



# Pupil premium strategy statement 2023/2024

## Our School Vision

*Developing caring, confident and creative children who achieve excellence.*

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

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

## School overview – December 2024

Detail	Data
School name	Kington Primary School
Number of pupils in school	185 (plus 29 in Nursery)
Proportion (%) of Y1 to 6 pupil premium eligible pupils	26% (October 2024 Census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended now</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Emma Bretherton - Headteacher
Pupil Premium Lead	Emma Bretherton
Governor Lead	Jeremy Hughes

## Funding overview – December 2024

Detail	Amount
Pupil premium funding allocation this academic year	£76960 FSM6, £340 Service £2570 Post LAC
Recovery premium funding allocation this academic year	£8228
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	£88098

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

As a school, we always consider the individual challenges faced by our pupils, particularly those who are more vulnerable pupils. The strategies we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged 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. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' progress and attainment will be sustained and improved alongside progress and attainment for their disadvantaged peers.

Our strategy is also integral to our wider school development plan, with particular attention to our recovery strategy for pupils whose education has been worst affected as a result of interrupted schooling during the periods of lockdown in 2020 and 2021. This will include both non-disadvantaged and disadvantaged pupils and be reflective of family experiences.

Our approach will be responsive to the common challenges and individual needs identified by our staff as well as through robust diagnostic assessment and evidence-based research. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported in their work
- act early to intervene at the point that a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what their pupils can achieve.

## Challenges

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

Challenge number	Detail of Challenge
1	Through our regular Pupil Progress meetings, teachers across the school have identified a greater proportion of pupils with underdeveloped oral language skills and vocabulary gaps, particularly amongst our disadvantaged pupils.
2	Due to the interruptions and variation in educational provision caused by periods of lockdown, many children continue to have gaps in their learning and application of phonics and spelling rules. This, in turn, affects the fluency and quality of sustained writing. Where parental engagement with practising skills at home is low or irregular, pupils find it hard to retain and build upon these invaluable skills.
3	Gaps in learning in RWM - Attainment data from Nov 2024 indicates that our PP pupils are not working at their age-related expectations for reading, writing and maths. Using Autumn 2024 end-of-term data, Reading is 54% working at, Writing is 52% working at and Maths is 60% working at age-related expectations (these are all higher than they were at this point last year so it is an upward trajectory). PP pupils are attaining in line with their non-PP peers in writing. In reading, however, this figure is 47% for PP children compared to 56% for non-PP children (with only 6% compared to 11% in greater depth level). In maths, this was 56% working at ARE compared to 62%, and for greater depth no PP children were working at greater depth compared to 6% of their non-PP peers. Whilst the gap between PP and non-PP is a concern, it also highlights the need for considered and targeted intervention to continue to raise the academic levels of all the children so that at least 80% of children are working at ARE.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the current pressures facing society, such as the cost of living crisis, mental health concerns and family issues (as well as the continuing impact of low attendance habits that seemed to worsen following the COVID lockdown periods), perhaps to a greater extent than for other pupils. Many children are experiencing difficulties when it comes to managing their own behaviour and regulating their emotions. This affects any child's ability to focus as a happy, engaged learner. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in phonics, reading, writing and maths.</p>
5	<p>Attendance for disadvantaged pupils over this Autumn term (2024 to 1.12.24) was 93.8% compared to 94.8% for non-disadvantaged pupils. This gap has closed slightly from last year's figures which is encouraging and reflects the emphasis the school has put on good attendance to support good progress. However, whilst this continues to be a general target at a whole school level, there are larger gaps between disadvantaged children and their non-disadvantaged peers in Years R, 3, 5 and 6. We will continue to focus on children who are at or at risk of becoming persistently absent* as well as targeting those families that are in these year groups to see how we can support them to improve attendance. Currently, our PA for non-PP children is 10.47% compared to 25% for PP children.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting on</p>

	both disadvantaged and non-disadvantaged pupils' progress. <i>*Persistent absence is attendance that classed as is less than 90%</i>
6	Children's experiences have narrowed with less opportunities for trips out of school and visitors into school, adversely affecting their enjoyment of learning and 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.

Number	Intended outcome	Success criteria
1	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. The % of pupils we would like to be making GLD by the end of each academic year will be 70%. The % making GLD in the areas of language and communication and making relationships will be at or above nationally expected levels. This will be achieved by 2024/25.
2	PP pupils who achieve the expected standard for the Y1 and Y2 phonics checks in June 2025 are in line with national results. This will set them up for continued expected level of progress in KS2.	At least 82% (national figure for 2024 recorded as 81.25%) of PP pupils to pass the Year 1 Phonics screening test and 95% by the end of KS1. 80% of disadvantaged pupils across all year groups will achieve ARE in terms of books bands and comprehension. This will be in line with targets set for non-disadvantaged pupils. Evidence from assessment data can be triangulated with lesson observations and reading records. This improvement will be achieved and show evidence of being sustained by 2024/25.

3	All pupils to make accelerated progress in reading, writing and maths to ensure PP attainment increases in line with their non-PP counterparts.	<p>At least 80% of PP children to be working at ARE for their year group by the end of the summer term 2025. The attainment gap in Reading, Writing and Maths between PP and non-PP children will continue to show evidence of closing (as evidenced in July 2024 data).</p> <p><i>Note: The gap that appears again in the data in the Autumn 2024 shows the summer holiday and transition to new classes has a larger impact on PP children than non-PP children.</i></p>
4	PP pupils who are struggling with behaviour or focus to have personalised plans to help them overcome obstacles to learning.	Pupils are able to use strategies that they can draw on to help them deal with a difficult situation calmly and respectfully. Pupils are able to engage fully with their own learning and achieve their best.
		<p>All PP children identified as having social, emotional and/or mental health issues will achieve their individual progress and attainment targets. Improved and sustained levels of wellbeing by 2024/25 will be demonstrated by a range of sources including:</p> <ul style="list-style-type: none"> <li>• Pupil voice surveys; family discussions and teacher feedback from observations</li> <li>• Increased parental engagement in pupil learning; evidence of children being read with and completing homework at home.</li> <li>• Behaviour analysis and tracking.</li> </ul>
5	Attendance to improve through incentives, increased parent engagement and EWO officer intervention.	<p>Sustained high attendance among disadvantaged pupils up to and including 2024/25 will show disadvantaged pupils are in school at least 96% of the time – a target also applied to their non-disadvantaged peers. The numbers of pupils persistently absent (those who are absent for 10% or more of the possible sessions they can attend) will reduce to less than national levels.</p> <p><i>(The current high presence of contagious viruses and bugs including COVID will also be considered as we collate and monitor this information.)</i></p>

6	Each class to have a 'great experience' per half term as part of our enquiry-led curriculum, following the six Harmony principles.	Children will feel more connected to their local and wider environment as well as having memorable experiences that they cherish with their peers.  In school, there will be an increase in participation in wider enrichment activities including school trips, music lessons, clubs and school visitors, particularly amongst our PP children.
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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)

Budgeted cost: £28,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedded and sustained use of the Teaching forMastery approach in Maths.</p> <ul style="list-style-type: none"> <li>To ensure maths teaching across the school is rigorous and allows all staff from Y1 to Y6 to implement the Teaching for Mastery and Mastering Number approaches for EY/KS1 in maths through the local maths hub.</li> <li>Half-termly staff meetings to monitor impact, sharing good practice and reflections.</li> <li>Provide training for TAs in the key ideas behind the Mastery approach and to develop own mathematical skills.</li> <li>Adapt the current model further so that it incorporates more problem-solving and reasoning in readiness for national assessments.</li> <li>Use of Mastering Number as a support intervention in Year 3 and incorporate the new programme aimed at Years 4 and 5.</li> <li>Staff CPD through Maths Hub training for ECT, new staff and lesson study.</li> <li>Use Maths Hub CPD on Engaging Parents in Mastering Number to work with parents in Year 1 again and now Year 2 and Reception.</li> </ul>	<p>All children work within the same topic and misconceptions or gaps are addressed in a timely fashion using a variety of strategies.</p> <p>This enables subsequent lessons to consolidate and build on children’s previous learning. Once most children have a firm understanding, the teaching moves on.</p> <p>Evidence to support this teaching approach can be found below:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></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:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p>	<p>1, 3</p>
<p>Phonics – ensure a consistent whole-school approach using Bug Club phonics scheme.</p> <ul style="list-style-type: none"> <li>Engage with School Support to review our current practice and make necessary changes to the scheme and resources.</li> <li>Widen the Bug Club phonics resource so it moves into Key Stage 2 as well,</li> </ul>	<p>The average impact of the adoption of a consistent phonics approach is about an additional five months’ progress in reading accuracy (though not necessarily comprehension) over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2</p>

<p>particularly for lower attaining pupils.</p> <ul style="list-style-type: none"> <li>• TA and teacher training so that small group support is in place and regularly reviewed.</li> <li>• Share our new approach with parents (particularly those of PP children) to encourage full engagement.</li> <li>• Online reading resource for all to access progressive books and boost skills through additional practice at home for all age groups.</li> <li>• Staff CPD - Working Groups to research and promote ways to increase parental engagement in supporting children's learning at home especially during the holiday periods.</li> </ul>		
<ul style="list-style-type: none"> <li>• Ensure all teachers are up to date with Talk 4 Writing training and resources to encourage and strengthen the vocalisation of stories and text structures.</li> </ul>	<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 and application of mathematical concepts.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a></p>	<p>1, 3</p>

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

Budgeted cost: £ 28,697

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language intervention – early identification.</p> <ul style="list-style-type: none"> <li>Employ a Speech and Language therapist to offer specialist support and advice to EY and KS1 staff and provide focused support to identified children.</li> </ul>	<p>Oral language interventions have proved to be very successful in raising attainment and accelerating progress.</p> <p>We have also found that early intervention in Early Years accelerates progress even faster. Having specialist support in school ensures all staff develop the skills required to maximise progress.</p> <p>In the EEF Toolkit, it suggests that Oral Language Interventions can make a high impact on pupil progress. (+7 months in a year in Early Years and +6 months in KS1 &amp; KS2.)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1
<p>Oral language interventions</p> <ul style="list-style-type: none"> <li>Explore the idea of school-wide Circle Time to encourage expressive and conversational vocabulary between the ages. (Check in/up/out)</li> <li>Review impact of our interventions (such as Jigsaw discussions, TfM, T4W, restorative conversations) on our children’s progress and outcomes.</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/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Our Vocabulary development focus to continue our Working Group to explore further as a school throughout 2023/2024.</p>	1, 4

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>
<p>Continuing to deliver a tutoring programme that targets phonics consolidation in Year 1 and 2 as well as Maths in KS2.</p> <ul style="list-style-type: none"> <li>• Provide school-led tutoring for pupils whose education has been most impacted by gaps in schooling.</li> <li>• A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</li> </ul>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in one-to-one or small groups.</p> <p>It has been proven to strengthen subject comprehension and boost confidence whilst building important learning skills. One to one or small group tuition will deliver an individualised programme of learning.</p> <p>Without the NTP funding this year, we will pay 100% of the costs involved in delivering tutoring sessions to pupils this academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 3</p>

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

Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide contributions to school trips, after-school and breakfast clubs, specialised arts or sports tuition, resources and materials.</p> <ul style="list-style-type: none"> <li>• To broaden children's knowledge and engagement with the local community as well as their learning about the world.</li> <li>• All children will be given access to the same experiences.</li> </ul>	<p>Participation in wider activities with their peers is proven to have a positive impact on academic outcomes in other areas of the curriculum. It also helps to drive children's own aspirations and is a chance to build relationships and social skills with others.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p>	<p>6</p>

<p>Nurture support groups as a regular programme.</p> <ul style="list-style-type: none"> <li>To provide more focused programmes which coach children in labelling their emotions and use of strategies that will help with self-regulation of emotions and behaviours. ELSA room resourced and now programme of supporting children to be implemented.</li> <li>These will be targeted at students with particular social or emotional needs.</li> <li>One to one sessions with a professional Art or Play Therapist are accessed where the school deems a more specialised approach is necessary.</li> <li>Use of senior leadership time to support a mental health practitioner from the Wellbeing and Emotional Support Team to develop a whole school approach to good mental health that includes working with staff, pupils and parents.</li> <li>Develop the role of our SENCO/DDSL to take on some of the administrative work around safeguarding and Early Help meetings (from September 2024).</li> </ul>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><i>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</i> EEF teacher toolkit.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://www.hacw.nhs.uk/search/service/wellbeing-and-emotional-support-teams-in-schools-157/">https://www.hacw.nhs.uk/search/service/wellbeing-and-emotional-support-teams-in-schools-157/</a></p> <p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p><i>“There is strong international evidence to suggest that a whole school approach is vital in effectively promoting emotional and social competence and wellbeing.”</i> (Weare and Gray 2003)</p> <p><a href="https://www.glos.gov.uk/media/10000000/Research-Commission-Report-2018-ELSA-training-Gloucestershire.docx(live.com)">Research-Commission-Report-2018-ELSA-training-Gloucestershire.docx(live.com)</a></p>	<p>4, 1</p>
<p>Improve attendance across the school.</p> <ul style="list-style-type: none"> <li>This will involve training and release time for staff to develop and implement new procedures and incentives.</li> <li>The employment of Educational Welfare Officer and Family Liaison Officer to work with families to challenge and improve attendance.</li> <li>Engaging with the LA attendance officers and</li> </ul>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes.</p> <p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p>	<p>6, 5</p>

local attendance hub to respond to new initiatives using our up-to-date data to drive improvements.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £88,098**

## Part B: Review of outcomes in the previous academic year (2023/2024)

### Pupil premium strategy outcomes

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

Whilst our internal July 2024 data demonstrates a narrowing of the gap (see below) between the performance in many areas across the school in reading, writing and maths of pupil premium/non-pupil premium children, our headline data analysis shows that PP children underperformed compared to their peers on a national level in KS1 and 2 RWM in the Year 2 and Year 6 SATs. One reason for this is that a significant number of our PP children are on the SEND register or are having support for SEMH needs.

As a comparison, July 2024 internal data outcomes for PP children are keeping broadly in line if not exceeding those of their non-PP peers:

35 PP/95 non-PP	Reading – Expected and GD		Writing - Expected and GD		Maths - Expected and GD	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Whole school	66	72	66	61	66	68
Boys	63	71	63	55	74	68
Girls	69	73	69	70	56	68
SEN	33	44	22	17	33	44
EAL	60	54	60	46	60	68

Although both PP and non-PP girls have improved since last year in their reading, they continue to underperform in maths compared to non-PP girls and boys. However, PP boys and SEN have outperformed non-PP boys and non-PP SEN in maths and reading.

There has also been a rise in PP EAL children achieving age-related expectations in reading and particularly writing than their non-PP EAL peers. However, they have not yet caught up in maths and the gap is increasing. One reason for this is likely to be the high reliance on reasoning in some of our NFER and SATs assessments whereas EAL children tend to perform better in arithmetic tests where the calculation is simply stated.

**Areas to target next year:**

PP girls in maths – tutoring focus

PP/EAL children in maths reasoning tasks

Strengthen literacy skills in EYFS and Y1 including spoken language, phonics and reading

Absence across last year among disadvantaged pupils was 89.7% which is lower than their peers (93.6%). As a school, we recognise these are still below our school target of 97% attendance and which is why raising the attendance (and therefore academic engagement of pupils and families) of our disadvantaged pupils continues to be a focus of our plan.

Our observations and assessments concluded that pupil behaviour during less-structured time in particular continued to be a focus last year and that challenges in relation to wellbeing and mental health remained significantly high. The impact on disadvantaged pupils was particularly acute which is reflected in the number of pupils accessing additional mental health support.

Our FLO and safeguarding/senior management team have worked directly with over 30 disadvantaged pupils and their families through EHAs, CIN or CP interventions.

**Externally provided programmes**

Programme	Provider
Bug Club	Pearson
ELSA	<a href="https://www.elsanetwork.org/">https://www.elsanetwork.org/</a>
WEST	<a href="https://www.hacw.nhs.uk/search/service/wellbeing-and-emotional-support-teams-in-schools-157/">https://www.hacw.nhs.uk/search/service/wellbeing-and-emotional-support-teams-in-schools-157/</a>

**Service pupil premium funding (1 pupil)**

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One to one support for learning in class and emotional regulation for lunchtimes.
What was the impact of that spending on service pupil premium eligible pupils?	Child was able to access their education through additional reading and maths support. Mentoring through periods of anxiety provided strategies and support.

## National Tutoring Programme funding 2023/24

Budget provided: £5580

<b>50% of the Tutoring funding allocated</b>	£3048.01
<b>50% covered though Pupil Premium/Recovery funding allocation</b>	£2532
Hours of tutoring possible 310 (41 children)	

### Further information

Throughout the past three academic years (since September 2022), staff have adopted a new model for CPD that fits into our staff meeting and INSET programme. This involves three working groups who will focus on key areas of improvement identified through our self-evaluation processes. The first foci for these groups were vocabulary acquisition, dialogic maths discussion skills and effective assessment tools.

After discussion with staff and analysis from parent and pupil surveys, our new agreed foci are:

- Developing the outside environment so it is playful, inviting and enriching.
- Increasing levels of parental engagement throughout the school to support pupils' progress and outcomes.
- Ensure all elements of our curriculum are progressive, practical and children are able to apply their skills

As part of this approach, staff will explore in-depth what active ingredients are needed to affect sustained improvement in these areas and how we can plan the implementation of these so they have a long-lasting reach.