

% achieving in reading, writing and maths	58%	70%	59%	71%	7%	8%	7%	6%
progress in reading	74%	83%		81%	28%	20%		16%
progress in writing	69%	78%		65%	20%	8%		6%
progress in maths	71%	90%		90%	33%	33%		26%

3. Barriers to future attainment (for pupils eligible for PPG, including working at Greater Depth Standard)

The rate of unemployment in Canning Town is higher than the national average. Canning Town has 20% less Higher and Intermediate managerial, administrative or professional households than the national average. Home ownership is lower than the national average and all rented accommodation levels are higher than the national average, this suggests an area of economic deprivation. Most pupils are from minority ethnic groups (90.6%), whilst the proportion of pupils with English as an additional language is 51.2%, above the NA. The stability of the school is 24%, sig. below NA. Aspirations for pupils are low.

During Covid-19 school made home learning accessible through access to Wifi hotspots, lending of school and government laptops and paper copies of learning; however, some supportive educational sites could not be accessed by those who do not or have limited access to technology at home. In addition, a number of pupils had to share technology with other members in the household and therefore could always access the home learning regularly and consistently.

In-school barriers

issues to be addressed in school

A.	Pupils come into nursery and reception significantly below the National Average for Communication and Language. This has an impact on progress and attainment in reading and writing in EYFS and KS1
B.	Lack of real life experiences outside of the local area to broaden pupil's horizons and improve knowledge and understanding of the world around them.
C.	Narrowing the gap between PP and Non-PPG pupils across the school for Greater Depth pupils which is in-line with National Averages
D.	Continue to narrow the gap for disadvantaged pupils that have occurred due to Covid 19

External barriers

issues which also require action outside school

E.	Attendance rates of some pupils is below 90%. Improve attendance – especially those who are PP – to ensure they are in line with National Average
F.	Housing issues – including overcrowding, poor living conditions, risk of evictions, temporary housing arrangements. This has resulted in high mobility of pupils

4. Desired outcomes

Desired outcomes and how they will be measured		Success criteria/ Evidence
A.	PPG pupils achieve higher than National Average in Reading, Writing and Maths at the end Y6 and are working at Age Related	Pupils attainment for ARE are at or above National Average Number of pupils working at age related expectations is the same or higher compared to attainment in 2022.

	Expectations (ARE) to ensure that gaps have narrowed	<u>Evidence:</u> Data reports Pupil Progress Meetings Books and planning Learning Journeys Interventions evaluations
B.	Pupils receive a high number of real life experiences outside of the classroom and get them ready for an ever-changing world and the next step in school life. Learning about life beyond Canning Town.	All pupils take part in educational visits outside of school or participate in workshops organised by visitors in all subject areas. Participation in annual Work Week. Pupils participate in residential visits at a reduced rate in Y5 (Fairplay House) and Y6 (Outward Bounds Trust – Aberdovey) Learning about their own heritage and refugees during specific focus weeks. <u>Evidence:</u> Curriculum Maps Learning Journeys Books and planning Educational and Residential visits Work Week evaluations Pupil voice for heritage and refugee week
C.	Increase the number of PP working at Greater Depth Standard (GDS) across the school in all subject areas. Pupils to participate in GDS projects in different subject areas – choose pupils who are on the cusp of achieving Greater Depth to be chosen	Number of pupils identified as GDS has increased – by 5% or more in all subjects. Pupils working at GDS is in line or above with National Averages for core subjects in KS1 and KS2 <u>Evidence:</u> MAL project evaluations for subjects Data reports Pupil Progress Meeting Pupil Voice Learning Journeys
D.	Catch-Up and interventions in school put in place for PPG pupils who are underperforming. Gaps have narrowed between PPG and Non-PPG. All pupils attending catch-up and interventions will make outstanding progress.	Gaps have narrowed over the academic year for those pupils attending bespoke intervention and catch-up sessions before, during and after school led by class teachers and teaching assistants. Pupils attending interventions make good or better outstanding progress in order to narrow the gaps. <u>Evidence:</u> Before and after intervention/ catch-up assessments Minutes of meetings between class teachers and TAs Data reports

		<p>Pupil Progress Meetings Planning and phase meeting minutes Intervention/ catch-up books and planning</p>
E.	Improved school attendance rates for PP pupils who have persistent absence	<p>PP pupils to attend at National Average of 96% (Summer 2022 was 94.5 for the whole school and 94.4% for PPG pupils) Persistent absences to be below 30% (38% Summer 2022) for PPG pupils</p> <p><u>Evidence:</u> Attendance reports Inclusion minutes Minutes of meetings – attendance Case studies</p>
F.	Parents/ carers are supported by the school positively impacting on their child's learning	<p>Increase in parental involvement in and around the school – workshops, family learning, volunteering in and around the school. Parent learning and modelling learning strategies. Online workshops for parents Support for FSM vouchers/ food packages</p> <p><u>Evidence:</u> Inclusion minutes Parent Workshop registers Attendance at school events (summer/ winter fair, parent evenings) Parent views FSM vouchers Attendance of online workshops</p>

5. Planned expenditure					
The headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Our desired outcome	Our chosen action/ approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date

Close the gap between PP and Non-PP pupils	Interventions such as:	<ul style="list-style-type: none"> ● Short burst sessions with bespoke interventions have shown that pupils have narrowed the gap with other pupils 	<ul style="list-style-type: none"> ● Training for all members of staff in the delivery of interventions 	DHT	Half Termly
Budget: £20,000	<ul style="list-style-type: none"> ● Reading for fluency ● Toe-by-toe ● Basic skills for English and Maths ● EAL groups when needed ● Catch-up/ pre-teach sessions with class teachers ● Morning interventions with TAs in Y2 to Y5 starting in Autumn and Y1 starting in Spring 	<ul style="list-style-type: none"> ● Increased confidence by pupils who have had catch-up and pre-teach sessions, as they are more willing to participate in class sessions ● Assessment data has shown that those pupils who have had interventions or catch-up have made good or better progress 	<ul style="list-style-type: none"> ● SLT to teach lessons so that teachers can do catch-up sessions with identified underperforming pupils including PPG <p><u>Evidence</u> Pupil Progress Meetings Monitoring Evaluations Assessments Classroom observations Intervention and catch-up evaluations and data</p>	SEND Team	
Raise attainment in EYFS for Maths, Literacy and Understanding of the World	Continue with EYFS resource library – parents borrow resources from school to support and improve spoken language, maths, literacy and knowledge of the world around them	<ul style="list-style-type: none"> ● Parent feedback highlighted the cost of particular resources was too great as well as difficult to source. 	Parent views and feedback indicates that parents use the resource library and that language acquisition has improved	DHT	December 2022
Budget: £1,000		<ul style="list-style-type: none"> ● Pupils who had access to the equipment at home, made good or better progress. ● Parents felt comfortable in using the equipment at home during lockdown as it was modelled by teachers how to use them effectively. ● Research shows children from talkative families may have heard 30 million more words by the age of 3 than those from less-talkative families. 	<p><u>Evidence</u> Parent views Data reports Special books Classroom observations Lending library register</p>		March 2023 Summer 2023

All PP pupils to achieve end of KS2 expected outcomes	<ul style="list-style-type: none"> ● Extended school – 8:30 for basic skills in Y5 and 6 ● Morning interventions for Y2, Y3 and Y4 – starting at 8:30 ● Booster sessions ● Easter School for Y6. ● Additional adults used to have smaller group sizes. ● Homework clubs 	Targeted support has shown gaps in learning are addressed; pupils have opportunities to consolidate skills.	PPG pupils are first targeted to attend booster classes and Easter School <u>Evidence</u> Pupil Progress Meetings Monitoring Assessments Classroom observations Registers	SLT Class teachers	December 2022 March 2023 Summer 2023
Budget: £20,000					
To ensure that phonics results for PP pupils continue to be above National Average and in line with previous year of 84% in Y1 and 88% in Y2. Ensure pupils have secure phonics knowledge	<ul style="list-style-type: none"> ● Staff training for all staff new to phonics by phonics lead and RWI ● 1:1 phonics interventions for pupils who have fallen off trajectory in Reception, Y1, Y2 and Y3 	<ul style="list-style-type: none"> ● Daily phonics sessions and 1:1 phonics sessions for identified pupils are having an impact as pupils are coming off phonics sessions and are back in class for comprehension in Y2 and Y3 quicker ● Intensive daily 1:1 phonic support has shown that pupils who have fallen off trajectory are able to achieve the phonics check. 	Staff are trained as phonics practitioners and will receive further training to move pupils on quicker to ensure that they achieve the phonics screening test Half termly assessments for all phonics pupils to ensure that they are in the correct phonics groups and support is targeted at their level <u>Evidence</u> Baseline assessments Pupil Progress Meetings Monitoring Assessments RWI development days 1:1 interventions Staff training notes	Phonics Lead	Half termly March 2023 June 2023 (Mainly Y1 but also those Y2 pupils who did not meet expected standards)
Budget: £5,000					

<p>Raise attainment for reading across the school</p> <p>Budget: £6,000</p>	<ul style="list-style-type: none"> • High quality reading books in class • Reading Gladiator groups for pupils working at Greater Depth Standard in Y2, Y4 and Y6 • Interventions such as reading for fluency, toe-by-toe or Wave 3 • Adults listen to pupils read at least once per week • World Book Day 	<p>Pupils that are exposed to high quality texts will have a better chance of having a love of reading.</p> <p>If pupils can't read, they cannot access the curriculum</p>	<ul style="list-style-type: none"> • Staff are trained for interventions such as reading for fluency, toe-by-toe or Wave 3 • Whole school approach to Reading for Pleasure in the morning • Whole school approach to pupils read to an adult at least once per week • Sharing reading resources with parents and encouraging reading at home <p><u>Evidence</u> Baseline assessments Pupil Progress Meetings Monitoring Assessments 1:1 interventions Staff training notes</p>	<p>Phonics and reading lead</p> <p>AHT English</p> <p>DHT</p>	<p>Termly</p>
<p>Raise attainment for Speaking and Listening across the school</p> <p>Budget: £12,000</p>	<ul style="list-style-type: none"> • Speech and Language Therapist 1 day per week working in school. • Language Enrichment Groups (LEGs) for identified pupils in EYFS and KS1/ KS2 • Speech and Language Therapist to support staff on the delivery of S&L interventions. • Drama specialist working with pupils in Nursery to Y6 during the year – focus on oracy and vocabulary in different subject areas – linked to our curriculum 	<ul style="list-style-type: none"> • Speech and Language strategies supports good communication. • Language development supports pupils' ability to read accurately and confidently • Early identification of those pupils who need speech and language support shows that they are narrowing gaps with their peers sooner 	<ul style="list-style-type: none"> • Speech and Language specialist supports staff in the delivery of LEG groups. • Pupils who attend speech and language groups make accelerated progress. <p><u>Evidence</u> Baseline assessments Pupil Progress Meetings Monitoring Assessments 1:1 interventions Staff training notes</p>	<p>SEND lead</p> <p>DHT</p>	<p>December 2022</p> <p>March 2023</p> <p>June 2023</p>

<p>Ensure that the number of pupils working at Greater Depth Standard is in line or above National Average.</p>	<ul style="list-style-type: none"> ● GDS projects for all subject areas run by or organised by subject leaders. ● Staff training on Challenge/ differentiation/ questioning 	<ul style="list-style-type: none"> ● Differentiated learning has a positive impact on pupils who are working at Greater Depth Standard as they are challenged more at their ability 	<p>Expectation of all subject leaders to run GDS projects.</p> <p>Participation in Brilliant Club for 15 pupils</p>	<p>DHT</p> <p>Subject Leaders</p>	<p>December 2022</p> <p>March 2023</p>
<p>Budget: £30,000</p>	<ul style="list-style-type: none"> ● Reduced group sizes with additional adults in KS1 and KS2. ● Attendance of Brilliant Club for pupils with an affinity in the topic of the module – at least 70% attending need to come from disadvantaged families –Y5 Summer 2023 ● Target pupils who are on the cusp of achieving working at Greater Depth Standard for GDS projects in all subjects 	<ul style="list-style-type: none"> ● Pupils who are challenged more show greater resilience 	<p><u>Evidence</u></p> <p>Pupil Progress Meetings</p> <p>Monitoring</p> <p>Evaluations by pupils and staff</p> <p>Assessments</p> <p>Classroom observations</p> <p>Registers for projects</p> <p>Data</p> <p>Brilliant Club pre-assessment and evaluation</p>	<p>Class teachers</p>	<p>June 2023</p>

To raise attainment in writing across the school	<p>Writing projects for each year group:</p> <p>EYFS – Animal Magic Y1 - Visit to the seaside Y2 – Lambourne End Y3 – Legoland Y4 – TBC Y5 – TBC Y6 – Theatre ‘The Life of Pi’</p> <ul style="list-style-type: none"> • Talk for writing training for all new staff. • Observing good practice through modelling of lessons and peer observations in house and in other schools • Writing workshops for pupils working at Greater Depth or are at the cusp of Greater Depth. • Interventions such as catch-up/ pre-teach and basic skills for writing 	Focus will be on high quality hooks and writing examples to support high quality writing across the curriculum. This will increase the use of vocabulary in context and support imaginative writing.	<ul style="list-style-type: none"> • All year groups to have a writing project with a theme that will make cross-curricular links to other subjects – Autumn and Spring terms only • All subjects have a clear focus on use of vocabulary and oracy in planning. This should support pupils in writing more effective genres. <p><u>Evidence</u> Pupil Progress Meetings Monitoring Evaluations Assessments Classroom observations Book monitoring Pupil voice EDV evaluation</p>	DHT English subject leader Phase leaders Class teachers	Summer 2023
ii. Targeted Support					
Our desired outcome	Our chosen action/approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date

<p>Increase attendance rates and reduce persistent absence for PPG pupils</p>	<ul style="list-style-type: none"> ● Learning mentors to continue to monitor pupils and follow up on absences. ● Attendance webinars with Attendance Management Service. 	<p>Attainment and progress cannot be improved if pupils are not in school.</p>	<ul style="list-style-type: none"> ● Senior Learning Mentor will continue to track PPG pupils whose attendance falls under 90%. Letters will be sent home and parents invited into school. 	<p>Learning Mentors</p>	<p>October 2022</p>
<p>Budget: £6,288</p>	<ul style="list-style-type: none"> ● Attendance webinars with Attendance Management Service. ● Attendance meetings with targeted families. ● Coffee mornings to share strategies and celebrate improved attendance. ● Walking bus for PP pupils for a period of time. ● Celebration of 100% attendance – whole class and individual. ● First day response calling. ● Parents to provide medical evidence for absences when absence is below 90%. 		<ul style="list-style-type: none"> ● AHT supports SLM with attendance. ● DHT to support the attendance team. <p><u>Evidence</u> Inclusion meetings Attendance meetings Celebrations for 100% attendance each term Weekly celebration of 100% class attendance Pupil Progress Meetings Home visits Attendance Webinars</p>	<p>AHT</p> <p>DHT</p>	<p>December 2022</p> <p>February 2023</p> <p>April 2023</p> <p>May 2023</p> <p>July 2023</p>
<p>To address mental health and emotional needs of pupils</p>	<ul style="list-style-type: none"> ● 1:1 Counselling sessions ● Resilience champions in Y5/6 	<ul style="list-style-type: none"> ● Understanding factors that can influence barriers to learning show that early identification and support of mental health needs are crucial to build self-esteem, resilience and good well-being. 	<p>Resilience of pupils is increasing and less incidents that staff have to deal with as pupils will solve problems between themselves amicably</p>	<p>SLT</p>	<p>Half Termly</p>
<p>Budget: £20,000</p>	<ul style="list-style-type: none"> ● Learning mentor support – including 1:1 and small group sessions ● Whole staff training on mental health, resilience and well-being ● Mental Health first aiders in school 	<ul style="list-style-type: none"> ● Whole school approach to Language of Choice – which is used by all staff. ● PawsB sessions run by school counsellor in each year group – supporting mental health across the school 	<p>Feedback from staff training Monitoring of interventions Feedback from counsellor regarding progress Pupil Voice</p>	<p>Mental Health First Aiders</p> <p>Learning mentor</p> <p>Outside counsellor</p>	<p>Bi-weekly inclusion meetings</p>

iii. Other Strategies					
Our desired outcome	Our chosen action/ approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date
<p>Improve physical well-being and ensure that pupils work towards a healthy lifestyle</p>	<ul style="list-style-type: none"> • 2 week intensive swimming courses for Y6. • High number of after school clubs relating to sports. • Participation in inter-borough competitions for a large number of different sports. • Sports leaders – Y3 to Y6 – in the playground at lunchtime • Staff training – in and outside of school. • Midday supervisor training • Lunchtime resources/ sports and games. • Focus Week – Health and sport 	<ul style="list-style-type: none"> • Newham has a high % of pupils identified as overweight or obese. • Improved physical well-being has a positive impact on self-esteem and confidence, impacting on improved outcomes. • The pandemic research has shown that pupils in inner cities have dramatically reduced their physical activity. • Feedback from parent and pupil voice showed that they enjoyed the sessions during lockdown. 	<ul style="list-style-type: none"> • All pupils will participate in PE lessons and competitions. • All pupils will have a minimum of 2 hours of physical activity per week. • All staff have adequate training to promote healthy lifestyles. • Specialist sports coaches will support the PE team in providing high quality sessions <p><u>Evidence</u> Pupil voice Teacher voice Assessments Feedback from staff training Club registers</p>	<p>PE lead and PE coach</p> <p>Extended services lead</p> <p>AHT - curriculum</p>	<p>December 2022</p> <p>March 2023</p> <p>June 2023</p>
<p>Budget: £20,000</p>					
<p>Access to educational visits for all</p>	<ul style="list-style-type: none"> • Educational visits to support the curriculum and topics pupils are learning about through attending workshops in museums/ providers • At least 40% of any paid visit will be subsidised by school • Subsidised residential visits in Y5 and Y6 – at least 60% will be paid for by the school 	<ul style="list-style-type: none"> • Increased understanding of different topics improves the language choices pupils make. • Increased life experiences provide pupils with a better understanding of the world around them and the choices they have in life. • Residential visits help pupils develop resilience, maturity, independence and teamwork. 	<p>All pupils will have the opportunity to participate in educational visits. Some visits may be bespoke to the needs of some SEND or MAL pupils.</p> <p><u>Evidence</u> Curriculum overviews Medium Term Planning Book monitoring Photographs Pupil voice Staff voice</p>	<p>DHT</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Summer 2023</p>
<p>Budget: £20,000</p>					

Curriculum Enrichment to enhance pupils learning experiences	<ul style="list-style-type: none"> • Theatre companies performances • Workshops for different subject areas so that pupils are taught by specialists 	<ul style="list-style-type: none"> • Pupils develop skills and attitudes to enable them to participate fully, safely and positively both in and out of school. 	<ul style="list-style-type: none"> • All pupils will participate in an after school club to develop particular skills and knowledge and understanding. 	Sports Coach	Autumn 2022
Budget: £20,000	<ul style="list-style-type: none"> • Workshops for pupils to emerge fully into their learning – History off the Page • After school clubs – gardening, arts & craft, computing, music, D&T etc • Specialist visitors 	<ul style="list-style-type: none"> • Provide opportunities for pupils to take part in a range of activities that will provide them with life-long skills. • Pupils develop good relationships within the school with a range of pupils 	<ul style="list-style-type: none"> • If clubs are oversubscribed, pupils will only participate for a term in order to give other pupils a chance to take part. <p><u>Evidence</u> Club registers Learning mentor Photographs Pupil voice Staff voice</p>	Subject leaders Phase leaders Extended Schools lead	Spring 2023 Summer 2023
Develop pupils' awareness of the world of work and work related concepts and vocabulary	Participation of annual Work Week run by 15BillionEBP	<ul style="list-style-type: none"> • Evaluations of work weeks from previous years show that pupils develop a better understanding of the world of work and related concepts. 	All pupils participate in Work Week	DHT	March 2023
Budget: £4,000		<ul style="list-style-type: none"> • Opportunities for pupils to challenge stereotypes and make links between jobs, subjects and skills 	<p><u>Evidence</u> Work week evaluations – staff and pupils Feedback from volunteers and visitors Books Planning</p>	PSHE lead	

Reading	82%	74%	81%	62%	6.5	6.5
Writing	77%	69%	65%	56%	5.9	5.6
Maths	90%	71%	90%	56%	6.3	6.4
RWM	70%	58%	68%	43%	6.2	6.2

To ensure that phonics results for PP pupils continue to be above National Average and in line with previous year of 81%

PPG pupils scored 81% compared to the whole cohort of 84%. Both the cohort and PPG pupils were above the Newham Average of 77%

1:1 Phonics interventions for pupils in Reception, Y1, Y2 and Y3 ensured that pupils narrowed gaps with their learning. Monitoring and assessments showed that pupils made good progress.

Raise attainment for Spoken Language across the school

On average year group cohorts made 28% progress in writing from Autumn 2021 till Summer 2022. On average year group PPG progress was 18%

Cohort	PPG
YR – 40% (Autumn) – 72% (Summer)	YR – 82% (Autumn) – 82% (Summer)
Y1 – 34% (Autumn) - 61% (Summer)	Y1 – 38% (Autumn) - 54% (Summer)
Y2 – 43% (Autumn) - 76% (Summer)	Y2 – 40% (Autumn) - 68% (Summer)
Y3 – 46% (Autumn) – 64% (Summer)	Y3 – 38% (Autumn) – 46% (Summer)
Y4 – 41%(Autumn) – 53% (Summer)	Y4 – 29%(Autumn) – 50% (Summer)
Y5 – 38% (Autumn) - 58% (Summer)	Y5 – 32% (Autumn) - 50% (Summer)

Increase in the number of pupils who are working at Greater Depth at the end of KS2 in RWM. Increase from 14% in 2019 - to be at or above National Average

KS1 and KS2 PPG girls performed higher than England average for Greater Depth Standard

Brilliant Club Data

University Preparation - pupil voice	Before	After
I know a lot about what it is like to be a student at university	25%	52%
I know a lot about the difference between learning in school and at university	53%	80%
I know the steps I need to take to go to university in the future	48%	69%
University is for people like me	63%	72%

12 pupils took part in the Brilliant Club – topic 'The art of the Story – an introduction to Visual Narratives in Art'. Pupils were chosen who showed a deeper understanding of art and working

	at Greater Depth Standard for Art. 5/ 12 pupils were PPG. One pupil had a 3 rd , and all other PPG received a 2 nd .																
To raise attainment in writing across the school	<p>On average year group cohorts made 27% progress in writing from Autumn 2021 till Summer 2022. On average year group PPG progress was 25%</p> <table border="1" data-bbox="936 240 2148 552"> <thead> <tr> <th data-bbox="936 240 1541 280">Cohort</th> <th data-bbox="1541 240 2148 280">PPG</th> </tr> </thead> <tbody> <tr> <td data-bbox="936 280 1541 320">YR – 38% (Autumn) – 65% (Summer)</td> <td data-bbox="1541 280 2148 320">YR – 50% (Autumn) – 82% (Summer)</td> </tr> <tr> <td data-bbox="936 320 1541 360">Y1 – 41% (Autumn) - 61% (Summer)</td> <td data-bbox="1541 320 2148 360">Y1 – 42% (Autumn) - 63% (Summer)</td> </tr> <tr> <td data-bbox="936 360 1541 400">Y2 – 48% (Autumn) - 70% (Summer)</td> <td data-bbox="1541 360 2148 400">Y2 – 40% (Autumn) - 64% (Summer)</td> </tr> <tr> <td data-bbox="936 400 1541 440">Y3 – 12% (Autumn) – 42% (Summer)</td> <td data-bbox="1541 400 2148 440">Y3 – 5% (Autumn) – 29% (Summer)</td> </tr> <tr> <td data-bbox="936 440 1541 480">Y4 – 16%(Autumn) – 44% (Summer)</td> <td data-bbox="1541 440 2148 480">Y4 – 9%(Autumn) – 32% (Summer)</td> </tr> <tr> <td data-bbox="936 480 1541 520">Y5 – 21% (Autumn) - 44% (Summer)</td> <td data-bbox="1541 480 2148 520">Y5 – 9% (Autumn) - 27% (Summer)</td> </tr> <tr> <td data-bbox="936 520 1541 552">Y6 – 32% (Autumn) - 77% (Summer)</td> <td data-bbox="1541 520 2148 552">Y6 – 31% (Autumn) - 65% (Summer)</td> </tr> </tbody> </table>	Cohort	PPG	YR – 38% (Autumn) – 65% (Summer)	YR – 50% (Autumn) – 82% (Summer)	Y1 – 41% (Autumn) - 61% (Summer)	Y1 – 42% (Autumn) - 63% (Summer)	Y2 – 48% (Autumn) - 70% (Summer)	Y2 – 40% (Autumn) - 64% (Summer)	Y3 – 12% (Autumn) – 42% (Summer)	Y3 – 5% (Autumn) – 29% (Summer)	Y4 – 16%(Autumn) – 44% (Summer)	Y4 – 9%(Autumn) – 32% (Summer)	Y5 – 21% (Autumn) - 44% (Summer)	Y5 – 9% (Autumn) - 27% (Summer)	Y6 – 32% (Autumn) - 77% (Summer)	Y6 – 31% (Autumn) - 65% (Summer)
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Increase attendance rates and reduce persistent absence for PPG pupils	<p>PA in the last 3 years for PPG has been: 2020 – 28% 2021 – 27% 2022 – 38% - intake of PPG pupils was higher due to more families being eligible for FSM compared to previous year due to Covid19. Parents/ carers took children on holiday during term time as Covid restrictions were no longer in place.</p> <p>Attendance for PPG was 0.1% lower than the whole school 94.4% compared to 94.5%</p>																
To address mental health and emotional needs of pupils	<p>PawsB programme delivered by school counsellor in all classes from nursery to reception to all pupils. Pupils know where to go for support in school.</p> <p>A high number of PPG pupils attended 1:1 sessions for counselling. Throughout the year, around 75% of pupils attending counselling were PPG.</p> <p>Learning mentor support for some pupils who have barriers to learning, through 1:1 meetings, nurture groups and social groups. The impact has been that there are less behaviour incidents in class and pupils are asking for support to regulate their emotions.</p>																
Improve physical well-being and ensure that pupils work towards a healthy lifestyle	<p>Pupils have at least 2 hours of PE a week throughout the year. Bespoke SEND physical development lessons each week.</p> <p>Specialist sports coaches have been teaching sports such as gymnastics, cricket, basketball and football throughout the year.</p> <p>Return of inter-schools competitions in the borough for athletics, SEND, mini-Olympics, running and tennis. The impact has been that pupils are eager to represent their school and are aware how sports have a positive impact on their lifestyles.</p> <p>Health and Sports week – sporting activities were organised for children to participate in – such as morning exercises, dance, smoothie-bike.</p>																

Access to educational visits for all	<p>In 2021 - 2022, all year groups had a chance for a visit outside of school. Some examples are:</p> <p>Y1 – Colchester Zoo (related to Science)</p> <p>Y2 – Lambourne End (related to Science)</p> <p>Y3 – Legoland (English and D&T)</p> <p>Y4 – British Museum (History and English)</p> <p>Y5 – Fairplay House (residential visit)</p> <p>Y6 – Theatre ‘The life of Pi’ and Outward Bounds Trust in Aberdovey Wales</p>
Develop pupils’ awareness of the world of work and work related concepts and vocabulary	<p>100% of teachers rated WOW programme good or very good</p> <p>100% of teachers stated WOW demonstrated the links between learning in school and success in the wider world to a very high or high degree.</p> <p><i>“Pupils understanding has deepened in terms of how other subjects that they do in school are linked to what happens in film & theatre” Year 2 teacher feedback</i></p> <p><i>“[Pupils] learned to be creative and adapt to the new challenges, especially when thinking about the customers of their apps” Year 5 teacher feedback</i></p>
Curriculum Enrichment to enhance pupils learning experiences	<p>Workshops such as ‘History off the Page’ ensured that pupils were immersed in the topic. The impact is that pupils have a better understanding of the time period and vocabulary based on the different topics.</p> <p>Educational Visits were booked by all year groups – science museum, places of worships, houses of Parliament, Museum of Childhood etc. Visits follow our Keir Hardie Learning Journey as being part of the engagement and excite the pupil’ learning.</p>
Supporting families and building relationships	<p>Workshops were organised for attendance where groups of parents were targeted – Bangladeshi and White British. Impact was that there was an improvement of attendance by those groups of pupils compared to the start of the year.</p> <p>Workshops for phonics and reading run by the reading lead. The impact has been that parents are able to support their child with early reading strategies more confidently.</p> <p>FSM vouchers for those families struggling financially – extra 10% was provided on top of FSM for those pupils who were seen</p>