

# Pupil premium strategy statement – Abbey Hill Primary and Nursery School

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	246
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24-2025/26
Date this statement was published	14 <sup>th</sup> Dec 2023
Date on which it will be reviewed	July 19 <sup>th</sup> 2024
Statement authorised by	Adam Jevons-Newman Acting Headteacher
Pupil premium lead	Adam Jevons-Newman Acting Headteacher
Governor / Trustee lead	Zoe Godfrey, Lead for Disadvantaged Pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,615
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£20,698
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£Nil
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£228,313

## Part A: Pupil premium strategy plan

### Statement of intent

Our central intention is to nurture and promote positive outcomes and progress for all of our Abbeyhillians. We recognise that a large proportion of our pupils are supported by this strategy and so its practices and ethos are fundamental to the daily life and ethos of our school.

Abbey Hill serves an area of social and economic disadvantage, and has a disproportionately high number of disadvantaged pupils. The school's IDACI rank indicates the area is among the 10% most deprived neighbourhoods in the country, ranked 871 out of 32,844 neighbourhoods nationally. Significantly the local area also ranks 136th highest, again out of 32,844 neighbourhoods nationally, for education, skills and training for adults - meaning that although parents engage positively with the school and want the best for their children, many lack the literacy and numeracy skills to provide good support for their children's learning, and the knowledge to achieve the aspirations they have for them.

A significant number of children and families are supported by social services and other agencies. Our pupils' lived experience includes domestic abuse, substance abuse and poor mental health. Police crime data shows that violence and sexual offences, anti-social behaviour and criminal damage are the most prevalent crimes in the area.

This strategy strikes a balance between promoting educational outcomes through a prioritisation of high-quality, engaging teaching and rich learning experiences alongside strategies to nurture and support pupils and families.

To ensure our strategies are effective we:

- Ensure all pupils are supported pastorally and academically and are challenged appropriately.
- act as soon as possible when a need is identified.
- prioritise what is offered to a pupil where there are many areas of need to be addressed.
- adopt a whole school approach where all staff have high ambitions and expectations and take responsibility for the attainment and progress of disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Environmental circumstances and readiness to learn</b></p> <ul style="list-style-type: none"> <li>• Some pupils arrive emotionally heightened or dysregulated by lived experiences beyond school.</li> <li>• Some disadvantaged pupils come to school hungry and tired due to lack of routines and boundaries at home and poor sleep patterns. The current cost of living crisis has exacerbated this.</li> <li>• Some pupils struggle to self-regulate, particularly during less structured parts of the school day, and need adult support in resolving disagreements.</li> <li>• Some parents of disadvantaged children were unable to support their children's remote learning.</li> <li>• Many disadvantaged pupils enter FS with poor physical skills and fine motor control.</li> <li>• A significant number of children experience complex family circumstances including domestic violence, poor mental health and substance misuse, leading to children's poor well-being and self-regulation.</li> </ul>
2	<p><b>Emotional well-being and self-regulation</b></p> <ul style="list-style-type: none"> <li>• Some disadvantaged pupils struggle with their emotional well-being and have suffered childhood ACEs and attachment and trauma issues, which for some, remains a legacy of the pandemic. This has become a barrier for some pupils in their interaction with others and in their learning. It has also led to many more referrals to external agencies and has an effect on the proportions of pupils who can be supported by school-led interventions.</li> <li>• Some pupils have had contact with the police due to lived experiences or behaviours in the community.</li> </ul>
3	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• A number of disadvantaged pupils have poor attendance and some are persistently absent from school.</li> <li>• The most vulnerable parents struggle to get their children to school, despite support and challenge from the school and external agencies such as social care.</li> </ul>
4	<p><b>Poor reading and phonics skills</b></p> <ul style="list-style-type: none"> <li>• A number of disadvantaged pupils have poor reading skills, in both decoding and comprehension, which significantly impacts their ability to access the curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>Phonics skills are low and many pupils struggle with aural blending, grapheme recognition and tricky word recognition.</li> <li>Pupils demonstrate difficulty in applying phonic knowledge and skills to reading.</li> </ul>
5	<p><b>Poor speech and limited language and vocabulary in the EYFS and beyond</b></p> <ul style="list-style-type: none"> <li>Many disadvantaged pupils have very limited language skills on entry to school and do not know the conventions of communication. The number of pupils with DLD in FS and KS1 is high. This slows their progress in many areas of learning, sometimes into KS2 and beyond.</li> <li>Many have little experience of nursery rhymes, songs or stories, which can stall progress in reading and phonics throughout school.</li> <li>Attention and listening skills are poor.</li> <li>Vocabulary is limited and grammatical knowledge is poor which affects progress in reading comprehension.</li> </ul>
6	<p><b>Pupils' limited life experience</b></p> <ul style="list-style-type: none"> <li>Disadvantaged pupils have limited experience and knowledge of their own community and the wider world. This has a significant impact on their curriculum engagement and readiness to learn, vocabulary and comprehension skills.</li> </ul>

## Intended outcomes

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
To achieve and sustain improved well-being and self-regulation for all pupils, particularly disadvantaged pupils, through the Relational Model approach.	<ul style="list-style-type: none"> <li>Monitoring observations show school is a calm, purposeful place and pupil interactions with staff and peers are positive.</li> <li>Subsidised Breakfast Club places support pupils in a calm, successful start to the school day.</li> <li>Instances of serious behaviour incidents are reduced.</li> <li>Pupils who struggle to self-regulate report they have strategies to manage their behaviour and these strategies help them to regulate.</li> <li>Pupil voice reports children trust adults in school and are able to talk to them openly.</li> </ul>
To address gaps in knowledge so that a greater proportion of pupils achieve ARE at the end of each key stage and that accelerated progress is made in KS2 Reading and Writing.	<ul style="list-style-type: none"> <li>Monitoring shows high quality teaching supports pupils to progress through their curriculum.</li> <li>Data shows that by 2026 – 27 a greater proportion of pupils achieve ARE in reading, writing and maths.</li> <li>Data shows that by 2024 – 25 a greater proportion of pupils make accelerated progress in reading and writing.</li> </ul>

<p>To support families where referral to other agencies is required leading to improved attendance and engagement at school.</p>	<ul style="list-style-type: none"> <li>• Identified parents state they feel supported by the school and are signposted to the services they require.</li> <li>• Interventions from other agencies are well supported by staff in school and lead to successful outcomes for families.</li> </ul>
<p>To improve attendance for all pupils and to reduce the proportion of pupils classed as persistent absentees, particularly of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• The school is effective in identifying early support for families where pupils' attendance is poor.</li> <li>• The school works effectively in partnership with other agencies to support families in improving attendance.</li> <li>• Attendance data in 2024 – 5 shows attendance and persistent absenteeism is close to or at national levels.</li> </ul>
<p>To improve phonic and reading skills, including decoding, prosody and comprehension, to enable pupils to access learning across the wider curriculum.</p>	<ul style="list-style-type: none"> <li>• Monitoring observations show pupils acquire phonic knowledge at a faster rate and a greater proportion are working at the correct phase for their year group.</li> <li>• Data in 2024 – 25 shows an increased proportion of pupils are working at ARE in reading.</li> <li>• Pupil voice indicates a culture of reading for pleasure and positive, engaged attitudes towards reading.</li> <li>• School environment reflects a priority of and love for reading.</li> </ul>
<p>To accelerate progress in communication and language in the Early Years so that a greater proportion of pupils make progress and achieve the expected standard at the end of F2.</p>	<ul style="list-style-type: none"> <li>• Data shows that by 2024 – 25 a greater proportion of pupils achieve the communication and language outcomes in EYFSP.</li> <li>• Data shows that by 2024 – 25 a greater proportion of pupils make better than expected progress in communication and language.</li> <li>• Monitoring observations show pupils are able to talk confidently in their learning and to peers and adults.</li> </ul>
<p>To embed digital outcomes and digital approaches to learning.</p>	<ul style="list-style-type: none"> <li>• Monitoring and evidence show pupils are access an engaging range of learning outcomes.</li> <li>• Pupils have access to digital opportunities to learn and communicate.</li> <li>• Pupil voice reflects positive attitudes towards technology.</li> <li>• Staff voice reflects greater awareness and use of digital technologies in their pedagogy.</li> </ul>
<p>To provide pupils with access to enrichment activities to broaden their interests, engagement and experiences including visitors. To support learning through real life experience to deepen</p>	<ul style="list-style-type: none"> <li>• Curriculum Plans and Outcomes reflect a deliberately rich experience for pupils across their time at school.</li> <li>• Pupil voice reports high level of enjoyment and engagement with wider experiences.</li> </ul>

understanding and enhance vocabulary.	<ul style="list-style-type: none"> <li>• Pupils’ work following these experiences is increasingly interwoven into the curriculum promoting wider, more ambitious vocabulary.</li> <li>• Visitors to school enhance the curriculum offer and school priorities.</li> </ul>
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## 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.

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 67,098**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD to embed high-quality teaching and learning strategies across the curriculum with associated monitoring activities to review, evaluate and improve.	<p>A commitment to CPD by school leaders and staff deepens the knowledge base of staff and increases impact on pupils’ wellbeing, learning and lives.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a></p> <p><a href="https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F">https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</a></p>	All
Purchase and introduction of a high-quality assessment system and associated training for all staff.	Effective assessment systems allow schools to identify groups or individuals where trends of need or strengths can be addressed to promote pupil outcomes.	1, 4

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science</a></p>	
Procurement of and introduction of iPads to enrich teaching and learning strategies.	<p>Technology can both increase the effectiveness of educational instruction but also improve pupil performance and practice.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a></p>	
High ratio of staff in Early Years and Key Stage One to support early intervention, accelerate progress and support pupils with complex needs.	<p>Reduced class sizes can equate to up to 2 months' educational progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1, 2, 4, 5
High-quality SSP in place supports effective phonics teaching for all pupils.	<p>Phonics approaches provide a strong basis for pupils' reading accuracy. Embedding this in the earliest years supports pupils to extend their reading skills across the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	4, 5

<p>Enhancement of English Curriculum through procurement of high quality texts and staff training in school's own writing program.</p>	<p>A systemic approach to writing through a writing program can support pupils to write collaboratively, develop positive attitudes to writing, reflect on their own effectiveness as authors and understand the mechanisms of writing in an applicable context.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-programmes">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-programmes</a></p>	<p>1, 4, 5</p>
<p>Enhancement of RSHE and SEMH curriculum through high quality texts, scheme of learning and CPD.</p>	<p>Evidence consistently shows that supporting young children's PSED is effective.</p> <p>There is promising evidence for teaching children emotional awareness and relationship management.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=sitesearch&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=sitesearch&amp;search_term=behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-children-to-self-">https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-children-to-self-</a></p>	<p>2, 3</p>



	<a href="https://www.gov.uk/government/evidence/articles/early-years-evidence-store/personal-social-and-emotional-development?utm_medium=search&amp;utm_campaign=site_search&amp;search_term=regulate">regulate&amp;utm_source=/early-years-evidence-store/personal-social-and-emotional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term</a>	
Patron of Reading works with classes to promote R4P and increase the profile of reading.	Pupil Voice and historic impact of this reflects that pupils have increased their awareness of authors, increased the range of texts they read and have developed a more positive attitude to reading prior to this project.	1, 4, 6

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

**Budgeted cost: £104,797**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils who require further support.	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	1, 4, 5

<p>Additional reading sessions targeted at pupils requiring additional support.</p>	<p>Targeted support, in small groups, is shown to be an effective method for pupils who are beginning to fall behind or are low attaining.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>1, 4, 5</p>
<p>Extra-curriculum academic sessions in UKS2 providing support to pupils to make and sustain progress.</p>	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>1, 4</p>
<p>Individualised speech and Language Interventions focussed on developing sounds, speaking, listening and understanding for our youngest pupils.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that are delivered one-to-one also have larger impacts</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 5</p>

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

Budgeted cost: £56,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker works with the most vulnerable families and pupils to sustain well-being, work with external agencies and to promote and support attendance and engagement with school.</p>	<p>There is an established link between the home learning environment at all ages and children’s performance at school.</p> <p>Schools and parents have a shared priority to deliver the best outcomes for their children.</p> <p>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222</a></p>	<p>1, 2, 3, 6</p>
<p>Attendance Team monitors, identifies and promotes attendance.</p>	<p>An effective whole school strategy allows for a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222</a></p>	<p>1, 3</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	
Movement Therapy sessions develop pupils' gross and fine motor skills, physical regulation and learning outcomes.	One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as struggling in particular areas. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2
Subsidised Curriculum Enrichment supports pupils to engage with and beyond the curriculum and life experiences.	Accessing cultural opportunities leads to improved outcomes have been identified in English, mathematics and science. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 6
RPI Provision ensures staff are able to safely intervene and support instances of unsafe dysregulation.	The EEF advise that School-level behaviour approaches are often related to improvements in attainment <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 2
Contingency fund for acute issues during academic year.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £228,313**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- *Internal data shows 94% of disadvantaged pupils made expected progress in all subjects.*
- *Statutory end of Key Stage 2 outcomes show that pupils performed above national averages in writing and maths but 11% below in reading.*
- *The data shows that strategies the school has taken to support pupils to make academic progress in writing have had an impact – the intended impact in reading has not been fully made although outcomes are influenced by changes to the cohort.*
- *School is not currently on track to achieve its intended academic outcomes in early reading (Phonics) and is taking steps to address the pastoral and readiness-to-learn aspects of this identified as challenges in this strategy.*
- *School continues to make positive steps in pupil progress, including accelerated progress, in English in Key Stage 2.*
- *The school's recent Ofsted inspection identified that Behaviour and Safeguarding are Good and Behaviour was considered for an Outstanding judgement. School's Self-Evaluation continues to identify behaviour as good. A small number of disadvantaged pupils with complex needs exhibit some difficulties in their readiness-to-learn and targeted support is in place to support this.*
- *The school's provision for its most complex learners has been identified by local leaders as a "beacon of hope" and as a centre of good practice.*
- *Pupil voice indicates positive attitudes towards learning, including reading. Pupil voice indicates a focus on enrichment with a link to culture and diversity are working effectively.*
- *School's attendance has been broadly in line with national. Instances of persistent absenteeism are being supported effectively with the Hove Attendance Toolkit robustly implemented.*
- *Our own internal evaluation and the outcomes of the April 2023*

### Externally provided programmes

Programme	Provider
Movement Therapy	Paul Young
Patron of Reading	Gareth Baker