

Pupil premium strategy statement (primary)

1. Summary information					
School	Shamblehurst Primary School				
Academic Year	2018-19	Total PP budget	£96880 (spent 121,457.00)	Date of most recent PP Review	June 18
Total number of pupils	495	Number of pupils eligible for PP	78 (current) (16%)	Date for next internal review of this strategy	April 2019 and July 2019

2. Current attainment			
For 2017/18 cohort	Pupils eligible for PP (your school)	School Results for All children	National average For all children
60% achieving GLD in EYFS	9	73.4%	
62% achieved ARE reading Key Stage 1	13	81%	
62% achieved Are in writing Key Stage 1	13	81%	
69% achieved ARE in maths Key Stage 1	13	86%	
70% achieved in reading, writing and maths end of Key Stage Two	11	68%	
70% achieved ARE in reading Key Stage 2	11	70%	
90% achieved ARE in writing Key Stage 2	11	93%	
78% achieved ARE in maths Key Stage 2	11	78%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children need to develop metacognitive and self-regulation learning strategies in order to improve their resilience and understanding of themselves as learners.
B.	The gap between non- PP GD and PP GD remains even though the gap has closed at ARE
C.	Quality of teaching needs to remain at least consistently good.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Language and dialogue development outside of school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria:</i>
A.	To develop metacognitive and self-regulation learning strategies in order to improve pupil resilience and understanding of themselves as learners.	<p>All children to be taught explicitly metacognitive strategies including how to plan, monitor and evaluate their own learning.</p> <p>PP Lead and English Lead to develop 'Let's Think English' across the whole school in order to ensure that children understand the metacognitive process around reading and therefore, increasing the amount of children achieving ARE and being stretched towards GD.</p> <p>Teachers explicitly model and verbalise their thought process when teaching and provide feedback to pupils.</p> <p>Teachers will provide carefully designed guided practice, with support gradually withdrawn as pupils become proficient and allow pupils to develop skills and strategies before applying them in independent practice.</p> <p>During pupil conferences, children will be able to discuss clearly their thought processes around different areas of learning and how they overcome challenges.</p>
B.	To ensure that PP children are given opportunities to stretch and challenge their thinking in order that the difference is diminished with GD pupils.	<p>Task design promotes challenge for all.</p> <p>Children are shown there is no ceiling on their learning and that challenge is open to everyone.</p> <p>Class task design is flexible alongside groupings in order to push everyone to achieve.</p> <p>Challenge set within the class is appropriately pitched in order not to overload children's cognitive process, especially when applying new strategies.</p> <p>PP children who are capable of achieving GD to be quickly identified and objectives in their individual PP plans to be clear, short and succinct to aid the children to achieve GD.</p> <p>A higher proportion of PP children in each year group will achieve GD and the gap will close between PP GD and non PP GD.</p>
C.	To ensure that the quality of teaching remains at least good in all areas, with support and feedback given to PP children verbally at the point of learning.	<p>Quality of teaching is proven to have more of an impact on PP pupils than non- PP children's progress and attainment.</p> <p>Quality of teaching is therefore monitored rigorously and regularly to ensure that teaching is at least consistently good by all SLT</p> <p>During learning walks, it will be evident that PP children receive regular verbal feedback within the lesson, which provides clear next steps.</p> <p>Children will know their next steps within a lesson and how they need to work on these. They will be able to verbalise their next steps with ease.</p>
D.	To ensure that children who are diagnosed as having a Speech and Language delay make rapid progress in the early years, so that this does not impact on all areas of their learning.	<p>Children to undertake SALT assessment within the first half term to ensure that the children who have S&L needs are quickly identified.</p> <p>Speech Link assessment carried out in Year R within the 1st half term.</p> <p>Interventions across the school happen regularly and are monitored with rigour.</p> <p>Data shows clear progress within the objectives their learning.</p>

		<p>Teachers are given SALT specific CPD to ensure they are providing a language rich and communication friendly environment.</p> <p>Teachers are aware of the targets that the children are working towards and adapt their teaching appropriately to consolidate what the children are working towards.</p> <p>Speech and Language groups are built in regularly as part of early years' practice on top of Speech Link activities already provided.</p> <p>'Let's Think Early Years' sessions to be conducted within the classroom to promote early dialogue.</p> <p>More staff to be trained to deliver SALT and Narrative therapy sessions so that they can happen regularly across the school with children who need them.</p>
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5. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children have a solid understanding of themselves as learners and can clearly talk about their next steps and strategies they are using within lesson time.</p> <ul style="list-style-type: none"> - Children are confident, resilient, independent learners who embrace challenge. 	<p>All staff to receive CPD based on metacognition/self-regulation and how to promote this within the classroom. This will be delivered by PP lead and SLT.</p> <p>Children to set goals alongside mentors to form their PP plans. This is so children fully understand their targets and how to reach them.</p> <p>Children to be taught explicitly, through the use of effective questioning how to plan, monitor and evaluate their learning.</p> <p>Within class, teachers model consistently the process of metacognition within the subject being taught.</p>	<p>Children within our school need to be more independent and develop resilience in their learning in order to make further progress.</p> <p>The EEF report on metacognition shows that it has an impact on disadvantaged learners progress and helps children to develop a better understanding of the learning process.</p>	<p>Regular learning walks which focus specifically on the modelling of metacognitive strategies within the classroom.</p> <p>Pupil conferencing conducted by PP lead to ensure children have had strategies discussed and are aware how to use them.</p> <p>PP lead released 2 days a week to monitor the impact of CPD and metacognitive pedagogical practice within the classroom.</p>	<p>KE AJ SM PB SA MT CT</p>	<p>Half Termly SLT meetings Pupil Progress Meetings</p> <p>PP Lead – 2 days a week</p>

<p>Children have a developed understanding of the metacognition of reading and achieve at least in line with LEA in at KS1 and KS2</p> <p>(Children are confident and have the strategy to attempt and infer unfamiliar text)</p>	<p>SM and KE enrolled on to 'Let's Think English' course to develop the metacognition of reading within school.</p> <p>Children to have 'Let's Think English' every 2 weeks which explores and develops the processes needed in order to become a competent reader.</p> <p>Staff to have CPD on how to deliver 'Let's Think English' sessions and how to develop questioning within reading sessions.</p> <p>Inference trained LSA had huge success last year with inference based interventions. This LSA expert will now be used to train other LSA's to deliver inference based interventions.</p>	<p>Reading still remains a focus across the school we aim to achieve 80% ARE and 35% GD across the school for all pupils.</p>	<p>Phase meetings – collaborative learning review of teaching approaches and strategies for 'Lets Thin English' with Phase Leaders/ PP leaders</p> <p>Learning walks</p> <p>Reading Data</p>	<p>SM KE</p>	<p>Let's Think English Taught and reviewed 3 times a half term from Year 2 – 6 within phases.</p> <p>SLT Meetings – weekly</p> <p>Inference trained LSA</p> <p>PP Lead released 2 days a week</p> <p>English Lead and KS1 lead 1 day a week.</p>
<p>Reading data within the Early Years improves so that more children are at expected and exceeding.</p>	<p>Book bags made up to take home for Year R to promote a reading focused environment within the home as well as in school.</p> <p>English lead to work Early Years Lead on developing early reading within Year R.</p> <p>After Phase 1 phonics will be delivered morning and afternoon.</p> <p>Children will have reading modelled to them 3 times a day through short stories.</p> <p>Reading books will be fit for purpose and inspire the children to develop a love of reading.</p> <p>The school Early Years Lead and SENDCO will devise a PEEP based programme for parents which will focus on communication and language within the home. This will also incorporate how to promote and teach early reading.</p>	<p>Reading still remains a focus for Early Years. Early Years aim to be Yellow by the end of the Years</p>	<p>Learning Walks</p> <p>Reading Data</p> <p>Key word check</p> <p>Phonics Check</p> <p>Book Band Monitoring</p> <p>Reading Journals</p> <p>Monitoring of Guided Reading</p>	<p>PB KE SM MT</p>	<p>Half Termly SLT meetings – weekly Data Drops</p> <p>English Lead 1 day a week.</p> <p>Early Years Lead ½ day</p> <p>Early Years Based LSA</p>

<p>A higher % of PP children achieve in line with their Peers for GD in reading, writing, maths and combined.</p>	<p>Children who are capable of achieving GD are identified early, their GAPS analysed quickly. These are then form part of their PP plan which is reviewed regularly.</p> <p>Regular moderation meetings for GD children to be held in order to share and discuss strategies and next steps for children.</p> <p>CPD for staff based around task design and questioning that encourages challenge delivered by SLT including schools Maths lead practitioner.</p>	<p>Data across the school shows that there is a difference between Non PP achieving GD and PP children achieving GD in most year groups.</p>	<p>Book moderation Learning walks Data Pupil Progress Reviews.</p>	<p>KE CT AJ SM</p>	<p>Pupil Progress Meetings Half Termly Data Drops</p>
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<p>The quality of teaching remains at least good in all areas.</p>	<p>Inspirational CPD from the author of Guerrilla teaching will be delivered to all staff before the next academic year commences.</p> <p>Bespoke CPD, provided by SLT, will continue to happen in phases so that it is current and relevant to the phase which teachers are in.</p> <p>Regular moderation, within phases, of all (WTS, ARE and GD) children held to have professional discussion around what is working well and how this can be worked and adapted across classes and phases.</p> <p>Best practice consistently shared.</p> <p>Metacognition and self-regulation CPD and implementation to be a whole school philosophy.</p> <p>Bespoke coaching plans will continue to be provided to all.</p> <p>PP lead to ensure new staff are fully briefed in the provision of PP and additional vulnerable children. Support will be provided to all.</p>	<p>As research and recent school data shows, the quality of teaching impacts even more on PP children and those who are additionally vulnerable.</p> <p>Due to staff changes this year, it is paramount that teaching remains consistently good in all areas in order to promote good progress for all.</p>	<p>Book monitoring</p> <p>Data</p> <p>Learning Walks</p> <p>Phase Meetings</p> <p>Moderation</p>	<p>All SLT</p>	<p>Half Termly</p> <p>SLT Meetings - weekly</p>
<p>Total budgeted cost</p>					<p>£50,637</p>

ii Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All children to have a language rich environment which sees them progress rapidly within speech and language, phonics and reading.</p>	<p>Children to undertake SALT assessment within the first half term to ensure that the children who have S&L needs are quickly identified. Speech Link assessment carried out in Year R within the 1st half term. Interventions across the school happen regularly and are monitored with rigour. Data shows clear progress within the objectives their learning. Teachers are given SALT specific CPD to ensure they are providing a language rich and communication friendly environment. Teachers are aware of the targets that the children are working towards and adapt their teaching appropriately to consolidate what the children are working towards. Speech and Language groups are built in regularly as part of early years' practice on top of Speech Link activities already provided. 'Let's Think Early Years' sessions to be conducted within the classroom to promote early dialogue. More staff to be trained to deliver SALT and Narrative therapy sessions so that they can happen regularly across the school with children who need them.</p>	<p>Children need to be immersed in a language rich environment early on in order to help them later with their progress in all areas of the curriculum.</p> <p>Children within the school who are additionally vulnerable or are disadvantaged, tend to remain behind their peers for longer in reading throughout the year.</p> <p>Early identification of speech and language needs is key to help children have the firm foundations for other areas of learning.</p>	<p>Regular meetings</p> <p>Learning Walks</p> <p>Data scrutiny of children's progress against interventions.</p>	<p>KE</p> <p>MT</p> <p>PB</p> <p>CP</p> <p>SM</p>	<p>Half Termly</p> <p>End of peep sessions</p> <p>SLT meetings</p>

<p>Bespoke interventions continue to be delivered to meet the needs of the children who are at risk of falling behind.</p>	<p>Maths Lead Practitioner and support staff to continue to run maths intervention groups to ensure that those children who are risk of not achieving ARE have bespoke interventions which meet the children's needs at the point of learning.</p> <p>LSA who are trained in FFT to continue to deliver the programme to those children who are identified as it benefitting the most. Review regularly to ensure that it is the programme which suits the child's needs.</p> <p>LSA who are trained in inference to support the development of reading</p> <p>Spelling interventions to continue for identified children who are falling behind in writing and SPAG predominantly because of this area.</p>	<p>Data shows that there are children who need to continue to make rapid progress next year.</p>	<p>Regular Pupil Progress Meetings</p> <p>Interventions Tracked</p> <p>Book moderation.</p>	<p>AJ</p> <p>SC</p> <p>SM</p> <p>KE</p> <p>PB</p>	<p>Half termly, review and identify children with intervention staff and teachers.</p>
<p>Pupils and families to continue to engage positively with the school.</p>	<p>FSW to liaise with vulnerable families to offer support and direct to other support networks if and when needed.</p> <p>ELSA support to continue to meet the needs of pupils and their families who feel that their emotional needs need to be met. This will involve working with both parents and children in order to ensure that there is a shared objective for all.</p> <p>Continue to review and regularly track attendance of vulnerable pupils, ensuring that the graduated letter response continues to be followed.</p> <p>Teachers work quickly to form relationships with their parents and families in order to identify where the school can help support.</p> <p>Early Years teachers build a rapid report with new children and their families and offer PP support to those who they have identified as needing it.</p>	<p>Families within the school community enrol and embrace the family links programme.</p> <p>Children within school have developing self-esteem and their assessments reflect this.</p> <p>Attendance continues to show improvements.</p> <p>Persistent absences decline.</p> <p>PP children in the early years are identified quickly, alongside those who are additionally vulnerable.</p>	<p>Regular vulnerable meetings</p> <p>HT and SC to track all PP attendance.</p> <p>ELSA assessments show impact of interventions.</p>	<p>SC</p> <p>PB</p> <p>AJ</p>	<p>Half termly meeting with PB, SC, KE, AJ – internal meetings around the child.</p>
Total budgeted cost					£57,635
ii. Other approaches					
Desired	Chosen action/approach	What is the evidence	How will you ensure	Staff	When will you review

outcome		and rationale for this choice?	it is implemented well?	lead	implementation?
<p>To reduce financial barriers to pupils' learning so they can access all resources to enhance their experiences and progress within learning.</p>	<p>Financial support with trips, in house events, residential and participation in extra-curricular activities. In addition, support with uniform and kit so that PP children have equality of opportunity. Support for breakfast and after-school club if needed.</p>	<p>To provide these children with enrichment opportunities.</p>	<p>PP children will have bespoke spending recorded on their personal pupil premium plans. Regular liaison with parents. Targeted in some cases to ensure PP children are given access to all extra-curricular opportunities as their peers.</p>		<p>Ongoing, as when parents or children need support. Reviewed termly.</p> <p>Day Trips Support £1285.70</p> <p>Residential Trips support £3886.15</p> <p>After school club £2500</p> <p>Hedgehogs after school care provision £7000</p>
Total budgeted cost					£ 14,671
Total budgeted cost					£121,457

6. Review of expenditure			
Previous Academic Year 2017-18			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>PP achieve in line with national data in all subjects</p>	<p>SLT to monitor that all PP children will receive consistent, accurate and clear feedback within the lesson, so that next steps can be given and misconceptions addressed. PP lead to coach staff on in lesson feedback that moves learning on. Staff meetings to develop impact of feedback, questioning and challenge. These meetings will be held by English leaders, maths leaders, teaching and learning leaders. Clear learning journeys are tracked through planning and book looks and pupil interviews. Lesson observations to have a clear focus on the needs of PP being responded to.</p>	<p>All staff were given advice and support on the importance of verbal feedback for children within the lesson (this did not just affect PP children). The whole school adopted the strategy of making sure PP children were the first be visited within the lesson. This was known to all. "Where teaching is strongest teachers use accurate assessment to target support and challenge through appropriate variation. Purposeful feedback is provided to pupils, at the point of learning, that enables them to make good progress in lessons and therefore overtime" (School Improvement Visit). Where there was a higher than average proportion of SEND or PP, additional adults were put in place to support this practice. SLT commented on and gave feedback on this practice and observed whether it was taking place consistently through book monitoring and lesson observations. During staff meetings, year groups have had the opportunity to plan their learning journeys together with the support of SLT. This was to ensure that there was a clear progression across the unit. Our local authority school improvement visit states that "the school has clear interventions and support in place to try and narrow the gap between attainment and progress for disadvantaged pupils and non-disadvantaged pupils" Where teaching has been consistently good or better, results show that the difference has diminished between PP and non – PP children. i.e. Year Group A combined: <ul style="list-style-type: none"> • PP (-SEND) combined result: 88% • Non - PP combined result (-SEND): 66% Year Group B combined: <ul style="list-style-type: none"> • PP (-SEND) combined result: 80% • Non - PP combined result (-SEND): 80% Year Group C combined: <ul style="list-style-type: none"> • PP (-SEND) combined result: 75% • Non - PP combined result (-SEND): 95% </p>	<p>The monitoring of teacher and pupil interaction and feedback will continue next year. Feedback at the point of application is continuing to have a positive impact on the progress of all pupils not just disadvantaged, especially within the lesson. All teachers need to buy in to this philosophy and this will continue to be pushed next year with a review of our feedback and marking policy based on current research by the EEF.</p>

ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Cost
<p>Children to develop a love of reading and for children's reading to be in line with at least national data</p>	<p>All PP children heard to read every day by an adult. FFT provision to be provided to those children who need the support of the programme. Bespoke 'Raising Aspiration' programmes are put in place to diminish the difference in reading. LSA's to hear children read daily. Children to be book banded with a reading book that is specific to their reading needs all the way through the school. School environment to be developed to develop a love of reading. Library open lunchtime to promote reading for pleasure.</p>	<p>All PP children take priority when it comes to receiving a reader to listen to them read or a reading intervention. This is to ensure that the reading gap closes over the year. We have seen that reading interventions are most effective in KS2 when they are implemented alongside one another. This ensures that the children are making progress in both inference level and word reading strategies. There has also been a positive impact on SEND children making progress in reading using this strategy. FFT has proven successful for most pupils in KS1. Children have made solid progress through their book bands. They are assessed on a regular basis to ensure that their reading level is accurate and that the text is pitched correctly. All children across the school are regularly book banded. KS1 book banding takes place as a minimum every half term. KS2 book bandings are completed termly. Children are then able to choose from a variety of books that are correctly pitched to their ability and age range. The library has been open over lunch times, and this has been available to the whole school.</p> <p>Whole school data shows that at phase 3, where teaching has been consistently good or better more children have achieved ARE and GD or have begun to diminish the difference between PP children and their peers.</p> <p>Example A: PP (-SEND) Reading result is 77% (44%) Non PP Reading result is 74% (40%)</p> <p>Example B: PP (-SEND) Reading result is 100% (50%) Non PP Reading result is 78% (49%)</p> <p>Example C: PP (- SEND) Reading result is 80% (50%) Non PP Reading result is 92% (61%)</p> <p>Although there is still a gap between PP and non- PP within this year group for reading, this has closed significantly in terms of greater depth over the year.</p> <p>Example D: PP (-SEND) Reading result is 88% (25%) Non PP Reading result is 89% (33%)</p> <p>Although there is still a gap between PP and non-PP within this year group for reading the gap has closed over the year by 26% for attainment.</p>	<p>FFT works most effectively in the lower school. Where FFT was failing to make the progress gains needed in the upper school, Toe by Toe is now being used and a new reading programme which is aimed at older underachieving readers has been purchased.</p> <p>Inference is still one of the main reading strands that still needs to be a focus for all children. Therefore 3 members of staff are already receiving training based on the metacognition of reading and inference training will be delivered to staff.</p> <p>Daily 1:1 or small group reading for our vulnerable pupils will remain a priority for the school.</p>

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach) Cost																																				
<p>English, Maths and Science lessons all include opportunities for higher order thinking, to ensure that all learners, in particular more able PP, are consistently and effectively challenged.</p>	<p>Children to be given time in their lessons to think about how they will approach tasks with a discussion around the most effective strategies. Children will be much clearer about their learning and make better progress as tasks focus on the learning process as well as the product. Questioning in all classes to be developed to push the learners harder than otherwise they would push themselves.</p>	<p>Over the course of the year staff have received CPD which has focused on mastery, questioning and developing thinking in the classroom especially in Maths and English. This has been delivered by both external experts and internal leaders. There has been a greater focus on challenge within the classroom this year for all pupils through monitoring.</p> <p>Where teaching has been good or better the amount of children achieving GD has increased, not only for PP children, but for all, due to the focus on metacognition and higher order thinking.</p> <p>Results for children achieving Greater Depth where teaching has been good or better consistently:</p> <table border="1" data-bbox="674 603 1588 1238"> <thead> <tr> <th></th> <th>Reading (GD)</th> <th>Writing (GD)</th> <th>Maths (GD)</th> </tr> </thead> <tbody> <tr> <td>Year Group A PP - SEND</td> <td>38% (Autumn) 44% (Data Drop 3) + 6%</td> <td>13% (Autumn) 22% (Data Drop 3) + 9%</td> <td>13% (Autumn) 22% (Data Drop 3) + 9%</td> </tr> <tr> <td>Year Group A Non PP</td> <td>37% (Autumn) 40% (Data drop 3) +3%</td> <td>17% (Autumn) 24% (Data Drop 3) + 7%</td> <td>21% (Autumn) 26% (Data Drop 3) + 5%</td> </tr> <tr> <td>Year Group B PP - SEND</td> <td>11% (Autumn) 50% (Data Drop 3) + 39%</td> <td>10% (Autumn) 25% (Data Drop 3) + 15%</td> <td>11% (Autumn) 50% (Data Drop 3) + 39%</td> </tr> <tr> <td>Year Group B Non PP</td> <td>30% (Autumn) 49% (Data Drop 3) + 19%</td> <td>27% (Autumn) 44% (Data Drop 3) + 27%</td> <td>32% (Autumn) 40% (Data Drop 3) + 8%</td> </tr> <tr> <td>Year Group C PP - SEND</td> <td>38% (Autumn) 44% (Data Drop 3) + 6%</td> <td>38% (Autumn) 44% (Data Drop 3) + 6%</td> <td>38% (Autumn) 44% (Data Drop 3) + 6%</td> </tr> <tr> <td>Year Group C Non PP</td> <td>38% (Autumn) 44% (Data Drop 3) + 6%</td> <td>38% (Autumn) 44% (Data Drop 3) + 6%</td> <td>38% (Autumn) 44% (Data Drop 3) + 6%</td> </tr> <tr> <td>Year Group D PP - SEND</td> <td>0% (Autumn) 50% (Data Drop 3) + 50%</td> <td>0% (Autumn) 20% (Data Drop 3) + 20%</td> <td>22% (Autumn) 30% (Data Drop 3) + 8%</td> </tr> <tr> <td>Year Group D Non PP</td> <td>18% (Autumn) 61% (Data Drop 3) + 43%</td> <td>32% (Autumn) 41% (Data Drop 3) + 9%</td> <td>47% (Autumn) 43% (Data Drop 3) - 4%</td> </tr> </tbody> </table>		Reading (GD)	Writing (GD)	Maths (GD)	Year Group A PP - SEND	38% (Autumn) 44% (Data Drop 3) + 6%	13% (Autumn) 22% (Data Drop 3) + 9%	13% (Autumn) 22% (Data Drop 3) + 9%	Year Group A Non PP	37% (Autumn) 40% (Data drop 3) +3%	17% (Autumn) 24% (Data Drop 3) + 7%	21% (Autumn) 26% (Data Drop 3) + 5%	Year Group B PP - SEND	11% (Autumn) 50% (Data Drop 3) + 39%	10% (Autumn) 25% (Data Drop 3) + 15%	11% (Autumn) 50% (Data Drop 3) + 39%	Year Group B Non PP	30% (Autumn) 49% (Data Drop 3) + 19%	27% (Autumn) 44% (Data Drop 3) + 27%	32% (Autumn) 40% (Data Drop 3) + 8%	Year Group C PP - SEND	38% (Autumn) 44% (Data Drop 3) + 6%	38% (Autumn) 44% (Data Drop 3) + 6%	38% (Autumn) 44% (Data Drop 3) + 6%	Year Group C Non PP	38% (Autumn) 44% (Data Drop 3) + 6%	38% (Autumn) 44% (Data Drop 3) + 6%	38% (Autumn) 44% (Data Drop 3) + 6%	Year Group D PP - SEND	0% (Autumn) 50% (Data Drop 3) + 50%	0% (Autumn) 20% (Data Drop 3) + 20%	22% (Autumn) 30% (Data Drop 3) + 8%	Year Group D Non PP	18% (Autumn) 61% (Data Drop 3) + 43%	32% (Autumn) 41% (Data Drop 3) + 9%	47% (Autumn) 43% (Data Drop 3) - 4%	<p>There still needs to be greater consistency across the school with how to challenge more able children, particularly those whom are disadvantaged. Moving forwards the PP lead and SLT aim to implement the findings of the EEFs report on metacognition.</p> <p>Moving forwards a STEM team has been established within the school to ensure further cohesion between science, technology and mathematics. This will ensure that there is an element of challenge across all these subjects and that key links are made between them to further children's academic progress.</p>
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