

Pupil Premium Strategy Statement

Wormholt Park Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. This Strategy Statement will be planned carefully in order to ensure it is sustained. It will be closely monitored by school leaders annually.

School overview

Detail	Data
School name	Wormholt Park Primary
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	22.11.2021
Date on which it will be reviewed	December 2023
Statement authorised by	Anika Hargie
Pupil premium lead	Teaching & Learning Lead
Governor / Trustee lead	Mahua Nandi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£

Part A: Pupil Premium Strategy Plan

Statement of Intent

The school's intention is that every pupil, irrespective of their background or the challenges they face, is enabled to reach their full potential.

We will use the pupil premium, as well as the recovery premium funding to ensure that disadvantaged pupils are supported to achieve this goal, including pupils who are high achievers.

The school considers that vulnerable pupils (those with social workers or who are young carers) should equally be supported, considering the challenges they face. This is regardless of whether they are disadvantaged or not.

We will achieve this by:

- Ensuring all teaching is of high-quality – all children will benefit from this, whether disadvantaged or not.
- Being part of the National Tutoring Programme for our pupils who have been most affected by the pandemic, including non-disadvantaged pupils
- Ensuring assessments are effective in identifying gaps, so interventions can be put into place swiftly. These will be carefully monitored to ensure children are making progress.
- Having high expectations for all our pupils and creating a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- Offering a broad and ambitious curriculum and wider school experiences, to engage and motivate pupils.

This will enable:

- The disadvantaged attainment gap to be narrowed/closed. Other children's attainment and progress will be sustained and improved.
- Gaps in learning to be closed due to targeted interventions
- All staff to have high aspirations of all the pupils
- All pupils to have opportunities to develop their potential and participate in all aspects of school life

We use a tiered approach to pupil premium funding, balancing approaches to improving teaching, targeted academic support and wider strategies.

[Putting Evidence to Work - A School's Guide to Implementation](#)

This strategy is aligned to our SDP and existing practices to ensure a sustained impact.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, screening and observations show that there are significantly low levels of speech, language and communication skills across the school, with both disadvantaged and non-disadvantaged pupils
2	Observations and assessments in EYFS and KS1 show that some pupils, including disadvantaged pupils have low phonic knowledge, negatively impacting their ability to develop swiftly as readers
3	Discussions, assessments and observations indicate that in some year groups, there is a gap between disadvantaged and non disadvantaged pupils.
4	Social and emotional issues resulting in low confidence and self-esteem which affects behaviour for learning and a family's ability to support learning.

5	Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities
6	Some levels of attendance are low, impacting negatively on pupils' learning

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 progress in reading, writing and maths to close gaps between disadvantaged and others, while sustaining and improving attainment and progress of non-disadvantaged.	All children have baseline assessment, so gaps in learning can be identified and progress assessed Intervention groups established and class teaching planned to close these gaps. Using Summer 2021 data as a baseline, there will be a significant improvement in % of pupils meeting expected standard by Summer 2024
Accelerated progress in phonics across KS1 and KS2 KS2 children who did not previously pass the test, will pass	Baseline assessments carried out in September for all pupils from Reception to Y2. Assessments carried out each half term to measure progress Any KS2 child who didn't pass the check also baselined. Interventions put in place for those needing it All new starters are assessed in phonics There will be a significant increase in the % of pupils passing the phonics check at the end of Y1 by Summer 2024
That children will develop their speech, language and communication skills	Screening of children in Nursery and Reception S&L interventions established across EYFS and KS1 There will be significantly improved speech, language and communication skills across the school by Summer 2024
Whole school attendance will improve for both disadvantaged and non-disadvantaged pupils	Attendance officer and Family Practitioner to work closely with families RHE sessions used to promote good attendance with pupils, focussing on well-being. There will be an increased percentage of attendance in line with national by Summer 2024
Pupils' mental health and wellbeing will be a priority across the school.	Teachers trained to identify children with mental health issues All children will receive high quality RHE/RSHE sessions MESH team will work with identified pupils Pupil surveys and pupil voice, as well as staff observations, will show that there are improved and sustained high levels of wellbeing.
Parents will be more positively engaged with their child's learning	Weekly Head Teacher's Newsletter shared with parents Termly Reading Newsletter will be distributed

	<p>Several Parent Workshops every half term Engagement with Google Classroom Communication from school each term, explaining what the children will be learning Parental surveys and communication with school will demonstrate increased engagement.</p>
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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)

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching.

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS continuing with Nuffield Early Language Interventions (NELI) in Reception</i>	<p><u>EEF toolkit: Communication & Language Approaches</u> <i>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</i></p> <p>EEF</p>	1,2,3,6
<i>Whole School Phonics Training (ELS) and purchase of high quality phonic books. £1400</i>	<p><u>EEF Toolkit: Phonics</u> <i>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p>Phonics EEF</p>	2,3,
<i>Regular whole staff CPD opportunities to enhance and sustain understanding of school improvement strands, including: National College CPD- £1,300 Staffing Academic CPD - £1,500 Leadership CPD – £1000 White Rose Maths CPD - £500</i>	<p><u>Teacher Development Trust</u> <i>Research shows that effective CPD helps children succeed and teachers thrive.</i> Why is CPD so important?</p> <p><u>EEF - Effective Professional Development</u> <i>Ensuring that teachers are provided with high quality PD is crucial in improving pupil outcomes</i> Effective Professional Development</p>	1,2,3,4

<p>Ensure all teaching staff can identify pupils in need of interventions. Sonar Tracker System- £1,500</p>	<p><u>EEF - Diagnostic Assessment</u> <i>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups</i> DIAGNOSTIC ASSESSMENT</p>	<p>1,2,3,5,6</p>
<p>Ensure all teaching staff can identify pupils in with Social, Emotional and Mental Health issues</p>	<p><u>EEF: Improving Social and Emotional; Learning in Primary Schools</u> Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</p>	<p>3,4,5,6</p>
<p>Ensure all teaching staff receive CPD to improve teaching of writing. Writing CPD- £1,500</p>	<p><u>Teacher Development Trust</u> <i>Research shows that effective CPD helps children succeed and teachers thrive.</i> Why is CPD so important?</p> <p><u>EEF - Effective Professional Development</u> <i>Ensuring that teachers are provided with high quality PD is crucial in improving pupil outcomes</i> Professional Development Guidance Report</p>	<p>1,2, 3, 4</p>
<p>Purchase of standardised diagnostic assessments NFER Tests- £3,500</p>	<p><u>EEF- Diagnostic Assessment</u> <i>Standardised tests provide a reliable measure for strengths and weaknesses and gaps in learning. Enable accurate interventions to be established</i> DIAGNOSTIC ASSESSMENT Assessment & Feedback Guidance</p>	<p>1,2,3</p>
<p>Focus on staff workload and wellbeing. Eg: PPA at home for all teachers</p>	<p><u>DfE School workload reduction toolkit</u> School workload reduction toolkit <u>Anna Freud Centre</u> Ten steps towards school staff wellbeing</p>	<p>1-6</p>
<p>Ensuring a broad and ambitious curriculum, with a language rich focus KAPOW Cost: £1,562</p>	<p><u>EEF Toolkit: Early Literacy Approaches</u> <i>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes</i> Early literacy approaches - EEF</p> <p><u>EEF Toolkit: Communication and Language Approaches</u> <i>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills</i> EEF</p>	<p>1, 2, 3,4, 5</p>

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

Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.

These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.

Learning in one to one and small groups is carefully linked with classroom teaching.

For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.

Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Baseline Assessments to identify gaps in learning</i>	<u>EEF- Diagnostic Assessment</u> <i>Standardised tests provide a reliable measure for strengths and weaknesses and gaps in learning. Enable accurate interventions to be established</i> DIAGNOSTIC ASSESSMENT Assessment and Feedback Guidance	1, 2, 3
<i>Same day in class interventions (TAs) - £20,000</i>	<u>EEF Toolkit - Teaching Assistant Interventions</u> <i>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</i> Teaching Assistant Interventions EEF	1,2,3,4,
<i>Teacher led targeted interventions in Y2 and Y6- £65,000</i>	<u>EEF Toolkit - Small Group Tuition</u> <i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i> Small group tuition EEF	1,2,3,4
<i>S&L – Therapies External Agencies working across the school from Nursery to Year 6 - £30,000</i>	<i>Early Years and Whole School</i> <u>EEF - Early Language Development Research</u> <i>Evidence shows that 'at all levels of communicative development in the preschool years (0–5), the right environmental support has the potential to make a real difference to children's language learning, and, consequently, to their later academic success. However, ensuring that all children benefit from rich environmental support requires a coherent approach'</i> Early language EEF <i>Oral Language interventions can have a positive impact on pupils' language skills. Approaches that</i>	1

	<i>focus on speaking, listening and a combination of the two, show positive impacts on attainment. Oral language interventions EEF</i>	
<i>Specific intervention programmes led by teaching assistants</i>	<i>EEF Toolkit - Small Group Tuition Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small group tuition EEF</i>	1,2,3,4
<i>Parent curriculum workshops</i>	<i>EEF- Parental Engagement Guidance Report It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF</i>	4,5,6,7
<i>Engaging with NTP:</i> <ul style="list-style-type: none"> • School Led Tutor 25% - £ <i>Provide tuition to those whose education has been most impacted by the pandemic, A significant proportion of pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i>	<i>EEF- Toolkit Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one-to-one and small groups One to one tuition EEF Small group tuition EEF</i>	1,2,3,4
<i>ELSA - Emotional Literacy support given to identified pupils</i> <i>ELSA Training & Provision - £5,000</i>	<i>EEF - Toolkit: Communication and Language Interventions Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills EEF EEF - Toolkit: Social and Emotional Learning Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF</i>	5,6,7
<i>SPLD Interventions</i> <i>Children identified with specific learning difficulties 1:1</i> <i>Provision - £11,000</i>	<i>EEF Toolkit 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. - Specific Learning Difficulties</i>	1,2,3,4

<p>Educational Psychologist - £7,400</p>	<p><u>EEF – SEN in mainstream school</u> <i>It is important to acknowledge that there is so much to know about SEND that it is unreasonable to expect teachers to become experts in every aspect of such a broad and varied field. The focus, instead, should be on learning the skills required to understand pupils and their learning needs, gaining the confidence to make decisions based on observations and experience, and knowing when to seek specialist support</i> SEN in mainstream school</p>	<p>1, 3, 5, 6</p>
<p>Additional phonic sessions to catch up R-Y2. In addition, extra adult in Y1 to run interventions TA support 1.5 hrs per day, 5 days per week - £6,500</p>	<p><u>EEF Toolkit: Phonics</u> <i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</i> Phonics EEF</p>	<p>2,3,4</p>
<p>New EAL starters receive 1:1 sessions to assist transition into school Teacher support 0.5 days per week – £5,500</p>	<p><u>EEF- Toolkit</u> One to one tuition EEF</p>	<p>5</p>
<p>Mentoring sessions for specific children focused on self-awareness, self-management, problem solving and social skills S&E TA Provision 1 day per week - £7,000</p>	<p><u>EEF - Toolkit: Social & Emotional Learning</u> <i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i> Social and emotional learning EEF</p>	<p>5,6, 7</p>
<p>Speech and Language Targeted Work Teaching assistants Early Years and Whole School</p>	<p><u>EEF - Early Language Development Research</u> <i>Evidence shows that 'at all levels of communicative development in the preschool years (0–5), the right environmental support has the potential to make a real difference to children's language learning, and, consequently, to their later academic success. However, ensuring that all children benefit from rich environmental support requires a coherent approach'</i> Early language EEF <i>Oral Language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two, show positive impacts on attainment.</i> Oral language interventions EEF</p>	<p>1, 2, 3</p>

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

Social and emotional skills are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. (EEF)

At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RRSA - Rights Respecting Ethos embedded across the school</p>	<p><u>RRSA School award</u> <i>Children, at Wormholt Park, know they have their rights from birth, they are for life, cannot be taken away and are all equally important.</i> <i>Underpinned by a common rights respecting language, our children learn about their rights by putting them into practice in school every day, whilst knowing that these rights apply in the wider world.</i> <i>Our learning climate empowers children to always try their best, support each other and learn to their fullest potential, in a positive and calm school.</i></p> <p>The Rights Respecting Schools Award UNICEF UK</p>	<p>1 - 7</p>
<p>Art Therapy Identified pupils receive Art therapy for a set number of weeks Art Therapy Provision - £35,000</p>	<p><u>EEF: Improving Social and Emotional Learning in Primary Schools</u> <i>Social and Emotional Learning is the process through which children understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</i></p> <p>Improving Social and Emotional Learning in Primary Schools</p>	<p>5, 6, 7</p>
<p>MESH Team Gardening Fish Project Art Mentoring Creative Therapy Activities Teacher 1 day per week - £15,000 Working with identified children to develop social and emotional skills Transition to Secondary School</p>	<p><u>EEF: Improving Social and Emotional Learning in Primary Schools</u> <i>Social and Emotional Learning is the process through which children understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</i></p> <p>Improving Social and Emotional Learning in Primary Schools</p>	<p>5, 6, 7</p>

<p>– Yr 6 Teachers 2 x 2 days - £2,000</p>		
<p>Attention Autism Small group work with identified pupils CPD - £300</p>	<p><u>EEF – SEN in mainstream school</u> <i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</i></p> <p>SEN in mainstream school</p>	<p>1, 5</p>
<p>Working with parents and external agencies to improve attendance Attendance Officer - £33,000</p>	<p><u>DfE: Improving School Attendance</u> <i>Schools need to offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families</i></p> <p>Improving school attendance: support for schools and local authorities</p>	<p>7</p>
<p>Working with vulnerable families to support attendance and pastoral care Family Practitioner Provision - £12,000</p>	<p><u>EEF - Parental Engagement Guidance Report</u> <i>Communicate with parents to support attendance and pastoral care</i></p> <p>Parental engagement EEF</p>	<p>4, 5, 6, 8</p>
<p>Breakfast club ensures every child who needs it eats a healthy breakfast</p>	<p><u>EEF - Magic Breakfast</u> <i>The aim of the project was to improve attainment outcomes by increasing the number of children who ate a healthy breakfast.</i></p> <p>Magic Breakfast EEF</p>	<p>4, 6, 7</p>
<p>ELSA - Emotional Literacy support given to identified pupils</p>	<p><u>EEF - Toolkit: Communication and Language Interventions</u> <i>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills</i></p> <p>EEF</p> <p><u>EEF - Toolkit: Social and Emotional Learning</u> <i>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</i></p> <p>Social and emotional learning EEF</p>	<p>5, 6, 7</p>
<p>RSHE sessions - weekly sessions delivered</p>	<p><u>EEF - Toolkit: Social and Emotional Learning</u> <i>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</i></p> <p>Social and emotional learning EEF</p>	<p>5,6,7</p>

Staff Wellbeing	<p>DfE School workload reduction toolkit School workload reduction toolkit Anna Freud Centre Ten steps towards school staff wellbeing</p>	1-7
Trips and Workshops costs - £3,000	<p>EEF Toolkit: Life Skills and Enrichment <i>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</i> Life skills and enrichment EEF</p>	6
Music tuition costs - £4,000	<p>EEF – Toolkit <i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education</i> Arts Participation</p>	4, 5, 6
<p>Skills Builder Programme - Our school is part of an exciting programme called Skills Builder. The mission is to “equip young people with the skills, experiences and aspirations they need to succeed in life”. Cost £1,500</p>	<p>EEF Toolkit: Evidence on life skills and enrichment from <i>By ‘Character’, we mean a set of attitudes, skills and behaviours that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.</i> Life skills and enrichment EEF</p>	1-5
<p>Wellbeing for Families Other support given to our families during and post lockdown</p>	<p>Felix Project Second-hand uniform Second-hand book Sales Outdoor Library Parent Workshops Emergency donations Referrals to foodbank Referrals to Summer holiday schemes Learning Packs distributed Toiletries Packages Family Practitioner School Nurse SENCO Coffee Mornings Weekly Newsletters Transition to Secondary School for Vulnerable pupils</p>	6

Total budgeted cost: £

Part B: Review of outcomes in 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

2021-2022 Targeted Academic Support

Priority 1

To minimise the impact of school closure/COVID 19 pandemic on pupil's progress and attainment in all subject areas. Ensure all disadvantaged pupils receive catch up intervention teaching to close gaps in learning as a result of school closure.

EYFS

- Staff are reading more regularly with the children (1:1 reading)
- There are increased speech and language sessions.
- Extra phonic sessions in class and with Phonics Lead Practitioner.
- Writing Intervention groups set up.

KS1

- Daily Story Time is timetables and firmly embed with the curriculum
- All children receive daily differentiated phonics lessons and targeted children receive additional phonic lessons with our Phonics lead practitioner
- Phonics is rigorously assessed every half term
- Daily guided reading lessons are taught
- Additional targeted children read with a member of staff every day
- Targeted reading interventions are held each week for identified children – e.g. comprehension, fluency
- Reading awards are now given to children, ensuring reading is celebrated
- The charity Children Book Project has donated books to the school, meaning all children have been given free books to take home,
- Writing interventions held for targeted children in fine motor skills, handwriting, sentence structure including punctuation and use of conjunctions, writing for meaning (reading own writing and editing)
- Writing is formally assessed and specific feedback and next steps are identified
- Classes are using Mrs Wordsmith to improve vocabulary
- Formal assessments are carried out each term, clear progress tracking systems are embedded.
- White Rose Maths Scheme includes lots of opportunity for recapping previous years knowledge
- Identified children are receiving targeted interventions in all areas of the curriculum.
- Weekly timetable challenges are held for children in Year 2
- Targeted children receive speech and language interventions to support sentence structure, comprehension and social interactions. These are set up and supported by a Speech and Language therapist and run weekly by the class LSA
- Topic vocabulary is displayed and pre-taught to targeted children
- Targeted children in Year 2 attend Lego Therapy to further support Speech and language as well as social skills.

KS2

- Opportunities for children to read during soft start - raising the profile of reading/reading for pleasure
- Soft-start also allows children the opportunity to have a calm purposeful start to their day, enabling them to access the curriculum and make progress in their learning
- 1:1 reading interventions take place daily with teachers and support staff

- Targeted (small group) reading, writing and maths interventions during soft start and in the afternoon
- Formal tests (NFER/ SATs etc.) are administered to identify underachieving groups and to inform the planning of intervention groups.
- Year 6 use practice SATs data to inform maths and reading planning and organise interventions for pupils who need catching up or gaps in knowledge closing.
- Boosters and masterclasses are carried out during soft start in Year 6 – sometimes carried out by children who have in depth knowledge of the focus area for that masterclass, or sometimes by a member of support staff.
- Interventions are organised by teachers for pupils identified when carrying out AFL in the lesson.
- EAL Lead organises interventions for EAL pupils, this ensures that they can access the curriculum and make progress in their learning, and in their acquisition of English language.
- SpLD Lead carries out 1-to-1 interventions with pupils with SpLD to support maths, writing and reading.
- Any concerns about pupil achievement or progress due to school closure/COVID 19 are passed on to SENCO. Class teachers continue to work closely with SENCO and Designated Safeguarding Lead to support children’s emotional well-being.
- Data has demonstrated that the percentage of children reaching expected levels is increasing. The KS2 results in 2023 were exceptional.

Priority 2

English Focus – to improve writing across the school

- CPD for all teaching staff to ensure there is a clear understanding
- English Lead to create new writing Scheme of Work
- Consistent approach created to delivery of writing lessons – shared and guided writing
- System of assessment of writing developed to identify gaps and monitor pupil progress.
- Progress closely monitored each half term.
- The teaching of writing will be of high quality and consistent across the school.
- Progress in writing will be accelerated
- Percentage of pupils attaining expected at KS2 Sats increased by 10%

Wider Strategies

Priority 1

To further embed ‘Rights Respecting’ ethos across the school and gain gold Equalities Award.

- RRSA continues to be at the heart of Wormholt Park’s ethos, weekly Rights Respecting assemblies continue, enabling a whole school celebration of Rights Respecting behaviour and attitudes.
- Children value celebrating the achievement of their peers as a collective and this continues to be the case.
- The Rights Respecting Lead has regular meetings with the Rights Respecting Ambassadors.
- Equalities Lead reviewed all evidence that has been gathered for the Wormholt Park Primary equalities audit. The school was awarded Gold Level.

Priority 2

To minimise the impact of school closure/COVID pandemic on children's Social, Emotional and Mental Health, staff to identify children with SEMH needs. Develop a MESH team (ELSA, Art Therapy, Art Mentoring, Gardening, Music tuition) Increase the emphasis on and time dedicated to PSHE and PSED in the curriculum.

Staff received further CPD to ensure confidence in identifying children with SEMH needs and strategies to support them.

New Behaviour Policy introduced based on PACE.

MESH team was established and has further developed over the year. Identified pupils have received therapies, mentoring and tuition.

Through observations and discussions, the impact of the MESH team has proved to have had a positive impact on pupils' social, emotional and mental health. However, there are still a considerable number of pupils who will need to access this support over the next academic year and beyond.

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
Wider Curriculum Scheme Kapow Primary	Kapow Primary https://www.kapowprimary.com
Maths Scheme	White Rose Maths https://whiterosemaths.com/
ELSA	ELSA Network https://www.elsa-support.co.uk/
Skills Builder	Skills Builder Partnership https://www.skillsbuilder.org/
ELS	Essential Letters & Sounds https://www.essentiallettersandsounds.org
CPD for Schools	National College CPD https://nationalcollege.com