

# Brookland Junior School

## Pupil Premium strategy statement 2022 - 2023



This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2025 academic years funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Brookland Junior School
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	20% (72 pupils)
Academic year that our current pupil premium strategy plan covers	22/23 23/24 24/25
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Jenny Ayles (HT)
Pupil premium lead	Cara Christie
Governor / Trustee lead	Katie Atwood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,720
Recovery premium funding allocation this academic year	£ 11,233
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110,953

# Part A: Pupil premium strategy plan

## Statement of intent

At Brookland Junior School we strive for every child to be the best that they can be academically and personally. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress and challenge for those who are already high attainers.

Our school is situated in a socially advantageous area; the socio-economic gap between disadvantaged children and others is wide. Although the children from disadvantaged backgrounds are a smaller group, many of these children also have additional barriers to learning. Common barriers to learning for our disadvantaged children are additional SEN needs, English as a second language, confidence and wellbeing and academic support outside of school.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are from disadvantaged backgrounds or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our pedagogical approach is based around pupil voice, continuous assessment for learning and rigorous systems to ensure high expectations and motivation for all pupils.

Our approach is responsive to common challenges and individual needs, rooted in robust assessment systems, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported, included and challenged in lessons
- monitor the progress of pupil premium pupils and act early to intervene at the point a need is identified
- continue to embed our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- engage with parents to provide academic support and motivation for each child to achieve well.
- create opportunities for disadvantaged pupils to engage in extra-curricula activities to build confidence, social skills and a sense of community.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate <b>underdeveloped oral language skills</b> and vocabulary gaps among many disadvantaged pupils. These are evident across each year group and are more prevalent among our disadvantaged pupils than their peers.
2	Teacher assessments indicate that <b>reading, writing and maths attainment</b> among disadvantaged pupils is below that of non-disadvantaged pupils in our school. However, our disadvantaged pupils continue to achieve above national figures. Our in-depth analysis highlights the specific reading, writing and maths gaps within each cohort.
3	The <b>wellbeing</b> of many of our disadvantaged pupils has been impacted by the pandemic to a greater extent than for other pupils. These findings are supported by national studies.
4	Many of our disadvantaged children have <b>multiple barriers to learning</b> which can affect progress and achievement. In each year group, between 20-30% of our disadvantaged pupils also have identified SEN needs and between 70-90% speak English as an additional language.
5	Our assessments, surveys and discussions with pupils and families have identified a <b>lack of enrichment opportunities</b> and cultural capital experiences. These challenges particularly affect disadvantaged pupils and in turn, their attainment.
6	Our <b>attendance</b> data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Poor attendance affects attainment.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To improve writing outcomes for disadvantaged pupils.	KS2 writing outcomes in 2023 to show that our disadvantaged pupils have achieved above national in achieving the expected standard in writing.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2023 show that our disadvantaged pupils are above national figures for meeting the expected standard in reading, writing and maths, including those achieving greater depth.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our vulnerable and disadvantaged pupils.	Sustained high levels of wellbeing from 2022/2023 as demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• increasing pupil voice in wider school activities and enrichment opportunities</li> <li>• achieving the Gold Award for Healthy Schools London.</li> </ul>
To ensure good progress and achievement for all pupils with additional barriers such as SEN and EAL.	Pupils with additional barriers to learning will have all made very good progress from their different starting points as evidenced by Sonar (our data system). Reviews of support plans and pupil progress meeting discussions will identify clearly where barriers have been addressed to ensure good progress.
Improve access to extra curricula activities and opportunities to participate in the wider community.	Significantly more disadvantaged pupils will be engaged in extra-curricular activities. This will be measured through club attendance and pupil and parent feedback.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in 2022/2023 measured through attendance data, EWO involvement and improved punctuality.

## 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: £31,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding purposeful dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Teachers explicitly teach key subject specific vocabulary and provide opportunities to use this vocabulary across a range of contexts.</p> <p>Ongoing CPD for all staff on pupil engagement, with ‘all pupil response’ and increasing disadvantaged pupil’s participation in lessons. A continued focus on assessment for learning practices across all subjects.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Prioritising purposeful and timely feedback for learners as a whole school and explicit teaching of metacognition and self-regulation skills.</p> <ul style="list-style-type: none"> <li>Feedback strategies as a whole school include timely marking, conferencing with pupils who are challenged by a task/subject, peer feedback and rapid catch up interventions in all classes.</li> </ul> <p>The teaching of metacognition and self-regulation skills during lessons and reinforced through whole school practices, such as success criteria, identifying and defining subject-specific key skills, green pen reflective comments and modelling thinking and problem solving.</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</a></p>	2, 4

	<a href="#">toolkit/metacognition-and-self-regulation</a>	
<p>Continuing to embed best practice and whole school consistency with our approach to guided reading and the explicit teaching of inference skills.</p> <p>Utilising buddy classes and secondary school links to provide peer support to early readers to develop their fluency and confidence in reading.</p> <p>To promote reading for pleasure across the school, including initiatives to provide more books in the home for disadvantaged pupils. This includes vouchers for books, book trolleys for reading at break times and creating a book swap system.</p>	<p>The EEF has shown that explicitly teaching reading comprehension skills, using a range of texts, can add 6 months progress over the year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>The EEF provides evidence that peer tutoring, when used consistently and to reinforce key learning, is very beneficial to both the tutor and tutee.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p>The May 2012 DFE report on reading for pleasure identifies key findings and recommendations:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p>	2, 5
<p>To develop best practice in sentence formation across the curriculum through:</p> <ul style="list-style-type: none"> <li>- Embedding our 'Golden Sentence' model for creating genre specific sentences in Big Writing.</li> <li>- Introducing disciplinary writing for across the curriculum.</li> </ul>	<p>'Closing the Writing Gap' by Alex Quigley provides practical and researched guidance in how to build effective sentence</p> <p>The EEF evidences best practice in secondary disciplinary writing, which we have adapted to suit the primary phase:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	

<p>Enhancement of our maths teaching and curriculum planning to ensure we:</p> <ul style="list-style-type: none"> <li>• Continue to embed mastery maths in all classes</li> <li>• build upon prior knowledge and use assessment for learning to ensure progress.</li> <li>• use manipulatives/resources across the school to support pupils to become independent learners</li> <li>• explicitly teach how to solve problems</li> <li>• make clear the connections between maths concepts</li> </ul> <p>We will continue to prioritise daily rapid catch up sessions across the school for children who need to secure maths key skills from that day's learning.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611211/maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/~/media/EEF/Reports-and-guidance/Improving-Mathematics-in-Key-Stage-2-and-3/Improving-Mathematics-in-Key-Stage-2-and-3.pdf">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2</p>
<p>Wellbeing approaches to support social and emotional learning (SEL) will be embedded into routine pedagogical practices and supported by professional development and training for staff. Some of our whole school approaches are:</p> <ul style="list-style-type: none"> <li>• A flexible and responsive PSHE curriculum that meets the specific needs of each cohort and with social and emotional learning at its core.</li> <li>• ELSA (Emotional Literacy Support Assistants) lead support interventions and coach staff.</li> <li>• Whole staff CPD on ELSA and approaches in the classroom.</li> <li>• Wellbeing audits and sociograms of each class enable targeted support for individuals.</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.educationendowmentfoundation.org.uk/~/media/EEF/Reports-and-guidance/EEF-Social-and-Emotional-Learning/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

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

Budgeted cost: £ 51,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Some of the groups that will be running are:</p> <ul style="list-style-type: none"> <li>• Language Enrichment Program (Barnet) for yrs 3-5.</li> <li>• Story Seekers – an oracy program developed by the National and Unicorn Theatres for year 6.</li> </ul>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by our in-school phonics team.</p> <p>Utilising buddy classes to provide peer support to early readers to develop their fluency and confidence in reading.</p>	<p>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 over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The EEF provides evidence that peer tutoring, when used consistently and to reinforce key learning, is very beneficial to both the tutor and tutee.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	2



<p>Small group interventions to improve reading, writing and maths outcomes. Some of the specific interventions that we will be running are:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> class@number (Edge Hill)</li> <li>• Project X (Edge Hill)</li> <li>• Times tables support</li> <li>• Pre-teach groups (including writing)</li> </ul>	<p>When teaching assistants are trained to deliver a well-resourced program, there is a greater impact on pupil progress. We collect baseline data to measure the impact for each child.</p> <p><a href="#">EEF report on 1<sup>st</sup> Class@Number</a></p>	<p>2, 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led before/after school tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>We will be running a Third Space Learning intervention to support maths attainment. This program is also funded through the National Tutoring Program.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 4</p>
<p>Providing additional interventions to improve the engagement of our SEN pupils, especially those with an autism diagnosis. This includes:</p> <ul style="list-style-type: none"> <li>• Regular sensory circuits</li> <li>• Social story groups</li> <li>• Lunchtime activities</li> </ul> <p>CPD has been allocated to training all staff on how to effectively deliver autism friendly lessons and sensory circuits.</p>	<p>The Autism Advisory Team in Barnet has recommended this approach and have provided training in our school. We regularly monitor and adapt our approaches based on advice from this team.</p>	<p>4</p>
<p>Each year group will have their own homework club each week to support pupils with their learning.</p>	<p>As a school, we have found that supporting individuals to complete homework tasks improves their confidence and participation.</p>	<p>2</p>

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

Budgeted cost: £28,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Some of our approaches are:</p> <ul style="list-style-type: none"> <li>• Trained peer mediators</li> <li>• Trained anti-bullying ambassadors</li> </ul>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Wellbeing approaches to support social and emotional learning (SEL) will be embedded into routine pedagogical practices and supported by professional development and training for staff. Some of our whole school approaches are:</p> <ul style="list-style-type: none"> <li>• Our Brookland values and Learning skills embedded in lessons and wider school activities</li> <li>• A comprehensive assemblies program is in place with SEL themes.</li> <li>• Increasing pupil voice to address whole community equalities.</li> <li>• Working towards our Gold Award for Healthy Schools.</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="http://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3
<p>Identifying extra-curricula sporting and cultural capital opportunities to increase disadvantaged pupil's confidence, participation in school and to experience a wider variety of activities. This approach includes:</p> <ul style="list-style-type: none"> <li>• Working with our PE coordinator and our local multi-sports agency to deliver clubs.</li> <li>• Identifying opportunities for additional trips and visits to</li> </ul>	<p>The Nuffield Foundation funded a report into the benefits of disadvantaged pupils participating in extra-curricula clubs and they found that:</p> <ul style="list-style-type: none"> <li>• After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular.</li> <li>• Organised physical activities were associated with higher attainment and better social,</li> </ul>	3, 5

<p>improve pupils understanding of the local area and to enrich their understanding of the curriculum.</p> <ul style="list-style-type: none"> <li>• A focus on the transferrable skills for a range of careers through assemblies, visitors and visits.</li> <li>• Providing additional art/DT opportunities for disadvantaged pupils.</li> <li>• Engaging more pupils in accessing the in-school music provision.</li> </ul>	<p>emotional and behavioural outcomes at age 11.</p> <p><a href="https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap">https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap</a></p> <p>EEF Research showed positive academic and social/emotional outcomes when pupils are engaged in the arts:</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>	
<p>Providing support to those who are young carers in our school. This includes:</p> <ul style="list-style-type: none"> <li>• Having a dedicated wellbeing lead with a focus on young carers.</li> <li>• Providing support to individual families based on their needs</li> </ul> <p>Nurture groups to support social and emotional wellbeing, which impacts positively on academic performance.</p>	<p>Research and advice from mental health agencies including the Anna Freud Centre and The Place To Be recommend strategies in supporting young people who are in a caring role.</p> <p><a href="https://www.place2be.org.uk/about-us/news-and-blogs/2020/june/supporting-young-carers-mental-health/">https://www.place2be.org.uk/about-us/news-and-blogs/2020/june/supporting-young-carers-mental-health/</a></p> <p>The Carers Trust have identified best practice in supporting young carers in school.</p> <p><a href="https://carers.org/resources/all-resources/15-supporting-young-carers-in-schools-a-step-by-step-guide-for-leaders-teachers-and-non-teaching-staff-">https://carers.org/resources/all-resources/15-supporting-young-carers-in-schools-a-step-by-step-guide-for-leaders-teachers-and-non-teaching-staff-</a></p>	3, 4
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve:</p> <ul style="list-style-type: none"> <li>• regular monitoring and reviewing of attendance data, especially for those pupils at risk of persistent absence.</li> <li>• communicating with parents specifically with regard to attendance and barriers to good attendance.</li> <li>• Whole school motivations for good attendance and punctuality.</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

<p>We have an appointed Wellbeing Lead to oversee our wellbeing provision. This includes:</p> <ul style="list-style-type: none"> <li>• Coordinating our 5 visiting in-school counsellors.</li> <li>• Overseeing our pupil mentoring program</li> <li>• Supporting vulnerable families to access external services that meet identified needs.</li> <li>• Liaising with social services staff to support the wellbeing of our pupils as needed.</li> <li>• The development of a parent hub to support the wellbeing of our parent and pupil community.</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://www.eef.org.uk/educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3, 6</p>
<p>Supporting the transition from primary to secondary school using our local community links and recommended strategies based on evidence.</p> <p>We will also be using a similar approach to support the transition for our pupils coming into KS2, with our linked Infant School.</p>	<p>STARS (School Transition and Research Study), a UCL, Cardiff University and Nuffield Foundation project, found that a successful transition involved functioning well in two areas:</p> <ul style="list-style-type: none"> <li>• being academically and behaviourally involved in school</li> <li>• feeling a sense of belonging to school.</li> </ul> <p><a href="https://www.ucl.ac.uk/pals/sites/pals/files/stars_report.pdf">https://www.ucl.ac.uk/pals/sites/pals/files/stars_report.pdf</a></p>	

**Total budgeted cost: £110,953.**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide specific wellbeing support for all pupils, including providing 5 counsellors and a parent counsellor to work with vulnerable pupils and their families. Our mentoring systems, interventions for young carers and whole school zones of regulation approach continue to support the wellbeing of our disadvantaged pupils.

The impact of our interventions and whole school approach can be seen in our end of KS data. Disadvantaged pupils at Brookland Junior School have a consistently higher average attainment score than nationally disadvantaged pupils and often non disadvantaged, nationally. Y6 SATs 2022 show that attainment continues to be above national in all areas by between 10 and 15%. Disadvantaged pupils meeting expected outcomes for KS2 SATs 2022 are 83% in reading (national 62%), 71% in writing (national 55%), and 67% in maths (national 56%).

Teacher assessment at the end of the 21/22 academic year shows the impact of our constant drive for all pupils to do well with 37.5% of disadvantaged year 5 pupil readers and 38.5% of disadvantaged year 6 pupil readers achieving above national expectations in end of year judgements. In addition to this, in year 6 maths, 38.5% of disadvantaged pupils were assessed as + (achieving above expectations) at the end of the academic year.

Our carefully considered actions to support and challenge our disadvantaged pupils extends across the curriculum such as 96% of disadvantaged pupils across the school made good or better progress in PE and 100% in year 6. Further examples can be seen in history, DT and geography with 100% of disadvantaged pupils making 100% expected or better progress and attainment scores above 90%.

22 pupils in Y5 and Y6 benefitted from 182 hours of teacher-led before and after school tuition on key skills in Maths and English as well as a 4 day Easter holiday booster programme for Y6. A further 12 pupils took part in 1 to 1 online weekly maths tuition through 3<sup>rd</sup> Space Learning.

Our School Values and outstanding teaching lead to a very strong, positive behaviour for learning culture in every classroom. Our pupils demonstrate focus and determination to succeed and improve which is often commented on by visitors. *“Across all lessons seen today, pupils were engaged and attentive. Pupils were consistently reflective, eager and cooperative learners. Pupils are committed to their learning and are resilient to setbacks.”* Learning Network Inspector LA visit October 2022.