work scrutinies, teacher assessments, in house /cross school moderation and end of Key Stage tests and benchmarking against national data. School data and pupil progress meetings will identify improvements in performance for those in receipt of PP).
Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.	Improved levels of attendance punctuality, and a decrease in Persistent Absence. Attendance figures for children eligible for Pupil Premium are well above national PP rates and close to national non-PP figures.
All pupils take part in curriculum enrichment activities before and during the school day irrespective of income, and receive additional	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend. Academic outcomes at the end of Key Stage 2 increase as a

opportunities to access curricular and other experiences.	result, measured by termly tracking data and monitoring activities conducted.
All entitled families engage thoroughly with school including registering for Pupil Premium entitlement, attending Parents' Evenings etc.	Identified families engage with PSA/Inclusion team and offer of support. This will have a positive impact on:- Attendance (see above) Meeting of basis needs/children's readiness for school and learning Children's emotional well-being and behaviour Support with homework
All PP children with emotional and behavioural needs receive targeted interventions to ensure that they make expected or better than expected progress and that exclusions / consequences for such pupils are rapidly reduced and maintained at low levels.	Behaviour chart strategies used consistently throughout the school and numbers of recorded incidents (and exclusions) for PP children in line with those for non-PP peers in all year groups. Inclusion team evaluations demonstrate addressing pupils' emotional and behavioural needs.
Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.	Before and after questionnaires demonstrate impact for year groups Common use of Growth Mind Set language evident across school.
All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their Other SEND counterparts within school and nationally.	ASP figures show that Disadvantaged Low prior attainers have positive progress figures (on average) (may not be statistically significant).

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: £ 62 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Champion employed to monitor provision for PP throughout the school (HT)</p> <p>£10,000</p>	<p>Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment for pupil premium pupils</p>	1-7
<p>SLT to provide daily teaching of English and Maths for a bespoke group of potential GDS pupils who include 12/22 pupil premium pupils.</p> <p>3 hrs daily x 36 weeks =</p> <p>£30,000</p>	<p>GDS outcomes at the end of KS2 are low compared to National data in Reading and Maths.</p> <p>There are a larger proportion of pupil who are capable of achieving GDS at the end of KS2 (21ch in 2019 results were between 105-109SS in maths and 14ch in Reading) but due to low starting point as entry into Year 3 teachers are focusing on achieving ARE.</p> <p>EEF Toolkit: +6 months years' for highly effective teachers</p> <p>EEF Toolkit - Reading comprehension strategies (+5 months)</p> <p>Mastery learning (+5 months),</p> <p>EEF Literacy and Mathematics in KS2 Recommendation 2 (2017)</p>	1,6
<p>Provide a range of targeted CPD to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom - 'Biasing the learning' as a PP mantra.</p> <p>£6,000</p>	<p>QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years' for highly effective ones). (see also preamble to Sir John Dunford's 10 point plan 2014).</p>	1,3,4,5
<p>Non-class based Inclusion Lead to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met, including through improved identification of SEND needs. (JH/LC Roles within school)</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs.</p>	<p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils, including those with SEND.</p> <p>Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p>	7

£8,000		
Comprehension Development Raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Bug Club £4,000	Reading attainment is significantly below National even though it has increased in 2019 John Murray strategies are developed but not yet embedded within whole school practice. Further time and monitoring is needed to ensure strategies are embedded. Need to develop literature within the developing library areas/classrooms and the non-core reading linked to topics EEF Toolkit - Reading comprehension strategies (+5 months) EEF Literacy in KS2 Recommendation 3 (2017)	1,4
To develop a Mastery approach. Training for all staff Resources £1,000	% of children working at greater depth is below national at the end of each year group, then ultimately at the end of KS2. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. See also metacognition and self-regulation (+8 months)	1-7
Use of additional support through HLTAs/TAs 4X HLTAs across KS2 £32,000 4 x TAs across KS2 £50,000	To support high number of PP children across KS2 especially those with multiple needs. (42% PP) To support children entering KS2 who are below/well below ARE in R,W&M.	1-7
Multi-Cultural Workshops (41% from PP) - To broaden knowledge and experiences £1000	Children have limited experiences and knowledge of different faiths and cultures. Children need exposure to develop tolerance. EEF Toolkit S & E aspects (+4 months) Metacognition (+8 months)	3
Oral Language Intervention Vocabulary Gap INSET training £2,000 Implementation of related vocabulary to each topic area evident within all curriculum planning	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. See EEF toolkit	1,4,5,7

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

Budgeted cost: £ 77 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance initiatives (proportion of rewards and salary from PP)</p> <p>Linda Wells – £7,500</p>	<p>Attendance is below national. School has reduction of PA. However, it remains an on-going challenge.</p> <p>Education Welfare Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards.</p> <p>Raise profile of good attendance</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	2
<p>Art Therapy from artist in residence - To support targeted PP children with emotional problems and to improve communication</p> <p>HLTA @ 50% x 39% PP = £5,000</p> <p>Resources</p>	<p>In the EEF Toolkit, interventions such as this have been seen to have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p>Arts participation (+2 months), Behaviour interventions (+3 months).</p>	5
<p>Emotional Literacy Learning Mentors (Part funded from PP)</p> <p>3x Learning mentor employed to work with PP Pupils and deliver daily nurture and focus groups to targeted PP children</p> <p>£40,000</p>	<p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.</p> <p>EEF states that ‘On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	5
<p>Behaviour / Social and Emotional Development: Intensive support for those at risk of permanent exclusion through use of 3 Learning Mentors</p> <p>Children receive alternative style provision to cater for individual needs and to reintegrate into the mainstream classroom</p>	<p>Large number of PP children at risk of exclusion and struggling to function within a mainstream classroom.</p> <p>The EEF states, Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues (Overall average impact +3 months)</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	2,5,7
<p>Nurture Groups 3 x Learning Mentors Resources to deliver bespoke nurture intervention</p>	<p>A large number of our children are not ready to learn at the start of the school day due to home circumstances, SEMH, behavioural and other medical needs</p>	5

Cost £15,000	The EEF states: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues	
Commission additional Ed. Psych Support Pupil who are PP with SEND needs = 22% £4,000	Current offer does not meet the needs of the school. Historic inadequacy in the provision for SEND children Ed Psych to provide feedback to children and adults around progress/actions. Research shows high quality feedback supports rapid progress (EEF toolkit)	6
Staffing/resourcing Breakfast Club (free for identified pupil premium pupils) £6,000	Providing a free healthy breakfast ensures pupils start the day in a positive way. Also ensures they are sufficiently nourished 5 mornings per week. Pupils who regularly attend breakfast club will develop better relationships and have opportunities to improve their reading. Engage in positive communication and activity. Children who have their basic needs met are more able to access learning and display positive behaviour (Maslow)	2,4

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

Budgeted cost: £ 28 875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before school and after school intervention classes for maths and English Y3-6 £10,000	QFT has a positive impact for pupil premium pupils, especially in a small group situation Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged	1,5,6,7
Employment of Learning Mentors x 3 (partly funded) Increased targeted support for vulnerable families to enhance pupils' attendance and learning Targeted action and work with families to address safeguarding issues. Delivery of various workshops for parents to attend (resources and refreshments) £2,000	School ranked 103rd most deprived out of 114 LA schools on the IDACI scores To ensure children are safe through monitoring of and response to welfare/safeguarding concerns. To support families so that home circumstances support readiness for learning. To build positive home school relationships and maximise parental support for learning. EEF Toolkit – parental involvement (+3 months)	1-7

<p>Subsidy for out of school activities /trips/visitors to school £15,000</p>	<p>FSM eligibility is arguably not a reliable indicator of deprivation/need for many families therefore a universal subsidy is offered to maximise engagement in activities (pro-rata for PP proportion in each year group).</p> <p>Funding also used to support targeted enrichment/extension days for eligible pupils.</p> <p>EEF Toolkit outdoor adventure learning (+4 months) EEF Toolkit S & E aspects (+4 months) Metacognition (+8 months)</p>	<p>3</p>
<p>Milk- To offer children in receipt of FSM free milk to ensure a nutritious drink during the day £1875</p>	<p>Healthy diet and nutrients needed in order to grow and develop properly</p>	<p>4</p>

Total budgeted cost: £ 168 375

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 2020 to 2021 academic year.

Intended outcome	
<p>Accelerated language development in KS2 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups across the key stage.</p>	<p>The CPD that upskilled teachers and other supporting adults resulted in the implementation of a revised guided reading approach and a renewed, more expert, focus on developing vocabulary. This was done with a clear remit in mind that acknowledged the forthcoming language and vocabulary issues/deficient that was to be one of the outcomes from a post-pandemic society.</p> <p>The success of this implemented approach is seen in the fact that the gap between PP and non-PP in reading and writing did not widen as predicted but stayed broadly in line with previous year. Whilst this still represents a gap, this also reflects the national, post-pandemic picture of underperformance for PP children and not the increase in the gap as anticipated.</p> <p>The impact of the drive to develop vocabulary skills and develop fluent readers was noted in the recent Ofsted visit (April 23):</p> <p><i>Leaders waste no time each September identifying pupils who enter Year 3 unable to read as well as they should for their age. Phonics lessons begin in the very first week and continue daily. The reduction in the number of pupils needing to attend these lessons shows how well these catch-up lessons are working. Pupils read books that are well matched to their phonic knowledge every day. This is helping to improve pupils' confidence and reading fluency rapidly. Staff are careful to check pupils' understanding of vocabulary in their reading books.</i></p> <p><i>Staff ensure that extending pupils' vocabulary is prioritised in every curriculum subject. Key words linked to each topic are set out right at the start. For example, in a Year 5 geography lesson on rivers, the teacher checked pupils' understanding of words like tributary, meander and confluence. Understanding this vocabulary is also reinforcing pupils' substantive knowledge.</i></p> <p>Seeing the impact on end of phase outcomes will take more time since the school is combating, not only post-pandemic challenges, there is also a cost of living crisis that add a further level of challenge to our most vulnerable families. The focus continues into the next academic year through a continued focus on vocabulary and the implementation of a speech therapy approach in LKS2</p>

<p>Pupils and families with low attendance / highpersistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.</p>	<p>2022-23 attendance for AJS overall was 92.45% compared to 21-22 when it was 91.51% which represents a <i>stable attendance picture</i> albeit one that we are working hard to improve. The school reflect the local and national picture</p> <p>In 22-23, pupils in receipt of pupil premium funding attendance was 89.40% compared to 89.52% in 21-22 <i>an decline of 0.12% al though not a significant decline the school anticipated more impact at this point</i></p> <p>The difference between PP attendance and non-PP attendance in 22-23 was significant with a difference of 5.09%; the difference in 21-22 had been a 4.74% difference in favour of non-PP children. Showing a <i>further decline of 0.35% - this is a concerning trend and whilst this does mirror national concerns the school has taken further actions at Trust level to address this.</i></p> <p>2022-23 persistent absenteeism (PA) for AJS overall was 20.24% compared to 21-22 when it was 23.39% <i>an improvement of 3.15%</i></p> <p>Persistent absenteeism for PP pupils in 22-23 was 13.09% compared to 21-22 when it was 15.60% this <i>represents an improvement of 2.51%</i>. Non-PP children showed the greatest improvement year-on-year.</p> <p><i>Overall, it is a relatively static picture post-pandemic and one that reflects the national and local picture. Staff capacity is the main barrier to more positive, deep impact on families through building meaningful relationships with one PT Attendance Officer working across both this school and the infants school having a similar picture of need.</i></p>
<p>All pupils take part in curriculum enrichment activities before and during the school day irrespective of income, and receive additional opportunities to access curricular and other experiences.</p>	<p>A range of curricular enrichment was offered during 22-23 and reflected the needs of the pupils and the needs of the wider community.</p> <p>AJS Clubs offered</p> <p>Before school</p> <p>Breakfast club</p> <p>Y6 SATS boosters</p> <p>Y3, 4 , 5 bespoke boosters</p> <p>Lunchtime</p> <p>Quiet club with Learning Mentors – in school facility for pupils finding outdoor play/breaks challenging. Numbers varied</p> <p>PE activities delivered on the KS2 playgrounds using external coaching compacy</p> <p>PE After school club</p> <p>Y3 & 4</p> <p>Y5 & 6</p> <p>AJS After school clubs</p> <p>Aut 1- Reading, Cooking, Singing/Choir, Forest Schools</p>

The outcome for pupils was on a qualitative nature with increased sports interest, increased participation in lessons due to additional confidence.

Take up of additional curricular clubs varied across AJS and across the year with some being more popular than others. The clubs were open to all pupils rather than targeted to PPG pupils as the school identifies that there are multiple categories of 'vulnerability' that meant opening the clubs up to all would achieve more impact. What was noted and needs to be considered in the future is that take-up from the most vulnerable families was lower than hoped and it was recognized that those pupils most in need of additional enriching experiences were often the ones least likely to attend as were the slowest responding to school-home correspondence. A focus for 23-24 SDP. The Senior Leadership Team will track and analyze take-up of extracurricular opportunities as a future focus for 23-24 on a term-by-term basis so that adjustments are timely and accurate to the demonstrated needs of the school

<p>All entitled families engage thoroughly with school including registering for Pupil Premium entitlement, attending Parents' Evenings etc.</p>	<p>Changes to the admissions process for children joining AJS resulted in greater face-to-face communications with parents, parents' meetings and information packs – this successfully improved school-home relationships from the onset.</p> <p>Post-covid habits were re-established and parent engagement in parents' consultation rose from 45% to 80% attendance</p> <p>The PPG funding was successfully used to subsidise pupils engagement in trips, visits and visitors – including residential so that access to such experiences became equitable. This meant that some pupils in Y6 were subsidised in taking part in the weekend residential where otherwise they might not have been – this was directly linked to other issues creating vulnerability such as involvement with external agencies</p> <p>Further support is consistently offered to support families engaging with school such as using the food/baby bank, help with uniform, subsidising trips and visits, access to external agencies for support etc</p>
<p>All PP children with emotional and behavioural needs receive targeted interventions to ensure that they make expected or better than expected progress and that exclusions / consequences for such pupils are rapidly reduced and maintained at low levels.</p>	<p>More children accessed support from the learning mentors during 22-23 - a considerable portion of the school due to increasing needs the community . Children had targeted intervention through encompass, targeted early help or in-class support. More than half of these cases were multi-agency. Key families were supported as individual or through-school strategic meetings – many families had pupils also in the infants school next door.</p> <p>Behaviour and attitudes in school remained good or better</p> <p>The structure of the Inclusion Team was amended to better meet the needs of the pupils, post-pandemic and in light of the community we serve and issues arising. Group session for supporting with friendships gave way for 1:1 SEMH interventions and support including in the classrooms.</p> <p>Learning Mentors had the biggest measurable impact on pupils' emotional and behavioural needs once a pupils entered crisis or thereabouts – as such the next PPG will be used to fund Learning Mentors and focus on the SEMH agenda</p>

<p>Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.</p>	<p>Not achieved</p>
<p>All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their non-SEND counterparts within school and nationally.</p>	<p>During 22-23 the number of pupils on AJS's SEND register continued to rise. The IDSR identifies MLD as our primary need in AJS with equal second going to SEMH and SC&L - many of the pupils with these needs were also in receipt of pupil premium funding.</p> <p>The progress of SEND-PP pupils was assessed/measured against the success achieved against the individual SEND targets set by class teachers and their academic success. The school uses a system newly introduced by the Trust to record targets.</p> <p>Of the SEND-PP pupils, most made some progress against their individual targets but many had targets that remained partially achieved. A few pupils made optimum progress. The barrier, identified after monitoring and professional discussions, was linked to the quality of the targets set by class teachers and the evidence trail created to show success -systems and processes in place for SENDCos to monitor this were inconsistent and have now been refined with good effect. As such more pupils with an identified SEND need meet their targets than previous data showed. In 23-24 a revised system for tracking this was introduced</p> <p><i>Moving forwards, there should be continued training around the accuracy of SEND-PP targets set and a reflection on the accuracy, achievability, and manageability of such targets so that they support the pupil in developing in relevant and necessary areas of learning. Additional staff training by the SENDCos and Inclusion Lead alongside more robust monitoring over the targets will result in better pupil progress. Monitoring by SENDCos and senior leaders is essential to hold all stakeholders to account.</i></p>

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
Oxford Spelling and RWI phonics	Oxford University Press