

Pupil Premium Strategy Statement

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 funding had within our school.

School overview

| Detail | Data |
|---|-------------------------------|
| School name | Russell Scott Primary |
| Number of pupils in school | 446 |
| Proportion (%) of pupil premium eligible pupils | 38.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/25 2025/26 2026/27 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Steve Marsland |
| Pupil premium lead | Rachel Matthews |
| Governor / Trustee lead | Ann Chesters |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £230,750 |
| Recovery premium funding allocation this academic year | £5769 |
| 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 | £236,519 |

Part A: Pupil premium strategy plan

Statement of intent

At Russell Scott, we believe that if we 'Reach High' we will 'Go Far' and this school motto and core principle encompasses everything that we do:

- We intend for all learners to have high expectations of what they can achieve.
- We intend for all teachers to have high expectations of all learners.
- We intend for all learners to reach their full potential – no matter what their background is or what their starting points were. This means that they will make good progress and secure high levels of attainment in all subjects.

Our strategy is based on the principles that 'Everyone Can Shine' and that 'Together we Make a Difference'. We believe that disadvantaged pupils who start behind or fall behind should not be left behind and so we work together to help all pupils to catch up and keep up. For those disadvantaged pupils who are already ahead, we intend for them to stay ahead and so work together to help them to overcome the challenges that they may be facing.

Although we acknowledge that disadvantaged pupils often have barriers to their learning, we do not use these barriers as excuses for under achievement. Instead, we identify the barriers and then decide how to intervene in order to reduce the identified barrier to learning. We use the available research evidence and published guidance to select strategies/interventions to implement in order to make best use of the Pupil Premium funding and have the biggest impact on pupil progress.

1. It is our belief that we can have the biggest impact on pupil progress by teaching the pupils effectively in the classroom and so the main element of our strategy is to establish and maintain quality first teaching for all pupils. The CPD and school initiatives that we plan are always based on evidence, they are set as targets on teacher appraisal and are also objectives on the School Development Plan. As a result, our approach to diminishing the difference in attainment between our disadvantaged pupils and national non-disadvantaged pupil data is an integral part of the school's work and not just an additional add-on. Not only that, but, as the main element is quality first teaching, all pupils (not just disadvantaged pupils) benefit.
2. For those pupils who require additional intervention for a specific/identified/diagnosed learning need, we have a carefully selected, evidence-based bank of interventions that we use to help the identified pupils to catch up (once their difficulty has been diagnosed/identified). Most of these interventions are delivered by TAs who have been trained for the specific intervention. This element of our strategy is targeted based on pupil need and if

a pupil who is not disadvantaged has an identified learning need then they also receive the same quality intervention. Our belief here is that whatever intervention the pupil is taken out of class for must be at least of an equal quality to what they are missing in the classroom. For certain interventions, the teacher delivers the intervention whilst the TA covers the main class. All interventions are tracked and monitored so that pupils progress can be evaluated.

3. The third element of our strategy acknowledges that some of the barriers to learning are not academic ones – but can be the cause of the additional learning needs. This element aims to address barriers such as attendance, behaviour, economic hardship, wellbeing etc that, if tackled, can help pupils to meet their full academic potential. Again, these interventions are based on targeted need and will be used to help non-disadvantaged pupils as well as the need arises.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Pupils from disadvantaged backgrounds enter school (in EYFS) less 'school ready' than some of their non-disadvantaged peers. More pupils are entering school needing high levels of support when socialising with peers, sharing, listening, conforming to teacher direction etc When they leave reception, fewer pupils from disadvantaged background attain a good level of development. |
| 2 | Our disadvantaged pupils' attainment in reading is lower than our non-disadvantaged pupils across school. Reading skills are essential for success in all areas of the curriculum. Below expected reading attainment is a barrier to learning as pupils cannot then access their learning in other subjects. |
| 3 | Our disadvantaged pupils' attainment in writing is lower than our non-disadvantaged pupils across school. This then prevents pupils from being able to communicate their learning/understanding across the curriculum. Not enough of our more able disadvantaged pupils attain above the national expectations and so this is also part of our writing focus. |
| 4 | Our disadvantaged pupils' attainment in maths is lower than our non-disadvantaged pupils across school. If pupils do not attain a basic |

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| | understanding of mathematics, they are not able to access the next stage of their maths education (ie GCSE). |
| 5 | Generally, attendance levels for all groups have fallen since the COVID pandemic. Attendance and punctuality present as more of a barrier to learning for pupils who are entitled to pupil premium funding than to those who are not. If pupils are not in school then they cannot learn; if they have odd days off in the middle of sequences of work, they cannot perform to their best as learning becomes fragmented for them and progress is difficult to achieve if learning is fragmented. |
| 7 | Mental health and wellbeing has been a barrier to learning for a significant number of our disadvantaged pupils. This number has increased significantly since Covid 19 has disrupted pupils' education and life. Our tracking and record keeping on CPOMS shows pupils have suffered from significant mental health issues relating to anxiety, lack of resilience, school refusal etc and this has become a real barrier to their learning. We now have several pupils in each cohort who display deregulated behaviour during the school day. This prevents them for learning. |
| 8 | Monitoring of pupils' progress via book scrutiny, pupil voice, lesson observations and meetings with teachers has revealed that pupils who are underachieving (both disadvantaged and non- disadvantaged) are over reliant on the teacher/instruction/direction. As soon as they are required to work more independently, they struggle (this has been seen in writing, reasoning in maths, when tackling reading comprehension independently from the teacher etc). This lack of confidence and/or resilience is a school wide issue as many pupils are unable to apply what they have been taught unless it is heavily scaffolded by the teacher. |
| 9 | Approximately 33.1% of our disadvantaged pupils have special educational needs. These needs become a barrier to their learning if not properly diagnosed, understood and considered when planning, delivering and supporting teaching and 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 |
|---|---|
| To narrow the gap between the % of our disadvantaged pupils who achieve a Good Level of Development and those who are not disadvantaged nationally. This will help them on the transition into Year 1 and | By July 2027 more than 50% of our disadvantaged pupils will achieve a Good Level of Development at the end of EYFS. |

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| <p>ready them for the next stage of their education.</p> <p>In 2024 72% of national non-disadvantaged pupils achieved a Good Level of Development compared to 67% of our non-disadvantaged pupils and 27% of our disadvantaged pupils.</p> <p>Target set Dec 2024</p> | |
| <p>To improve the reading outcomes of our disadvantaged pupils so that a higher % leave Year 6 at the expected standard (or higher) ready for the next stage of their education.</p> <p>Target set Dec 2024</p> | <p>By 2027, our data will show that we have maintained the levels of attainment that we achieved in 2024 where 80% of our disadvantaged pupils reached the expected standard in reading at the end of Year 6 which matched the attainment on national non-disadvantaged pupils.</p> <p>The percentage of disadvantaged pupils reaching the higher standard will be 20% or higher.</p> |
| <p>To improve the writing outcomes of our disadvantaged pupils so that a higher % leave Year 6 at the expected standard (or higher) ready for the next stage of their education.</p> <p>Target set Dec 2024</p> | <p>By 2027, our data will show that we have improved on the levels of attainment that we achieved in 2024 where 68% of our disadvantaged pupils reached the expected standard in writing at the end of Year 6 (10%points behind national non-disadvantaged). The gap will be less than 10%.</p> <p>The percentage of disadvantaged pupils reaching the higher standard will be 10% or higher.</p> |
| <p>To improve the maths outcomes of our disadvantaged pupils so that a higher % leave Year 6 at the expected standard (or higher) ready for the next stage of their education</p> <p>Target set Dec 2024</p> | <p>By 2027, our data will show that we have maintained or improved on the levels of attainment that we achieved in 2024 where 72% of our disadvantaged pupils reached the expected standard in maths at the end of Year 6 (7%points behind national non-disadvantaged). The gap will be less than 10%.</p> <p>The percentage of disadvantaged pupils reaching the higher standard will be 20% or higher.</p> |
| <p>Pupils – including disadvantaged pupils will be more equipped to work independently and produce work to the</p> | <p>By 2027, pupils will be less reliant on the class teacher.</p> |

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| <p>standard that they are capable of. There learning behaviours will be appropriate for their stage of learning</p> <p>Target set Dec 2024</p> | <p>They will be able to verbalise various strategies that they can draw up to:</p> <p>They will be more aware of themselves as learners</p> <p>They will understand their work and make connections</p> <p>They will be able to select strategies to use</p> <p>They will regulate their own activity/performance</p> <p>They will reflect on how they have performed.</p> |
| <p>To achieve and sustain improved attendance for disadvantaged pupils, particularly our disadvantaged pupils who are persistently absent from school.</p> <p>Target set Dec 2024</p> | <p>By 2027, the overall attendance figure will be back in line with national average (pre Covid ie 96%) 2023/24 data was 93.6 (compared to National 94.5)</p> <p>By 2027, less than 15% of disadvantaged pupils will meet the threshold for persistent absence (2023/24 data was 25.4%)</p> <p>National data in 2023/24 was 13.8 for non-disadvantaged pupils (all schools)</p> <p>Non-disadvantaged persistent absence data will have decreased from 15.5% and will be in line or better than national data.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Target set Dec 2024</p> | <p>Staff will be more equipped to support pupils who display dysregulated behaviour during lessons</p> <p>Pupils will draw on a bank of strategies that they have been taught to support them in regulating their emotions</p> <p>CPOMS tracking will show fewer incidents of wellbeing/mental health issues becoming a barrier to learning.</p> <p>The number of incidents recorded in this category on CPOMS will reduce</p> |

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| | Parents will be more equipped to support their children to regulate their emotions |
| Pupils with special educational needs (both disadvantaged and non-disadvantaged) will be supported and taught effectively. Target set Dec 2024 | By 2024, pupils with special educational needs will reach the targets that are set for them. They will feel a sense of success and make expected progress. -- |

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: £85,769

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>The EYFS team will network with other EYFS providers. They will visit other settings and implement a range of teaching strategies/ programmes that have an evidence base.</p> <p>Review and audit use of continuous provision areas</p> <p>Focus on high quality interactions with children – embed the ShREC approach (EEF)</p> <p>Review lunchtime provision</p> <p>Review rewards and behavior management systems in order to ensure consistency</p> <p>Competency Framework enables staff in EYFS to</p> | <p>The EEF EYFS toolkit will be used to guide the development of the curriculum offer in EYFS</p> <p>All reviews in this initial year will be carried out in reference the EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p> | 1 |

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| <p>carry out a self-evaluation of their skills, knowledge, abilities, and characteristics against competencies relating to EYFS practice. Training and development needs will then be identified.</p> | | |
| <p>We embed the structured training program for metacognitive strategies. The trainer will work alongside a group of our staff before delivering training to the whole staff. All teachers will embed the strategies learnt into their everyday teaching and learning.</p> <p>This is the third year of this project – we will focus on Habits of Mind this academic year</p> <p>Think Alouds</p> <p>Learning from mistakes</p> <p>Stretch Zone etc</p> | <p>Metacognition is at the top of the EEF toolkit (at the time of writing this document). Teachers will be trained in the teaching of these strategies. Evidence suggests that they can have positive impact on pupil progress by up to 7 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> | <p>7, 8 2, 3, 4</p> |
| <p>We will review our current school policies/methodologies for teaching writing and then implement recommendations from the guidance reports to improve outcomes for pupils:</p> <p>We will continue to embed and monitor the new writing process – craft moves, a focus on audience etc</p> | <p>The recommendations represent ‘lever points’ where there is useful evidence about language and literacy teaching that schools can use to make a significant difference to pupils’ learning.</p> <p>Recommendation 4 and 5 of the EEF Improving literacy outcomes at KS2:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=key%20satge</p> <p>Recommendation 5 and 6 of the EEF Improving literacy outcomes at KS1:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> | <p>3</p> |

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| | <p>Recommendation 3 of the EEF 'Preparing for Literacy' report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> | |
| <p>We will continue to embed the new PHSE scheme to ensure that all year groups are taught about mental health and SEL skills in a progressive way.</p> <p>We will continue to embed our work on Zones of Regulation, whole school mental health days and weeks etc</p> | <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> | 7,8 |
| <p>Subject coordinators will develop clear progression documents for teachers so that teachers are able to deliver lessons that are progressive and add to pupils' existing schema</p> | <p>EEF evidence explaining the importance of schema:</p> <p>https://educationendowmentfoundation.org.uk/news/eeef-blog-working-with-schemas-and-why-it-matters-to-teachers</p> | 1,2,3,4, |
| <p>We will embed the 5 a Day principles of teaching children with SEND in a mainstream classroom</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | 9 |
| | | 1,2,3,4,7,8,9 |

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

Budgeted cost: £100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>We will use Wellcomm to assess pupils in EYFS in order to diagnose speech and language gaps.</p> <p>We will trial the use of the Wellcomm primary toolkit</p> <p>We will use digital assessments eg IXL and Lexia to identify learning gaps</p> | <p>The EEF guidance report stipulates that it is crucial to make sure that interventions are planned accurately to address the learning needs of the pupils:</p> <p>'The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.'</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</p> | 1,2,3,4, 9 |
| <p>We will select the appropriate reading intervention for each child based on the diagnostic screening information:</p> <p>Lexia BRP 1:1 reading FFT Echo Reading Inference Training Nessy</p> | <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | 2 |
| <p>We will re-timetable TAs in EYFS to</p> | <p>Evidence states that children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of</p> | 2,3,4 |

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| <p>run NELI interventions for identified pupils.</p> <p>We will continue to employ a speech therapist 1 day per week to intervene with targeted pupils in EYFS</p> <p>EYFS will also implement to following: Helicopter Stories Launchpad for Literacy Language Link (reception) and Little Link (nursery).</p> | <p>additional progress in language skills compared to children receiving standard provision.</p> <p>We are using the 20 week version:</p> <p>https://www.teachneli.org/what-is-neli/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> | |
| <p>The SENDCO will continue to liaise with external agencies and parents so that we can address the specific needs of pupils who have special educational needs. This will involve purchasing external expertise, additional support/resources/staff training etc : Pupil support services Behaviour Support consultant Team Teach</p> | <p>Principles of the EEF Special Educational Needs in Mainstream guidance report will be used to maintain an effective approach:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=special</p> <p>Add additional source of evidence and guidance will be the guidance report on how best to use TAs:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=special</p> | <p>8</p> |

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| <p>Educational psychologist time</p> <p>We will employ TAs to support children with specific emotional needs</p> | | |
| <p>Looked After Children will be closely monitored by the DHT. Individual interventions will be planned and delivered based on need. 1:1 tuition will be part of this provision.</p> | <p>The guidance report states that on average, one to one tuition is very effective at improving pupil outcomes and can make an additional 5 months progress over a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | <p>1,2,3,4, 6</p> |
| <p>We will use TAs/teachers in a flexible way to offer maths catch-up sessions-post lesson (after the problem has been identified but cannot be solved within the lesson) – extra support will be given (often in the afternoon of the same day as the lesson) for pupils to help them catch up so that they are ready for the next lesson.</p> | <p>Evidence suggests that effective feedback can have an impact of an additional 6 months progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind.</p> <p>This mastery approach will be worked on across school.</p> | <p>1,2,3,4</p> |

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

Budgeted cost: £50,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| We will employ a fulltime learning mentor who will follow the recommended actions in the attached government report to improve rates of attendance | <p>We will use the EEF reflection Tool: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>DFE working together to improve attendance. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> | 5 |
| We will set up a free whole school breakfast club to help tackle attendance and punctuality | https://teaching.blog.gov.uk/2024/12/13/start-your-school-day-right-the-benefits-of-breakfast-clubs/ | 5, 1,2,3,4, |
| <p>The learning mentor will provide additional pastoral support for individual pupils who have mental health / emotional needs</p> <p>We will employ more TAs to support in this role.</p> | <p>The EEF SEL evidence stated that schools should offer targeted support for pupils with particular social and emotional needs as well as whole class instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 6 |
| We will continue to fund the insurance for Y5 and Y6 disadvantaged pupils to allow them to take their school iPads home with them so that they have a learning device to use. | <p>EEF evidence suggests that Digital Technology has a positive impact on pupil progress if the recommendations listed are taken into account.</p> <p>Recommendation 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=digital</p> | 2,3,4,6 |
| We will purchase the hardware and management software to enable pupils to make use of the DFE | See above | 2,3,4,6 |

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| funded learning devices. | | |
| We will prioritise disadvantaged pupils' access to extra- curricular activities – we will track attendance at the clubs more closely | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. | |

Total budgeted cost: £236,519

The Pupil Premium budget is used to fund as much as possible of the strategies outlined in this document – the shortfall is made-up by the main school budget.

Scroll down for the Pupil Premium Review 2023/24

Part B: Review of outcomes in the previous academic year – 2023/24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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Intended outcome 1 Covid Gaps

The curriculum/teaching and learning will be adapted significantly in order to address the gaps in learning caused by Covid 19 lockdowns.

By 2024 the gaps will have been filled and pupils will be learning the planned curriculum for their year group (ie as planned pre Covid 19). As a result, the attainment data will return to pre Covid standards.

This is an ongoing work in progress. Teachers are adapting plans and using formative assessment to plan for 'catch-up' groups etc. The data is explained below.

Intended outcome 2 Reading

Disadvantaged pupil outcomes in reading will improve significantly in each cohort.

By 2024 our whole school reading data will show that our disadvantaged pupils' attainment is no more than 17% lower than national non disadvantaged reading data (ie roughly in line with or better than the national gap 2019).

Our reading data shows that the above plan has positively impacted on pupils' reading attainment:

Our Year 6 reading data shows that we have narrowed the gap by the end of Year 6:

| National Expected | | Russell Scott Expected | |
|--------------------------|-----|--------------------------|-----|
| All pupils | 74% | All pupils | 77% |
| Disadvantaged pupils | 62% | Disadvantaged pupils | 80% |
| Non disadvantaged pupils | 80% | Non disadvantaged pupils | 74% |
| National Higher | | Russell Scott Higher | |
| All pupils | 28% | All pupils | 23 |
| Disadvantaged pupils | | Disadvantaged pupils | 24% |
| Non disadvantaged pupils | | Non disadvantaged pupils | 23% |

This outcome was reached.

Intended outcome 3: Writing

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| Disadvantaged pupil outcomes in writing will improve significantly in each cohort. | By 2024, our whole school writing data will show that our disadvantaged pupils' attainment is no more than 18% lower than national <u>non disadvantaged</u> writing data (ie roughly in line with or better than the national gap 2019) |
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| National Expected | | Russell Scott Expected | |
|------------------------------|--|------------------------------|--|
| All pupils 72% | | All pupils 73% | |
| Disadvantaged pupils 58% | | Disadvantaged pupils 68% | |
| Non disadvantaged pupils 78% | | Non disadvantaged pupils 77% | |
| National Higher | | Russell Scott Higher | |
| All pupils 12% | | All pupils 10 | |
| Disadvantaged pupils | | Disadvantaged pupils 16% | |
| Non disadvantaged pupils | | Non disadvantaged pupils 6% | |

This outcome was met.

Intended outcome 4 Maths

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| Disadvantaged pupil outcomes in maths will improve significantly in each cohort. | By 2024, our whole school maths data will show that our disadvantaged pupils' attainment is no more than 17% lower than national non disadvantaged maths data (ie roughly in line with or better than the national gap 2019) |
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| National Expected | Russell Scott Expected |
|------------------------------|------------------------------|
| All pupils 73% | All pupils 75% |
| Disadvantaged pupils 59% | Disadvantaged pupils 72% |
| Non disadvantaged pupils 79% | Non disadvantaged pupils 77% |
| National Higher | Russell Scott Higher |
| All pupils 23% | All pupils 20 |
| Disadvantaged pupils | Disadvantaged pupils 20% |
| Non disadvantaged pupils | Non disadvantaged pupils 20% |

Intended outcome 5 Metacognition

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| <p>Pupils – including disadvantaged pupils will be more equipped to work independently and produce work to the standard that they are capable of.</p> | <p>By 2024, pupils will be less reliant on the class teacher:</p> <ul style="list-style-type: none"> They will be more aware of themselves as learners They will understand their work and make connections They will be able to select strategies to use They will regulate their own activity/performance They will reflect on how they have performed. |
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We have completed 3 years of an externally supported programme. We surveyed pupils before we began and will track the data throughout. Pupils are able to use Thinking Frames and we are following a structured plan to develop this work further. We have embedded the Growth Mindset approach across school (including teaching about the science of learning) and have started to implement training about how to embed teaching of the Habits of Mind. Initial data suggests that this has had a positive impact across school – especially so for writing.

Intended outcome 6 Attendance

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| <p>To achieve and sustain improved attendance for disadvantaged pupils, particularly our disadvantaged pupils who are persistently absent from school.</p> | <p>By 2024, the overall attendance figure will be back in line with national average (pre Covid ie 96%)</p> <p>By 2024, less than 10% of disadvantaged pupils will meet the threshold for persistent absence (ie in line with or better than national disadvantaged attendance figures for persistent absence 2019).</p> <p><u>Non disadvantaged</u> persistent absence data will have decreased by 10% or more.</p> |
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Our data shows that this is an area for further work.

Our overall persistent absence rate for Years 1 to 6 (inline with national reporting) was 19.2% (compared to national 20.7%).

Disadvantaged = 25.4% (overall absence was 7.7%) compared to 15.5% non disadvantaged (overall absence was 5.6). Therefore, this is still a focus of improvement.

Overall attendance for disadvantaged pupils was 92.3% compared to 94.4% for non-disadvantaged pupils. Both of these figures are below the target set by this document (ie 96%) but are an improvement on last year's figures.

We are working on strategies to improve attendance (based on DFE documents referenced in this strategy).

We know our families well and there is a narrative for each child that explains but not excuses the reasons for their absence. We are working with families to reduce the impact that these reasons have on their children's attendance.

Intended Outcome 7 Mental Health/Wellbeing

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| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>By 2024, we will have implemented and tracked diagnostic wellbeing screening that will show year on year improvements in disadvantaged pupils' attitudes towards school and self (PASS). This screening will have helped identify pupils' needs and we will have intervened successfully in order to improve the wellbeing of our disadvantaged pupils.</p> <p>CPOMS tracking will show fewer incidents of wellbeing/mental health issues becoming a barrier to learning.</p> <p>The number of incidents recorded in this category on CPOMS will return to pre Covid levels or fewer for all pupils</p> |
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We have purchased PASS and have started to use it to with groups of pupils. This will be embedded during the next academic year.

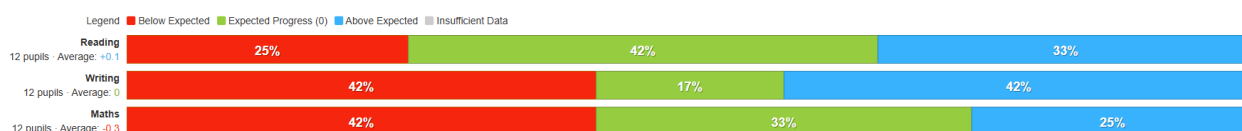
The results of OFSTED parent view

<https://parentview.ofsted.gov.uk/parent-view-results/survey/result/4465/14>

Intended Outcome 8 SEND

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|---|--|
| <p>Pupils with special educational needs (both disadvantaged and non-disadvantaged) will be supported and taught effectively.</p> | <p>By 2024, pupils with special educational needs will reach the targets that are set for them. They will feel a sense of success and make expected progress. --</p> |
|---|--|

When comparing SEND data for EYFS to the SATS data for the same cohort in Year 6 this is the progress data (this is a group of 12 pupils with varying areas of need):



Reading = 75% made expected progress or higher (ie if they were 'expected' in EYFS, they left year 6 'expected' or exceeding in that subject +0.1 (average = above average progress))

Writing = 59% made expected progress or higher (ie if they were 'expected' in EYFS, they left year 6 'expected' or exceeding in that subject 0 (average = expected progress)

Maths 58% made expected progress or higher (ie if they were 'expected' in EYFS, they left year 6 'expected' or exceeding in that subject) -0.3 (average = less than expected progress)

Externally provided programmes

| Programme | Provider |
|-------------------------|----------|
| Little Wandle Phonics | |
| Lexia Core 5 | |
| White Rose Maths | |
| Read Write Inc Spelling | |
| IXL Maths | |
| Spelling Frame | |
| Thinking Matters | |
| Wellcomm | |
| NELI | |

Further information (optional)

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