

Summer 2 Review of Intended Outcomes			
Intended outcome	Success criteria	Progress Spring 2022	Progress Summer 2022
Improved oral language skills and increase children's progress in reading.	Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is triangulated with other sources of evidence, engagement in lessons, book scrutiny and formative assessments. By the end of the academic year greater numbers of disadvantaged pupils meet age related expectations.	<p>From Autumn 1 to Spring 1 in Reading the following progress:</p> <p>19% pp pupils still a concern</p> <p>48% of pp pupils are maintaining or making expected progress</p> <p>33% of pp pupils have shown accelerated progress.</p> <p>Spring 2 phonic screen check:</p> <p>66% of pp Year 2 children have passed the screen</p> <p>37% of pp Year 1 children have passed the screen (official screen not until Summer 2)</p> <p>25% of pp Year 1 children are close to passing the screen now.</p> <p>PP children in KS2 show high levels of engagement this is evidenced through EHT/HT learning walk and book look and the deep dive by FR (Head of John Rankin)</p>	<p>From Autumn 1 to Summer 2 in reading the following progress:</p> <p>3.7% of PP pupils did not make the expected progress in Reading</p> <p>22% of PP children made better than expected progress in Reading.</p> <p>74% of PP children made expected progress in Reading</p> <p>50% of PP children are at the expected standard or above in Reading.</p> <p>Phonics:</p> <p>38% of pp Year 2 children have passed the screen</p> <p>56% of pp Year 1 children have passed the screen (official screen not until Summer 2)</p> <p>Average score for PP Year 1 children was 24</p> <p>During the summer term 8 Ukrainian children joined the school and are all PP, Book looks, observations demonstrate their engagement and the school</p>

			<p>have worked with all their host families.</p> <p>Book Mark boxes were requested by the school and supplied to each Ukrainian family to support language at home.</p> <p>A Ukrainian speaking TA has also been employed for the next AY to support these PP children in the language skills.</p>
Improved Writing, SPAG and Maths attainment for disadvantaged pupils through personalised support; leading to more disadvantaged children reaching ARE in reading writing and maths by the end of KS1 and KS2	Pupils will be able to identify strengths and weaknesses in own learning in order to close gaps in learning for reading, writing and maths.	<p>End of Key stage 1 – Spring 1 56% of pp are on track to be at age related expectation for writing 77% of pp are on track to be at age related expectation for Maths</p> <p>End of Key stage 2 – Spring 1 90% of pp are on track to be at age related expectation for writing 70% of pp are on track to be at age related expectation for Maths 10% of pp are on track to be greater depth at maths.</p>	<p>End of Key stage 1 – Summer 2 56% of PP met or exceeded their reading target at the end of the year. 38% of PP met or exceeded their writing target at the end of the year. 56% of PP met or exceeded their maths target at the end of the year.</p> <p>End of Key stage 2– Summer 2 90% of PP met or exceeded their reading target at the end of the year. 80% of PP met or exceeded their writing target at the end of the year.</p>

			80% of PP met or exceeded their maths target at the end of the year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 demonstrated in:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • Termly review of learning behaviours • Increase in participation in enrichment activities • Decrease in behaviour incidents relating to their PSHE skills 	<p>PSHE Spring 1: 62% of PP pupils from Year 1 to Year 6 are meeting ARE for PSHE</p> <p>5 Learning Behaviours Spring 1: 75% Resourceful 82% Resilient 73% Responsible 71% Risk takers 80% Respectful</p> <p>Parent Surveys: My child is happy at this school: 95% agree/strongly agree Pupils are well behaved at this school: 89% agree/strongly agree My child feels safe at this school: 95% agree/strongly agree My child does well at this school: 91% agree/strongly agree There is a good variety of extra-curricular clubs: 97% agree/strongly agree The school develops my child's wider personal development: 78% agree/strongly agree Would you recommend this school to other parents: 92% said yes.</p>	<p>PSHE Summer 2: 71% of PP pupils from Year 1 to Year 6 are meeting ARE for PSHE</p> <p>5 Learning Behaviours Summer 2: 87% Resourceful 84% Resilient 85% Responsible 84% Risk Takers 84% Respectful Parent survey remain the same as it is an annual survey.</p> <p>Extra-Curricular: More PP children registered for clubs I the summer term (56% compared to 55% of the whole school) Pupils will have input into the clubs on offer in the next AY and PP lead will again contact all parents regarding booking a club place.</p> <p>Parental Involvement:</p>

		<p>Extra-Curricular: 86% registered for clubs 77% of pp children had 100% attendance for clubs</p> <p>Parental Involvement: Basic: See attendance information above Homework: 100% of PP children requiring homework support have been invited to after school club run by SLT Meetings: 71% of our PP children's parents attended parents evening</p> <p>Extra-Curricular: See figures above.</p>	<p>Again 100% of PP children requiring homework support accessed the club run by SLT.</p> <p>Acer and Cedar's PP children/parents were involved in all areas of the school day along with their peers.</p> <p>22% of all PP children still need to daily read at home. PP lead will continue to work with parents regarding the importance of reading at home</p> <p>A pupil profile report was created for every PP child to be passed to their new teacher prior to the start of the new AY</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Overall absence rate for all pupils being no more than 4%, The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% 	<p>PP attendance is 92% (YTD) 0.7% higher than national average for all children. Attendance for whole school is 92.9% (YTD). This represents only a 0.9% difference. 22% of PP children are persistent absentees. This has decreased by 5% since spring 1 and a</p>	<p>PP attendance was 91% (AY 21/22) 0.1% higher than national average for all children.</p> <p>This does represent a decrease from 20/21 however a number of unauthorised holidays were taken for the first time since lockdowns.</p>

	<ul style="list-style-type: none"> The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers. 	decrease of 11% since Autumn 1.	<p>Attendance for whole school was 92.4%</p> <p>21% of PP were a PA at the end of the year and as a result will begin the next AY on a target. Also FPN will be reintroduced.</p>
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Targeted Teaching Activities Through the Year – Summer Term Review			
Activity	Evidence that supports this approach	Spring Review of Progress Based on Challenges	Summer Review of Progress Based on Challenges
Purchase of a DfE validated systematic synthetic Phonics Programme to secure stronger phonic teaching for all pupils. Purchase of reading books for the library that support the phoneme stages.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils	1, 2, 3, <ul style="list-style-type: none"> Rocket Phonics introduced Sept 22. Purchasing of resources – home books all matched to phonics programme Delivering phonics intervention in KS2 low readers 	
Enhance our teaching of phonics in line with DfE guidance by funding teacher release time to support colleagues and embed the new scheme.	CPD for teacher's knowledge and teaching strategies. The Sutton trust confirms that good teachers are especially important for pupils from disadvantaged backgrounds and through quality first teaching will provide consistently high standards	1, 2, 3, <ul style="list-style-type: none"> Whole staff Inset training Oct 22 Release phonics lead 4/5 phonics session to develop expertise of staff Reading audit White Knights English Hub – Feb 22 	
Enhancement of our maths teaching and curriculum	The DfE non-statutory guidance has been produced in conjunction with NCETM in the	2,3 <ul style="list-style-type: none"> NCETM Mastering Number EYFS/KS1 	

planning, including daily fluency lesson outside of the maths lesson. Release time for MaCo	teaching of mathematics drawing of evidence-based approaches. Research shows that carefully structured teaching provides both the necessary scaffold for all to achieve, and the necessary detail and rigour to develop deeper thinking.	<ul style="list-style-type: none"> • Daily Fluency in addition to maths lesson • Flashback 4 (White Rose) to revisit previous taught concepts • Change of MACO to strengthen leadership
Embedding 'The Write Stuff,' across the school with all teaching staff trained in the approach before the start of the Academic Year 2021	CPD for teacher's knowledge and teaching strategies. The Sutton trust confirms that good teachers are especially important for pupils from disadvantaged backgrounds and through quality first teaching will provide consistently high standards	1, 2, 3 <ul style="list-style-type: none"> • Sept training for all staff • Jan Inset – training on non-fiction units • Feb – curriculum expectations handbook outlining expectations for writing – books/classroom environment • Writing moderation in teams before spring 1 data drop • Book Look – EHCT/HT Jan 22; Staff meetings x2 March • Whole Trust writing moderation April Inset
CPD on core and foundation subjects to develop staff's subject knowledge and approaches to teaches in a wide range of areas	In recognition that children at Speenhamland have a broad range of skills, interests and backgrounds, we want to ensure that they receive a curriculum that is broad and to a high quality. Subject leaders will support CPD on progression across the school and knowledge and ensure that we provide children with rich learning experiences.	1,2,3 <ul style="list-style-type: none"> • Subject leader files developed to show broad & balanced curriculum • Whole Trust Twilight Dec 21 subject leads met to discuss strengths and developments for their subjects • Whole Trust Staff Meeting Jan 22 – focus on assessment • Deep Dive in Science, Maths, Computing Feb 22, Felix. • Meeting schedule planned carefully for subject leads to provide CPD: Science training; new assessment systems; Computing Coding.

		<ul style="list-style-type: none"> Day release per term for subject leads. Development of monitoring and evaluation calendar.
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Targeted Academic Support Through the Year – Summer Review (see above for impact)			
Activity	Evidence that supports this approach	Challenge number(s) addressed - Spring	Challenge number(s) addressed - Summer
Additional reading and phonics sessions targeted at disadvantaged pupils who have relatively low spoken and language skills.	Phonic approaches have a strong evidence base indicating a positive impact on pupils particularly from disadvantaged backgrounds. Targeted phonic interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1 ,2, 4 <ul style="list-style-type: none"> Analysed Star/AR Reader and Go Read. Targeted PP children not reading at home or below expectations. Half termly phonics assessments linked to Rising Stars phonics – identifying PP children falling behind. Additional interventions in afternoon. 	
Engaging with the National Tutoring Programme to provide one to one tutoring through Third Space Maths. A significant proportion of pupils who receive tutoring with be disadvantaged.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions over a set period of time (up to ten weeks) appear to result in optimum impact.	2 <ul style="list-style-type: none"> Third Space Maths Autumn: 15 x Y6 46% pp Spring: 16 x Y5 & Y6 63% PP children 	2 <ul style="list-style-type: none"> Third Space Maths Summer 16 x Y5 & Y6 63% PP children 50% of PP children in Year 6 had a standardised score of 100 or above

			<p>meeting the expected standard</p> <ul style="list-style-type: none"> 80% of these took part in the National tutoring programme
Implementation of social and emotional based interventions (M4C)	EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development including improving their self-management of emotions and cognitive elements of learning	<p>4</p> <p>M4C: 10 children have received a social and emotional based intervention since September 2021 (3 PP 30%).</p>	<p>4</p> <p>M4C: 20 children have received a social and emotional based intervention during the AY 2021/22 7 of these were PP 35%)</p>
Targeted support of disadvantaged children whose attainment was impacted by recent lockdowns, this includes in-class support and small group support across year groups	As per the EEF small group tuition has shown to have a potential of four months plus in attainment levels	<p>1, 2, 3, 4</p> <ul style="list-style-type: none"> Planning provision identifies gaps Targeted Pupil Progress Meetings – focus on PP children not meeting end of year targets. Action agreed – follow up and measured impact. 	<p>1,2,3,4</p> <ul style="list-style-type: none"> Planning provision identifies gaps Targeted Pupil Progress Meetings – focus on PP children not meeting end of year targets. Action agreed – follow up and measured impact. PP lead has also completed her Mental Health Senior Lead qualification to support children with mental health issues. Mental Health Support Team,

			began work with the school
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