

2023-2024 Review of the year and next steps for 2024-2025	
Activity	Impact/next steps 2023-2024
<i>Continued CPD of Phonics training and support for expert reading team (subscription and training cost implications from RWI specialists)</i>	<p>In 2024, 76% of the Y1 cohort passed the phonics check. (48% are SEND). 66% of the children with access to PPF in Y1 passed the phonics check with one scoring 31. At the time of the mocks- 43% passed) 1:1 tutoring, video lessons and support from RWI allowed us to achieve these results. The support from the English Hub and RWI lead provided additional support.</p> <p>66% of the children with PPF had access to RWI tutoring during the year.</p> <p>In year 2, 40% of the children with PPF had to retake their PSC. 100% of the children passed. 100% of these children had 1: tutoring and will continue to have 1:1 tutoring during Year 3.</p> <p>Next steps for 2024-2025: Training for EYFS staff around later stages of RWI programme. Ensuring consistency and sharing of good practice- continued coaching and development of teachers skills in delivering the programme.</p>
<i>Improving fluency and comprehension through Teaching and assessment of reading: Talk for Reading implementation from Year 2-KS2 (continued training and support)</i>	<ul style="list-style-type: none"> -Staff training around the importance of fluency has increased teacher understanding of what it means to be a fluent reader and how fluency is a skill to be taught. -The use of a standard way of teaching reading with focused time dedicated to reading fluency has improved children's understanding of fluency. In pupil interviews, children were able to explain what fluency was and why it is important. -The addition of the library has improved children's access to books and reading for pleasure has increased over the course of the year. The children during pupil voice and in conversation with Ofsted talked avidly about their favourite books and the genres that they enjoy. The breadth of different authors the children enjoy reading has dramatically improved. <p>Next step for 2024-2025: Support with reading development for staff around provision and support L20 children. Focus on middle attainers in Year 6- cdp around maximising the teaching time to ensure expected standard is reached in ks2.</p>
<i>Rekenrek project NCTEM continued (training and support)</i>	<p>Reception data for PP funded children in maths has improved from 50% (2023) to 56% (2024)</p> <p>Year 1 PPF data was 40% (2023) and is 50% (2024)</p> <p>Year 2 PPF data was 14% last year for KS1 maths and is 40% this year.</p>
<i>RWI spelling scheme (subscription costs and books)</i>	<p>The programme continues to be taught daily in ks2. Some children are taught the common exception words for previous year groups alongside.</p> <p>GAPS summer data for PPF</p> <p>Y2- 40% Y3 0%</p> <p>Y4 22% Y5 30% y6 38%</p>

	Further development and monitoring of teaching of spelling and grammar needed.
<i>Continued implementation of the St. Mary's curriculum (cornerstones subscription costs)</i>	Children who receive PPF continue to talk with enthusiasm about the curriculum. The children can talk about their learning with support from their books- the experiential learning on offer for the pupils has improved their ability to write and talk about their learning and their topic writing books are well presented and the activities are purposeful. Next step is developing the links in learning- ie: talking about democracy in history. Linking in the work of Sarah Cottingham around linking tools for supporting memory. Also we are developing our assessment tools in our foundation subjects so that the progress of our children with PPF can be more closely monitored and supported.
<i>Science-enhanced science curriculum implementation</i>	Children and staff are clearer about the different types of experiment and about the different skills needed in science. The pupils were able to list these and talk about them in their lessons. Science continues to be an area of development. A new science lead has been appointed.
<i>Heart Smart introduction for the RHE/SMSC curriculum (subscription costs)</i>	We continue to embed Heart smart into our curriculum. The children have said that they would like more practical sessions. The Studio has been suggested for heartsmart lessons and cushions were bought to facilitate this- Next step: Introducing more practical elements and including drama and scenarios within the teaching. CPD for teachers needed.
<i>Well-being and metacognition strategies used to support curriculum</i>	Current antibullying data from y1,2,5 and 6 for September 2024 shows an improving picture with 95% of children with PP Funding saying that are not hit a lot or always. 90% said they were not called mean names a lot or always. 100% felt that they are allowed to join in most of the time. 100% felt that they are not called mean names online a lot or always. NEXT step: Identification and support allocated for 5% and 10% who need support.
<i>Introduction of the 'No Outsider'</i>	The children enjoy sharing the books and are able to talk about the themes of the stories to some extent.

<p><i>programme suite of books (Subscription)</i></p>	<p>Next step: Ensuring that the links are made explicit and that parents are more involved and aware.</p>
<p><i>Emotional coaching/ STEPs behaviour management EP costs for training)</i></p>	<p>In line with our Trust we have redeveloped our behaviour policy to incorporate 3 key rules ready, respectful and safe. The children have taken these rules on and are able to articulate them.</p> <p>We have also introduced a dojo afternoon for those children earning dojos as rewards.</p> <p>Two of our therapeutic leads were not in school in 2023-24. The approach has still been followed within den meetings to support children with therapeutic behaviour plans. SLT attended the behaviour curriculum training provided by therapeutic thinking and a behaviour curriculum is in development.</p> <p>Next step: Development of behaviour curriculum</p> <p>Further training is taking place in October for SLT.</p>