



Pupil Premium Strategy Statement & Review: 2022 - 2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School Overview

| Detail | Data |
|---|---|
| Number of pupils in school | Aut 1 2022: 320 (+11 Nursery) = 331 Sum 2 2023: 341 (+12 Nursery) = 353 Aut 1 2023: 334 (+12 Nursery) = 346 |
| Proportion (%) of pupil premium eligible pupils | Aut 1 2022: 23% Sum 2 2023: 23% Aut 1 2023: 23% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Year 1: 2022 - 2023 Year 2: 2023 – 2024 Year 3: 2024 - 2025 |
| Date this statement was published | December 2023 |
| Dates on which it will be reviewed | By April 2024 By December 2024 |
| Statement authorised by | Governing Body |
| Pupil Premium Leads | Barbara Graham (Headteacher) |
| Governor / Trustee Lead | Pauline Hughes (Chair of Governors) |

Funding Overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £125 130 |
| Recovery premium funding allocation this academic year | £7 325 |
| Pupil premium (and recovery premium) funding carried forward from previous years. | £0 |
| Total budget for this academic year | £132 455 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

What are your ultimate objectives for your disadvantaged pupils?

At Earlsmead Primary School we believe that all children should be able to achieve to their full potential and that education is a lever for social mobility and equality. Pupils in receipt of the Pupil Premium Funding face specific barriers and our ultimate goal is to narrow the gap between advantaged and disadvantaged pupils in terms of health, education, cultural capital and attendance. To support this, we seek to offer them access to a variety of exciting opportunities and a rich and varied curriculum.

How does your current pupil premium strategy plan work towards achieving these objectives?

- Earlsmead Primary School uses research from the Education Endowment Foundation (EEF) and Sutton Trust to support decision making on pupil premium spending for the highest impact.
- Impact is reviewed at least termly via pupil progress meetings, monitoring and data reporting. Impact is also reviewed via pupil and parent voice.
- Earlsmead Primary adopts a longer-term approach to Pupil Premium planning via a 3-year strategy as recommended by the Department for Education (DfE) and EEF.
- To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:
 1. **Quality of Teaching** i.e. consistently good or better teaching, broad and coherent curriculum, staff training and development.
 2. **Targeted Support** i.e. interventions, booster clubs, SEN support, pastoral support via a **Learning Mentor, financial support for vulnerable families.**
 3. **Wider Strategies** i.e. effective transitions, parental engagement, attendance rewards, restorative justice behaviour principles, wrap around care including breakfast club and after school clubs.

What are the key principles of your strategy plan?

Through the following key principles we believe that we can maximise the impact of our funding:

1. High Expectations

Providing a culture where staff believe in all children and make no excuses for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

2. High Profile

Narrowing the attainment gap is a priority in this school. We adopt a whole school approach with all staff involved in identifying pupils' needs and barriers to their

learning. Pupil premium progress is tracked termly and reviewed by class teachers, the Senior Leadership Team and Governors.

3. Early Intervention

We recognise that high quality early years provision with a strong emphasis on developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage early in life. Similarly, mobile pupils (those who join us within a school year) are assessed quickly so that needs and appropriate interventions can be addressed.

4. Inclusive Provision

We acknowledge that pupil premium children are not always socially disadvantaged or at risk of under achievement. Likewise, there are many pupils that we would consider to be vulnerable, such as 'working poor' families, which are not in receipt of pupil premium funding. Our interventions seek to ensure that all pupils have their needs met.

5. High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We give high priority to performance management systems, monitoring and professional development for all staff. We will continue to ensure that all pupils receive good or better teaching through consistent application of key elements including:

- Planning
- Marking, Feedback and Assessment
- Differentiation
- A Broad and Coherent Curriculum

6. Emphasis on Key Skills

We will concentrate our spending on achieving the highest possible standards in core subjects. This may be in the form of direct teaching and interventions, booster groups, learning support or external experiences and trips to apply learning. It may also be through indirect strategies including improving attendance, behaviour or access to resources and family support.

Challenges

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

| Challenge number | Detail of Challenge |
|------------------|---|
| 1 | COVID-19: Levels of engagement in remote/on school education varied during the pandemic. As a result there are some pupils who need to catch up so that they are working at age-related expectations. Some of our younger pupils particularly, need further catch up in speaking and listening and behaviour/readiness for learning. |
| 2 | Attendance: Overall attendance for 2022 – 2023 was low at 92.7%, however this is in line with national averages for the same period. Earlsmead’s attendance target for 2023 – 2024 remains at 96%+, however many of our disadvantaged pupils are impacted by low attendance. |
| 3 | Mobility: Earlsmead has a history of high mobility, with over 40% in-year mobility in some classes. A clear understanding of prior learning and behavioural needs are essential to ensure that provision meets needs. |
| 4 | <p>Additional Barriers:</p> <ul style="list-style-type: none"> • Roughly 55% of our pupils are boys which can bring additional challenges around achievement and engagement with literacy. • 69% of our pupils have English as an Additional Language. This has grown since 2021 – 2022 which was 64%. • 5% of our pupils have an EHCP with a total of 11% on the SEN register – however, we have noted a significant increase in SEN needs across the school (particularly in the younger year groups) which are in process via our graduated response to SEND. |
| 5 | Communication and Interaction: Disadvantaged pupils, particularly our younger pupils, have lower than typical starting points. This gap widened during the pandemic, particularly in the areas of speaking/listening, social interaction and behaviour for learning. |
| 6 | Cultural Capital: While only 23% of our community are PP eligible, a significant portion struggle economically. This can impact attainment, aspiration, family engagement levels and cultural capital experiences. |

Intended Outcomes & Impact Review

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended Outcome | Success Criteria & RAG Rating (2022 – 2023) |
|---|---|
| 1. To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics. | <ul style="list-style-type: none"> • 80%+ of disadvantaged pupils to make at least expected progress in reading, writing and maths. • Targeted interventions and support for at risk pupils, beginning in Autumn 1. • Interventions and Quality First Teaching reviewed through half-termly monitoring and termly pupil progress meetings for every class. |
| 2. Develop strong phonics and reading systems for a cohesive, whole school approach to literacy. | <ul style="list-style-type: none"> • One whole school synthetic phonics programme in place. • Targeted interventions for the lowest attaining 20% of pupils in place by Aut 2. • Phonics pass in line or above national averages (NA: 2021 - 2022: Y1: 76%; Y2: 44%) • 80%+ 'Effective' or better staff feedback on training. • 80%+ 'Effective' or better lessons during formal observations. |
| 3. To reduce the effect of the local socioeconomic gaps through participation in cultural capital and extra-curricular activities. | <ul style="list-style-type: none"> • 70%+ of KS1 – KS2 pupils to participate in at least one club per term. • Reintroduce residential and class trips/workshops with financial support for disadvantaged pupils. • Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> ○ 80%+ My child can take part in clubs and activities at this school. |
| 4. For all pupils to attend school regularly. | <ul style="list-style-type: none"> • 96%+ attendance. |
| 5. Parents will engage more positively with the school and will be better equipped to support their children at home with their learning. | <ul style="list-style-type: none"> • Achievement of Family School Partnership Award. • Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> ○ 80%+ My child is happy at this school. ○ 80%+ The school makes me aware of what my child will learn during the year. ○ 80%+ The school lets me know how my child is doing. ○ 75%+ There is a good range of subjects at this school. • At least 3 x parent-teacher meetings offered annually. • At least 5 parent workshops offered annually e.g. phonics/reading, SEND, oral hygiene, ESafety etc. • At least 3 open mornings/afternoons offered annually where parents may participate in lessons. |

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.

A) Teaching

Budgeted cost: **£ 8500**

- English, including ELS SSP and Ready, Steady, Write (25%): £1 200
- Maths, including White Rose (25%): £750
- Foundation Schemes, including Kapow and Charanga (25%): £4 000
- Data Services, including SIMS Assessment (25%): £250
- CPD & Staff Development (25%): £2 300

| Activity | Evidence that supports this approach | Challenge numbers addressed |
|---|---|-----------------------------|
| Systematic synthetic phonics and reading scheme. | <ul style="list-style-type: none"> • High impact for very low cost based on very extensive evidence. • +5 months progress over course of a year. (EEF Teaching and Learning Toolkit) (DfE Reading Framework 2023) | 1, 4, 5 |
| Maths Mastery whole school approach via White Rose. | <ul style="list-style-type: none"> • High impact for very low cost. • +5 months progress over course of a year. (EEF Teaching and Learning Toolkit) | 1, 3 |
| Collaborative Learning Approaches | <ul style="list-style-type: none"> • High impact for very low cost. • + 5 months progress over course of year. (EEF Teaching and Learning Framework) | 1, 2, 3 |
| Arts Participation | <ul style="list-style-type: none"> • Moderate impact for very low cost. • +3 months progress over course of a year. (EEF Teaching and Learning Framework) | 3, 4 |
| Targeted CPD for all teaching staff according to role and experience. | <ul style="list-style-type: none"> • 40% additional gains in learning with highly effective teachers. (Sutton Trust, Improving the Impact of Teachers on Pupil Achievement in the UK, 2011) | 1, 3, 4, 5 |
| Termly tracking and planning for disadvantaged pupils with every class teacher via Pupil Progress Meetings. | <ul style="list-style-type: none"> • Disadvantaged pupils gain 1.5 years' worth of learning with very effective teachers. (Sutton Trust, Improving the Impact of Teachers on Pupil Achievement in the UK, 2011) | 1, 4, 5 |

B) Targeted Academic Support

Budgeted cost: **£ 130 746**

- Support Staff (25%): £130 246
- Edukey (25%): £500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Support Staff in every class. | <ul style="list-style-type: none"> • Moderate impact for moderate cost based on moderate evidence. • +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit) | 1, 3, 4 |
| Interventions in RWM, specifically lowest 20%. | <ul style="list-style-type: none"> • Moderate impact for low cost based on moderate evidence. • +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit) | 1, 3, 4, 5 |
| 1:1 Peer Reading with secondary students. | <ul style="list-style-type: none"> • Moderate impact for very low cost based on limited evidence. • +4 months of progress over the course of a year. (EEF Teaching and Learning Toolkit) | 1, 5, 6 |
| Disadvantaged/SEND individual targets set and tracked via Edukey. | <ul style="list-style-type: none"> • Moderate impact for low cost based on moderate evidence. • +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit) | 1, 3, 4, 5 |
| Introduction of electronic assessment system to track progress of disadvantaged pupils in all subjects. | <ul style="list-style-type: none"> • Moderate impact for low cost based on moderate evidence. • +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit) | 1, 4, 5 |

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

Budgeted cost: **£ 16 395**

- Play Therapist (25%): £2 375
- Pastoral Team, including Learning Mentor (25%): £8 570
- Educational Psychologist (25%): £1 250
- Before/After School Clubs (25%): £1 750
- Class Trips/Workshops/Sporting Events (25%): £500
- Attendance (25%): £1 000
- CPOMs: £950

| Activity | Evidence that supports this approach | Challenge numbers addressed |
|--|--|-----------------------------|
| Subsidised residential, sporting events, class trips and/or workshops at least once per term. | <ul style="list-style-type: none"> Unclear impact for moderate cost based on insufficient evidence. (EEF Teaching and Learning Toolkit) Strongly supported by parents. (https://www.oxfordhomeschooling.co.uk/blog/parents-opinions-on-school-trips/) | 5, 6 |
| Attendance rewards and sanctions; ACE & Breakfast Club. | <ul style="list-style-type: none"> Moderate impact for very low cost. +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit) | 2 |
| CPOMS used to track and monitor behaviour. | <ul style="list-style-type: none"> Moderate impact for low cost. +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit) | 1, 4 |
| Engagement with typically hard to reach families via technology e.g. Family Support Partnership, Class Dojo. | <ul style="list-style-type: none"> Moderate impact for very low cost. +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit) | 1, 2, 3, 4 |
| Targeted emotional health support via Pastoral Lead, Mentor, Art Therapist. | <ul style="list-style-type: none"> Moderate impact for very low cost. +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit) | 1, 2, 3, 4, 5 |

Total budgeted cost: £155 641

(NB. This is £23 186 over the designated budget which will be drawn from other areas of school funds).

Part B: Review of Outcomes in the Previous Academic Year

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. Primary schools do not need to publish their 2022 Key Stage 2 results as DfE is not publishing that data. Internal assessment data has also been used to compile this review. The DfE strongly discourages comparing 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.

For Reference:

| 2022 – 2023 | | |
|-------------|-----------|---------|
| Year Group | No. of PP | % of PP |
| R | 8 | 15% |
| 1 | 14 | 24% |
| 2 | 10 | 27% |
| 3 | 11 | 28% |
| 4 | 12 | 28% |
| 5 | 17 | 28% |
| 6 | 15 | 33% |

Headline Outcomes:

- A new Headteacher took over the school in May 2022. Retention of staffing has improved over the 2022 – 2023 academic year, where previously several classes had multiple teachers over the course of one year. In 2021 – 2022 staff mobility stood at 25%, however in 2022 - 2023 this had reduced to around 22%.
- The school purchased an online data managements system (SIMs) in 2022. Where data is available it has been offered for both the 2021 – 2022 and 2022 – 2023 academic years.
- Pupil Premium progress at the end of KS2 is higher than National PP averages in Reading, Writing and Maths.
- PP pupils generally attain lower than 'All' pupils in Reading, Writing and Maths. This was most significant in Maths during 2021 – 2022 however in 2022 – 2023 that gap appears to be closing, with PP outperforming non-PP in two classes.
- Persistent Absence was a major concern across the school, particularly for PP children. However, 2022 – 2023 saw a reduction in PP persistent absence from 31.18% to 25.83%.
- The attendance, attainment and progress of disadvantaged pupils remain a key priority and feature predominantly on the School Development Plan 2023 – 2024.

Objective 1: To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics.

- Success Criteria:**
- 80%+ of disadvantaged pupils to make at least expected progress in reading, writing and maths.
 - Targeted interventions and support for at risk pupils, beginning in Autumn 1.
 - Interventions and Quality First Teaching reviewed termly through pupil progress meetings for every class.

Evidence and Impact:

EYFS GLD

Attainment of GLD at the end of Reception:

| | All | PP | Non-PP | National Average |
|----------------------------|-----|-----|--------|------------------|
| 2021 – 2022 (41 pupils) | 61% | 50% | 62% | 65% |
| 2022 – 2023 (57 pupils) | 53% | 75% | 49% | 65% |

- High mobility has impacted data:
 - 20 children started since January 2023 (35% of cohort).
 - Of these 20, 15 children arrived from abroad with little to no English.
 - 6 children arrived since Easter (11% of cohort).
 - Children who started with us in 1st half term: 71% GLD.
 - Children who started in Spring term: 33% GLD.
 - Children who started in summer term 0% GLD
- 68% of children met the phonics statement.
- Norovirus also had an impact on attendance in Reception in Aut and Spring terms.

Objective 2: Develop strong phonics and reading systems for a cohesive, whole school approach to literacy.

- Success Criteria:**
- One whole school synthetic phonics programme in place.
 - Targeted interventions for the lowest attaining 20% of pupils.
 - Phonics pass in line with national average (2021 – 2022: Y1: 76%; Y2: 44%).

Evidence and Impact:

- ELS (Essential Letters & Sounds) in place consistently across the school from November 2022.
- 55% Y1 Phonics Pass Rate. 42% of the Y1 class did not start the year at Earlsmead.
- 70% Y2 Phonics Retake Pass Rate – well above national average.
- PP and SEND children improved their pass rates at the Y4 multiplication check.

Also see progress data below (Objective 3).

- PP pupils generally attain lower than 'All' pupils in Reading, Writing and Maths. This was most significant in Maths during 2021 – 2022 however that gap is now closing, with PP outperforming non-PP in two classes.
- In 2022 – 2023, Year 3 had the greatest underperformance of PP, however there were also significant SEND needs in this cohort. Year 2 and Year 6 showed the highest PP results. Year 2 had very small numbers in the year group and Year 6 had highly experienced staff.

2021 – 2022 Attainment at Age Related Expectation:

| | Reading | | | Writing | | | Maths | | |
|---------------|---------|-----|-----|---------|-----|-----|-------|-----|-----|
| | All | PP | SEN | All | PP | SEN | All | PP | SEN |
| Year 1 | 10% | 0% | 0% | 27% | 17% | 0% | 40% | 17% | 0% |
| Year 2 | 70% | 56% | 0% | 70% | 44% | 0% | 70% | 67% | 0% |
| Year 3 | 58% | 43% | 50% | 52% | 43% | 50% | 36% | 14% | 50% |
| Year 4 | 49% | 31% | 0% | 44% | 25% | 0% | 45% | 19% | 0% |
| Year 5 | 50% | 33% | 50% | 59% | 40% | 0% | 57% | 33% | 0% |
| Year 6 | 73% | 58% | 44% | 73% | 50% | 44% | 73% | 50% | 44% |

2022 – 2023 Attainment at Age Related Expectation:

| | Reading | | | Writing | | | Maths | | |
|---------------|---------|-----|-----|---------|-----|-----|-------|-----|-----|
| | All | PP | SEN | All | PP | SEN | All | PP | SEN |
| Year 1 | 47% | 50% | 75% | 42% | 43% | 75% | 44% | 50% | 75% |
| Year 2 | 65% | 50% | 33% | 68% | 60% | 33% | 65% | 70% | 33% |
| Year 3 | 42% | 18% | 20% | 32% | 9% | 0% | 21% | 9% | 0% |
| Year 4 | 33% | 33% | 17% | 29% | 25% | 17% | 36% | 33% | 17% |
| Year 5 | 47% | 41% | 0% | 42% | 29% | 0% | 40% | 24% | 0% |
| Year 6 | 67% | 50% | 20% | 82% | 73% | 20% | 79% | 64% | 20% |

Key:

| | |
|--|-------------------------------|
| | Improvement on previous year. |
| | Decrease from previous year. |

Year 4 Multiplication Check:

| | | All | PP | SEN |
|--------------------|--------------------|-----|-----|-----|
| 2021 - 2022 | Score of 20+/25 | 76% | 53% | 50% |
| 2022 - 2023 | | 68% | 67% | 33% |

Objective 3: To reduce the effect of the local socioeconomic gaps through participation in cultural capital and extra-curricular activities.

Success Criteria:

- 70%+ of KS1 – KS2 pupils to participate in at least one club per term.
- Reintroduce residential and class trips/workshops with financial support for disadvantaged pupils.

Evidence and Impact:

See attainment outcomes above (Objective 2).

2022 – 2023 Progress Outcomes for PP Compared to Non-PP:

| | Reading | | | Writing | | | Maths | | |
|--------|---------|-----|------|---------|-----|------|-------|------|------|
| | All | PP | N/PP | All | PP | N/PP | All | PP | N/PP |
| Year 1 | 90% | 86% | 91% | 84% | 79% | 86% | 88% | 86% | 88% |
| Year 2 | 92% | 80% | 96% | 95% | 90% | 96% | 95% | 100% | 93% |
| Year 3 | 58% | 36% | 67% | 47% | 27% | 57% | 40% | 27% | 44% |
| Year 4 | 79% | 83% | 77% | 76% | 75% | 77% | 83% | 67% | 90% |
| Year 5 | 87% | 94% | 84% | 82% | 82% | 81% | 82% | 77% | 84% |
| Year 6 | 91% | 93% | 90% | 93% | 93% | 93% | 93% | 93% | 93% |

% achieving expected progress over the year (3 steps).

**NB High SEND numbers in Years 3 and 4.*

2022 – 2023 Progress Outcomes for SEND Compared to Non-SEND:

| | Reading | | Writing | | Maths | |
|--------|---------|-------|---------|-------|-------|-------|
| | SEN | N/SEN | SEN | N/SEN | SEN | N/SEN |
| Year 1 | 75% | 91% | 75% | 85% | 75% | 87% |
| Year 2 | 67% | 94% | 67% | 97% | 67% | 97% |
| Year 3 | 40% | 61% | 0% | 55% | 40% | 39% |
| Year 4 | 50% | 83% | 33% | 83% | 50% | 89% |
| Year 5 | 25% | 91% | 0% | 88% | 25% | 86% |
| Year 6 | 40% | 97% | 40% | 100% | 40% | 100% |

Year 6 PP Progress outcomes compared to National Averages:

| Reading | | Writing | | Maths | |
|---------|-------|---------|-------|--------|-------|
| EPS PP | NA | EPS PP | NA | EPS PP | NA |
| +3.04 | -0.86 | +5.75 | -0.68 | +2.78 | -1.04 |

49% (174/346) of pupils attended at least one extra-curricular club over the course of 2022 – 2023. This figure does not include academic ‘booster’ clubs.

| | | | | |
|---|--------------------|---------------|--------------------|---------------|
| Objective 4: For all pupils to attend school regularly. | | | | |
| Success Criteria: | | | | |
| <ul style="list-style-type: none"> • 96%+ attendance. | | | | |
| Evidence and Impact: | | | | |
| <ul style="list-style-type: none"> • EPS 92.4% whole school attendance. • At the time of writing, early indicators demonstrate a national attendance average of 92.6%. | | | | |
| Attendance Data: | | | | |
| | 2021 - 2022 | | 2022 - 2023 | |
| | PP | Non-PP | PP | Non-PP |
| Attendance | 91.43% | 94.71% | 91.18% | 92.69% |
| Persistent Absence | 31.18% | 18.37% | 25.83% | 27.52% |
| <p>In 2021 – 2022, persistent absence was significantly higher for PP than non-PP. Attendance was prioritised on the 2022 – 2023 School Development Plan and has seen a significant decrease for Pupil Premium children. The most recent national figures available (Autumn and Spring 2022 – 2023) show persistent absence NA 21.2% and overall attendance at 92.7%. Attendance remains a priority on the SDP.</p> <p>See Attainment and Progress Data above.</p> <p>Art Therapy was introduced in Summer, 2022. 80% of the pupils participating in the programme were PP and 75% of them showed clinical improvement via the Health of the Nation Outcome Scales (HoNOSCA) at the end of the academic year.</p> | | | | |

| | | |
|--|-----------------|-----------------|
| Objective 5: PP parents will engage more positively with the school and will be better equipped to support their children at home with their learning. | | |
| Success Criteria: Improve parental engagement evidence by meeting logs. Increased engagement is evident in classroom observations, access to the curriculum and progress. Parents feel more well informed and empowered to support their children. | | |
| Evidence and Impact: | | |
| <ul style="list-style-type: none"> • During the 2022 – 2023 academic year the school remained open and absent of COVID restrictions, including parental engagement events such as: <ul style="list-style-type: none"> ○ Parent Coffee Mornings. ○ Stay and Plays in EYFS. ○ Parent Teacher Meetings via Zoom. ○ Class Events, such as Assemblies and the Year 6 Production. ○ Summer Fair – open and outdoors, very well attended. ○ Sports Week – open and outdoors, very well attended. • Parent surveys demonstrate the following: | | |
| Key: ■ Upward Trend/Improvement | Aut 2022 | Sum 2023 |

| | | |
|---|---------------|----------------|
| My child is happy at this school. | 92% | 95% |
| My child feels safe at this school. | 92% | 89% |
| Pupils are well behaved. | 86% | 91% |
| The school makes me aware of what my child will learn through the year. | 78% | 84% |
| When I have raised concerns they have been dealt with properly. | 72% 14% DK | 74% 11% N/A |
| My SEND child gets the support they need to succeed. | 78% 11% DK | 90% 0% DK |
| The school has high expectations for my child. | 66% 22% DK | 72% 18% DK |
| My child does well at this school. | 88% | 84% |
| The school lets me know how my child is doing. | 77% | 80% |
| There is a good range of subjects available at this school. | 72% 20% DK | 77% 16% DK |
| My child can take part in clubs and activities at this school. | 84% 10% DK | 81% 12% DK |
| The school supports my child's wider personal development. | 67% | 80% |
| I would recommend this school. | 77% | 86% |