

# Livingstone Road Infant School

## 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	Livingstone Road Infant School
Number of pupils in school	191
Proportion (%) of Pupil Premium eligible pupils	31% (59 children)
Academic year/years that our current Pupil Premium strategy plan covers	3 <sup>rd</sup> year of a 3 year plan
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Suzy Hayward
Pupil Premium lead	Charlie Richardson
Governor lead	Rhys Hatchard

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£90,938
Recovery premium funding allocation this academic year	£9,425
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£100,363</b>

## Part A: Pupil Premium strategy plan

### Statement of intent

At Livingstone Road our aim is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is a primary challenge our pupils face. We do see a variance in outcomes for disadvantaged pupils across the federation when compared to their peers, particularly in terms of:

- Attendance
- Academic attainment
- Social and cultural opportunities
- Preparation to be successful at end of Key Stage One

At the heart of our approach is quality first teaching and learning focussed on areas that disadvantaged pupils require the most targeted support based on assessment of need. We use this approach to ensure our pupils also have access to a broad and balanced curriculum that widens vocabulary, develops practical and social skills, and also increases the cultural capital of our children in and beyond our community.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our federation where funding is spent on whole-school approaches. Connected with the intended outcomes detailed below, it is our intention that every child's outcomes will be improved.

We 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.

Our strategy is integral to our wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in our understanding and knowledge of our children and their needs, and backed up by assessment.

We aim to help our children to develop skills and become life-long learners through a series of enrichment opportunities.

Our strategy will be driven by the needs and strengths of each child within our care to ensure they can: 'learn, laugh, dream, grow' across our federation.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance is below the national average and Persistent Absence is above national. This has a direct impact on pupil progress. Our data shows that persistent absence among Pupil Premium children was 28.1% last academic year.</p> <p>34.3% of disadvantaged pupils have been 'persistently absent' compared to 18.3% of their peers during this academic year so far. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Current levels of PA for PP in EYFS stand at 35.7%- The rate of PA in EYFS needs to be reduced by starting early work on importance of attendance with parents as children join school</p> <p>Raising the importance of education as a gateway to future opportunities. By ensuring children attend regularly and achieve at least expected standard, they are likely to enjoy school and want to continue further. By raising this importance and broadening opportunities, children will see school as unmissable.</p> <p>To increase the percentage of pupils attending funded wraparound care, including holiday clubs – This addresses the struggles with transition into school that some of our pupils experience. 10 PP children took up Breakfast club places in the last academic year, 6 children took up After School Club places.</p>
2	<p>Evidence demonstrates an attainment gap between disadvantaged pupils and others, particularly in early reading/phonics</p> <p>June 2023 Year 1 Phonics screening result: 83% whole school (63% of PP children) National: 79%</p> <p>Our baseline for EYFS shows a gap of 30% between our PP children and non-PP children in the key area of Communication and Language but no gap in Literacy (50% on track compared to 49% non-PP)</p>
3	<p>Data Indicates that behaviour incidents are higher with disadvantaged children. Citing settling, struggles with engagement and classroom disruption as the large proportion of reasons for incidents.</p> <p>974 incidents registered across the Federation in 2021-22</p> <p>Teacher referrals for support remain relatively high. 31 pupils (15 of whom are disadvantaged) currently receiving small group interventions.</p>
4	<p>Low starting points and subsequent outcomes in EYFS – Our children make consistent on track progress from their starting points but now need to make accelerated progress to close the gap</p> <p>50% of children do not hit the expected marker for starting school in Communication and Language.</p>

## 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. Our existing plan is for the next 2 years, to be reviewed each academic year.

Intended outcome	Success criteria
Reduce Persistence Absence for disadvantaged pupils to the national average for Persistent Absence in Primary Schools	<ul style="list-style-type: none"> <li>• PA for disadvantaged pupils reduced to the national average of PA levels over the course of the 3 year strategy – 2020-21: 18% 2021-22: 28.1%</li> <li>• Attendance Worker groups to show evidence of improvement for key children/families – These children have been identified through previous year’s data and Autumn 1 attendance data</li> </ul>
Raise attainment and progress of disadvantaged pupils in reading by the end of Key Stage One	<ul style="list-style-type: none"> <li>• Data to show a narrowing of the gap between disadvantaged pupils in EYFS and KS1 to national levels in reading</li> <li>• Early Years lead and Early Reading lead to implement school wide strategies to raise Communication &amp; Language from 50%</li> <li>• To continue to leave Key Stage One in line with national for Reading</li> <li>• EYFS – increase % of Pupil Premium children to meet the Early Learning Goal (ELG) for Communication and Language and Word Reading</li> <li>• All Pupil Premium children to leave year 2 with reading fluency by the end of the proposed 3 year strategy – This will be evidenced by Year 2 SATs scores</li> <li>• Interventions to be monitored and evidence of impact collected to support and show rapid catch up</li> <li>• Book monitoring to show progress towards targets</li> <li>• Where appropriate, IEPs to be achieved</li> <li>• Increase % of PP children meeting phonics threshold at end of KS1</li> </ul>
Strengthen pastoral support offer and enable skills and cultural opportunities to build interests and knowledge beyond the core curriculum To support children experiencing greater mental health issues	<ul style="list-style-type: none"> <li>• To nurture a proactive pastoral offer which enables key children to successfully access learning and evidence in order to show a decrease in behavioural incidents and exclusions</li> <li>• ELSA support in place and pupil interviews evidence children using strategies to support resilience</li> <li>• Increase attendance to a variety of extra-curricular activities e.g. Forest Schools, bikeability, sporting activities, swimming</li> </ul>

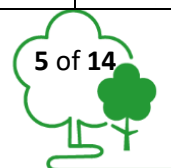
## Activity in this academic year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £36574

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years team and SLT to identify specific areas of need upon entry, using a range of approaches to accelerate progress in line with national expectations in Communication and Language.</p>	<p>Developing children’s Communication and Language skills is key to unlocking their potential for learning in a school environment. Utilising strategies to build communication opportunities into all aspects of the school day is essential to bring children with low entry points in line with their peers and the national average.</p> <p>Literacy at baseline is only 9%. Foundation Lead</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	<p>4</p>
<p>Teaching and Learning Coaches will engage with school research to develop consistent quality first teaching through CPD</p> <p>Using our teaching and learning mentors to provide mentoring, strategic approaches to teaching and feedback to teachers.</p>	<p>There is strong evidence that teachers’ pedagogical and content knowledge with-in specific subjects has a significant impact on pupil outcomes:</p> <p>We are focussing on the use of active listening this year to improve engagement of all children.</p> <p><a href="#">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p>	<p>2</p>
<p>Utilising the Early Reading Lead to secure subject knowledge and delivery of phonics and early reading intervention across the school</p>	<p>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Research and development of the schools approaches to ‘catch-up’ and curriculum design. These approaches will be particularly focussed on the low-attaining and disadvantaged pupils.</p>	<p>2 &amp; 4</p>



	<p>Moving forwards, making a difference: A planning guide for schools 2022–23</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1668101708">https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1668101708</a></p>	
<p>To ensure our children have access to high quality reading resources, supporting their learning and continued reading development, including home reading.</p>	<p>Supporting taught phonics in school with high quality resources, including those as part of the schools bought systematic synthetic phonics scheme. There is strong evidence that following a secure SSP and broadening that to include home reading aids in the faster development of reading accuracy and stamina.</p> <p><a href="#">Learning to Read: “The Simple View of Reading”   National Center on Improving Literacy</a></p>	2
<p>Using test and gap analysis tools such as MARK and SHINE to establish clear progress markers and identify areas of need for further development.</p>	<p>Targeted deployment, which specific TAs have been trained to deliver to small groups or individual children</p> <p>TA intervention which has been regularly timetabled and is being monitored by DHT</p> <p>Data from assessments (NTS) identifies educational gaps to be addressed.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	2

## Targeted academic support

Budgeted cost: £22861

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics – Additional phonics sessions targeted at disadvantaged pupils who require further support in order to make expected progress	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.  <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2
<p>Additional targeted maths sessions focussed on disadvantaged pupils who require further support in number</p> <p><i>Due to trained TA leaving post, this has not continued in year 2 and 3</i></p>	<p>Quality first interventions to be deployed with small groups to enable children to catch up in specific, identified areas. The use the maths intervention: 1<sup>st</sup> Class @ Number is taken from trust wide guidance due to its proven effectiveness at addressing gaps in mathematical learning. Monitoring of children within lessons linked to the objectives focussed on in sessions shows improved retention of taught maths areas.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>Potential of TA supporting regular maths interventions and/or Foundation Lead doing booster groups with key PP children</i></p>	2
Additional RWI phonics sessions targeted at those disadvantaged children who have yet to meet the expected standard at each assessment point	Small group or 1:1 teaching which is explicit and systematic is proven to support the revision of key sounds, ensuring children embed early reading skills. Regularly timetabled intervention undertaken by training individuals within the school will allow us to ensure high impact.  <a href="#">(see above link)</a> <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2
Deploying Professional services to write programmes of support for our disadvantaged pupils that tailor to their individual needs, allowing for greater success in class.	<p>The use of tailored professional services allows for schools to identify what works for each child on a case by case basis, thus creating a learning environment with the most likelihood of success.</p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions <a href="https://www.ican.org.uk/what-works-database">What works database (ican.org.uk)</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists</p>	2 & 4

## Wider strategies

Budgeted cost: £32000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers addressing the importance of good attendance with children and parents using informal approaches. SLT to support staff in developing and nurturing positive relationships and environments.	<p>Evidence supports higher attendance with stronger understanding of taught concepts and more sustained progress.</p> <p>Direct, personalised engagement with parents has a positive impact on PA children returning to school.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1667305959">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1667305959</a></p>	1
The implementation of weekly attendance meetings to review key children/families, ensuring they are known to all required.	<p>The evidence to support the need for strong attendance is stated previously in this document. Beyond this, the need for all involved parties to be completely up to speed and familiar with the key children is essential to the eventual attendance improvement of these children.</p> <p>Identifying trends and reasons for absence will allow class teachers and leaders to tailor approaches to the individual child.</p>	1
Continue to embed attendance policy with parents by sharing digitally and physically, including regular reminders.	<p>Full transparency of the process will ensure parents are aware of the steps being taken by school to monitor attendance. Robust and consistent implementation of the process from school will ensure all relevant parties are aware of current attendance levels and the processes being taken to improve them.</p>	1
A full trained Pastoral Team leading the approaches the school takes to absence, behaviour and nurture. This will be passed from the top down to aid all staff.	<p>Within our school context, disadvantage persistent absence remains above National levels. Our own evidence shows success in the personal approach our pastoral team takes to attendance issues and concerns with all our families, but particularly the disadvantaged ones.</p> <p>Pastoral care: a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners - <a href="https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners">https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners</a></p>	1 & 3
Use of ELSA and Play Therapists to aid children with SEMH needs.	<p>Evidence supports the use of behavioural interventions to enable children to successfully regulate and to ensure that their attainment gap doesn't widen. The use of a recognised specialist programme allows us to target specific children with behavioural needs.</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3
To increase our offering of wraparound care provision, providing disadvantaged	<p>Evidence within school shows that this impacts positively on attendance, supports families and children to ensure key needs are met. This gives them the best possibility to be successful throughout the school day.</p>	1 & 3





children with further opportunities within school.		
To ensure a wide ranging offer of extra-curricular activities through our curriculum planning and through a newly introduced Enrichment Time within the school timetable. This will enable children to discover new passions and aspirations.	<p>Evidence shows that providing such opportunities in school may enable disadvantaged pupils to participate in activities they would otherwise not be able to access. This in turn can support pupils to develop non-cognitive skills such as resilience and self-confidence.</p> <p>Wider curriculum learning also supports the development of cultural capital and may increase pupils' stimulation and engagement in learning, with evidence particularly strong on arts participation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> )</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3
Pupil Premium budget used to offer school/PE uniform to children	<p>Despite limited research in this area, for our setting and context, it raises expectation and everyone feeling part of the school community. We have seen a positive impact on behaviour in since the inception of this approach.</p> <p><a href="#">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	1

**Total budgeted cost: £91435**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium strategy outcomes 2021 to 2022

This details the impact that our Pupil Premium activity had on pupils in the **2021 to 2022** academic year.

#### **Reduce Persistence Absence for disadvantaged pupils:**

- PA for disadvantaged pupils reduced by 2% over the 3 year strategy -
- Reduce PA in EYFS by starting early work on importance of attendance as children join school
- New Attendance Officer tracking and monitoring attendance of key children and impact of attendance support
- Attendance Worker groups shows evidence of improvement for key children/families
- Increase % of pupils attending funded wraparound care including holiday club to support key families and routines

PA for disadvantaged children increased through this academic year despite efforts to improve it. Key families were identified and involvement in strategies to improve attendance. More robust strategies with clear success criteria need to be introduced to ensure the school can demonstrate the work and progress being achieved.

#### **Raise attainment and progress of disadvantaged pupils:**

- Data shows a narrowing of gap between disadvantaged and others nationally in EYFS and KS1
- Increase % of children meeting expected in Reading and Writing in EYFS
- Interventions are monitored and evidence impact of accelerated gains
- Book monitoring shows progress towards targets
- Where appropriate, IEPs are achieved

Progress for funded pupils was in line with children who do not receive funding, however, due to identified gaps and delayed starting points, the gap between the two remained consistent. Children with expected progress cannot catch up they require accelerated progress. In order to further support this going forward, more monitoring is required to ensure gaps in learning are identified and addressed, to secure starting points and to aid whole class teaching and that of interventions.

#### **Strengthen pastoral support offer and enable opportunities beyond the curriculum:**

- Proactive pastoral offer which enables key children to successfully access learning and evidence shows a decrease in behavioural incidents
- ELSA support in place and pupil interviews evidence children using strategies to support resilience
- Increase the uptake of disadvantaged children to afterschool clubs and trips
- Increase attendance to a variety of extra-curricular activities e.g. Forest Schools, bikeability, sporting activities

## Pupil Premium strategy outcomes 2022-2023

This details the impact that our Pupil Premium activity had on pupils in the **2022 to 2023** academic year.

<p><b>Aim</b></p> <p><b>Outcome 1:</b> Reduce Persistence Absence for disadvantaged pupils to the national average for Persistent Absence in Primary Schools</p> <p><b>Success Criteria:</b> PA for disadvantaged pupils reduced to the national average of PA levels over the course of the 3 year strategy Attendance Worker groups to show evidence of improvement for key children/families – These children have been identified through previous year’s data and Autumn 1 attendance data</p> <p><b>Evidence, impact and headlines:</b></p> <p>2021-2022 PA for PP children Infants: 29.8%</p> <p>2022-2023 PA for PP children Infants: 37.7%</p> <p><b>Barriers to meeting target:</b></p> <ul style="list-style-type: none"> <li>• Resignation of Attendance Officer at end of autumn term 2022</li> <li>• New Officer recruited but had to re-establish relationships and expectations</li> <li>• Raised expectation of teachers after recruitment of new Attendance Officer – need time to embed graduated response plans and review impact at end of year 3 of strategy</li> </ul>
<p><b>Outcome 2:</b> Raise attainment and progress of disadvantaged pupils in reading by the end of Key Stage One</p> <p><b>Success Criteria:</b> Data to show a narrowing of the gap between disadvantaged pupils in EYFS and KS1 to national levels in reading Early Years lead and Early Reading lead to implement school wide strategies to raise Communication &amp; Language from 50% To leave Key Stage One at ARE for Reading EYFS – Pupil Premium children to meet the Early Learning Goal (ELG) for Word Reading, Speaking and Comprehension All Pupil Premium children to leave year 2 with reading fluency by the end of the proposed 3 year strategy – This will be evidenced by Year 2 SATs scores Interventions to be monitored and evidence of impact collected to support and show rapid catch up Book monitoring to show progress towards targets Where appropriate, IEPs to be achieved Phonics screening target for 2022/23 is to be in line with national average – 75% pass by end of Year 1, 87% as a whole year group by the end of Year 2.</p> <p><b>Evidence, impact and headlines:</b> End of 2022-2023 data showed PP outcomes -</p>

EYFS end of 2022-23

**PP (14) – GLD 50% (7)**

Area of Development	Expected	Emerging
C&L – Listening, Attention and Understanding	78.5 % (11)	21.4% (3)
C&L - Speaking	64.2% (9)	35.7% (5)
PSED – Self-Regulation	64.2% (9)	35.7% (5)
PSED – Managing Self	64.2% (9)	35.7% (5)
PSED – Building Relationships	71.4% (10)	28.5% (4)
PD – Gross Motor Skills	78.5 % (11)	21.4% (3)
PD – Fine Motor Skills	85.7% (12)	14.2% (2)
L – Comprehension	64.2% (9)	35.7% (5)
L – Word Reading	50% (7)	50% (7)
L – Writing	50% (7)	50% (7)
M - Number	64.2% (9)	35.7% (5)
M – Numerical Patterns	64.2% (9)	35.7% (5)

Communication & language – listening, attention and understanding 79% (met)

Communication & language – speaking 64% (not met intended outcome yet)

Word reading 50% (not met intended outcome yet)

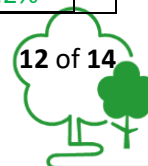
**Phonics by the end of Year 1**

	School 2023	LA 2023	National 2023
All	81%	78.7%	78.9%
Dis ad	63%	64.5%	66.9%
FSM	63%	64.2%	66.6%
Boys FSM		59.0%	62.0%
Girls FSM		69.8%	71.3%
Non-FSM		82.6%	83.2%
Boys non-FSM		79.6%	80.1%
Girls non-FSM		85.7%	86.3%
Non-FSM to FSM		+18.4pp	+16.6pp

Year 1 phonics – Above National at end of yr1 (81%); 63% of PP children met expectation – in line

**Phonics by the end of Key Stage 1 (year2)**

	2019	2020	2021	2022	LA 2023	Difference to 2022	National 2023
All	93.2%			89.8%	90.5%	+0.7pp	88.6%
Boys	92.1%			87.5%	88.6%	+1.1pp	86.2%



Girls	95.3%			92.1%	92.3%	+0.2pp	91.1%
Gender gap	+3.3pp			+4.6pp	+3.7pp	-0.9pp	+4.9pp
Disadvantaged	85.5%			81.1%	80.7%	-0.4pp	81.0%
FSM	85.3%			80.4%	80.5%	+0.1pp	80.7%
Boys FSM	81.2%			76.3%	77.2%	+0.9pp	76.8%
Girls FSM	90.4%			84.3%	83.8%	-0.5pp	84.8%
Non-FSM	94.5%			92.3%	93.3%	+1.0pp	91.6%
Boys non-FSM	92.8%			90.2%	91.9%	+1.7pp	89.7%
Girls non-FSM	96.2%			94.6%	94.7%	+0.1pp	93.7%
Non-FSM to FSM	+9.2 pp			+11.9 pp	+12.8 pp	+0.9 pp	+10.9 pp

Year 2 phonics – 86% (6/7 chn achieved phonics screening) – met

Key Stage 1 outcomes

### Reading

	LA 2019	2020	2021	LA 2022	LA 2023	Difference to 2022	Emerging National 2023
All	76.4%			69.7%	69.9%	+0.2pp	68.3%
Boys	72.2%			66.5%	67.8%	+1.3pp	64.8%
Girls	81.0%			73.0%	71.9%	-1.1pp	71.8%
Gender gap	+8.8 pp			+6.5pp	+4.1pp	-2.4pp	+7.0pp
FSM	58.2%			52.2%	54%	+1.8pp	53.8%
FSM boys	53.0%			49.9%	51.8%	+1.9pp	49.7%
FSM girls	64.8%			54.4%	56.3%	+1.9pp	58.1%
Non-FSM	79.2%			74.1%	74.3%	+0.2pp	73.5%
Non-FSM boys	75.3%			70.3%	72.5%	+2.2pp	70.3%
Non-FSM girls	83.4%			77.9%	76.2%	-1.7pp	76.9%
Non-FSM to FSM	+21.0pp			+21.6pp	+20.3pp	-1.3pp	+19.7pp

KS1 reading – PP 77% (above national and school 'all') - met

### Barriers to targets:

- Not enough focus on speaking in EYFS; reading and writing took over priority
- Need to get in earlier with Preschool to reduce gap
- Consistent phonic interventions in EYFS and KS1
- Behaviour of key children in phonics groups, when not with their trusted adult

<p><b>Outcome 3:</b> Strengthen pastoral support offer and enable skills and cultural opportunities to build interests and knowledge beyond the core curriculum To support children experiencing greater mental health issues</p>
<p><b>Success Criteria:</b> To nurture a proactive pastoral offer which enables key children to successfully access learning and evidence in order to show a decrease in behavioural incidents and exclusions ELSA support in place and pupil interviews evidence children using strategies to support resilience Increase attendance to a variety of extra-curricular activities e.g. Forest Schools, bikeability, sporting activities</p>
<p><b>Evidence, impact and headlines:</b></p> <ul style="list-style-type: none"><li>• Reduction of suspensions from 23 suspensions in 2022 to 8 suspensions in 2023</li><li>• All PP children have the opportunity to partake in Forest School</li></ul> <p><b>Barriers to targets:</b></p> <ul style="list-style-type: none"><li>• <b>Uptake in clubs – what %? How do we promote</b></li></ul>