

Part B: Review of outcomes in the previous academic year- review for 25-26

Intended outcome	Success criteria
1. EAL children will be settled in school and their English language proficiency will make measurable progress, to support their ability to access the full curriculum"	At least 80% of these pupils will show measurable progress in English proficiency (as determined by formal assessments, teacher observations, and ongoing language acquisition tracking) by the end of each term.
	Out of 53 children in F2-Y6, children have made reached expected or above... In reading- 57% In writing -43% In Maths- 64% This represents at least expected progress for these children. Writing is lower- but then is lower across the whole school. We have begun language tracking in F2- but it would be helpful to have this measure into Ks1.
2. Children make at least expected progress in writing. Increased number achieving ARE and HS at end of key stages	The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.
	In writing PP attainment has increased in Yrs 4, 5,6 but slipped in Yrs 2 and 3.
	End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.
	57% OF Yr6 PP children made positive progress in writing, 33% made negative progress and 10% of pupils were new to the country.
3. Children make at least expected progress in reading.	The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.
	In reading PP attainment had increased in Yrs 3,4, 5, 6 and slipped slightly in Yr 2.
	End of KS2 progress value for PP pupils is positive which indicates they have

	made greater progress than other pupils nationally with the same starting point.
	38% of Yr6 PP children made positive progress. 52% (11/21) did not. 10 % had no KS1 data. However this is slightly misleading in how the data is measured. Of the 11 children who looked like they had made negative progress 10 had actually moved from expected at Ks1 to expected at KS2 or WTS at KS1 to WTS at KS2. Issues around how scaled scores work skews this slightly.
4. Children make at least expected progress in maths.	The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.
	In maths PP attainment in yrs 2, 3, 5, 6 have improved with staying the same in Yr 4.
	End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.
	67% Yr6 PP children did not make positive progress. 24% did. However this is slightly misleading in how the data is measured. Of the 14 children who looked like they had made negative progress 12 had actually moved from expected at Ks1 to expected at Ks2, or WTS at KS1 to WTS at KS2. Issues around how scaled scores work skews this slightly.
5. PP attendance increases to be in line with national figures for all pupils.	Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.
	Whole school attendance was 95.5. PP children were 93% (national was 92% for PP). Of our PP children 24% are persistently absent, which is slightly below national (27% PP PA). There were 39 children PA for the year- 59% of these were non PP and 41% were PP.
6. To ensure that children have access to quality PSHE teaching through the SCARF programme and ELSA support.	Identified pupils requiring emotional literacy support will receive ELSA sessions regularly, with documented

	progress in emotional well-being, self-regulation, and social skills, based on ELSA reviews and pupil feedback.
	30% of the children receiving ELSA this year were PP. Of those children it was deemed to have improved things for 79% (based on SDQ's for children, staff and parents).
7. To ensure that there are no barriers to the access of enrichment activities.	The percentage of PP children attending residentials, having music lessons and attending clubs is in line (or higher) than non-disadvantaged peers.
	Out of children who accessed clubs 46% were PP and 54% were not PP. Of the PP children, 61% accessed a club.
8. Children's early language and vocabulary improves through targeted teaching and support, enabling better access to the curriculum.	Children identified with language delay make measurable progress in speech and vocabulary