

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Oasis Academy Clarksfield
Number of pupils in school	397 (R – Y6)
Proportion (%) of pupil premium eligible pupils	<b>152 / 397 = 38%</b>  Breakdown: 143/397 = PP 36% 9/397 = LAC 2%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 20223
Statement authorised by	Nigel Fowler, Principal
Pupil premium lead	Rebecca Morrish, Deputy Principal Zahra-Mae Mohammed, SENDCo
Governor / Trustee lead	Emma Johnson, Regional Director

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP: £198,055
	LAC: £21,690
	<b>Total: £219,745</b>

Recovery premium funding allocation this academic year	£19,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£239,465</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Oasis Academy Clarksfield is a learning powered school. We are passionate about all children making good progress regardless of their starting points. We intend for all children, in particular children who are disadvantaged, are given ample opportunities to be successful and ultimately become lifelong learners.

We invest our pupil premium entitlement carefully to reflect our education recovery needs. The EEF (The Education Endowment Foundation) has found that disadvantaged pupils have been the worst affected by school closures. At Oasis Academy Clarksfield, we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Based on the academic, attendance and behavioural data for disadvantaged pupils, we have identified a number of key areas which have the highest leverage to make a difference with a focus on effective implementation. These key areas are embedded into a broader strategic cycle of a 3 year period. The key priorities are heavily based on strong educational research, predominantly from the EEF (The Education Endowment Foundation) Sutton Trust and National College.

To ensure that the key priorities will be successful, and so that impact can be accurately measured, we have broken them down into short, medium and long term outcomes, where practice and impact is monitored in a yearly cycle. The key priorities link strongly to our ADP (Academy Development Plan) and build onto existing successful practices within the school to ensure a sustained impact for disadvantaged pupils.

### Challenges

Oasis Academy Clarksfield is situated in an area of significant socio-economic need with high cultural diversity: Based on the IMD data where 30.4% of Oasis Academy Clarksfield pupils live in the 10% most deprived area, 42.6% of pupils at OA Clarksfield, live in similarly

deprived areas. Many of our children speak Urdu or Romanian as their first language and speak their first word of English when they begin their school life with us. Life experiences, enrichment and Speech & Language needs are a huge barrier to their learning and development.

Challenge number	Detail of challenge
1	<p><b><u>Covid catch up including curriculum for recovery</u></b></p> <p>Assessments on return to onsite learning after significant periods of remote education 12 months ago highlighted that many of our disadvantaged children were most affected by the school closures. Sandwell and Wellcomm interventions have been a success and lots of children have now caught up with their peers and have therefore been removed from the SEND register. There are still however 38% of children on the SEND register which still shows that although they have made lots of progress they are still not working in line with their peers so Covid catch up still continues to be a barrier, although we are in a much better position than 12 months ago. The EEF reported that, "For primary pupils from disadvantaged backgrounds...on average 0.5 months more learning loss in reading and 0.7 months more in mathematics compared to their non-disadvantaged peers". This has resulted in significant knowledge gaps leading pupils to fall further behind, particularly in reading.</p>
2	<p><b><u>Speech, language and communication needs</u></b></p> <p>Many of our disadvantaged children struggle with Speech and Language difficulties such as:</p> <ul style="list-style-type: none"> <li>• Saying sounds accurately and in the right places in words.</li> <li>• Speaking fluently, without hesitating, or prolonging or repeating words and sounds.</li> <li>• Joining words together into sentences, sentences to build up conversations and longer stretches of spoken language.</li> <li>• Knowing and choosing the right words to explain what you mean</li> <li>• Making sense of what people say</li> </ul> <p>This impacts on their academic achievement as well as their communication and relationships with peers and their SEMH.</p>
3	<p><b><u>Reading</u></b></p> <p>Historically, reading in the Reception baseline assessments has been significantly low, with PP children achieving lower than their peers. The EEF recommends prioritising the development of communication and language to enable them to access the rest of the curriculum.</p>
4	<p><b><u>Lack of exposure to cultural capital</u></b></p>

	Observations and discussions with children demonstrate their lack of cultural capital. Many of our disadvantaged children underperform academically due to the barriers lack of cultural capital create. Children struggle to relate to texts and make links in their learning due to not experiences a wide range of experiences that prepare them for what comes next.
5	<p><b><u>Attendance of PP and LAC children including persistent absence</u></b></p> <p>Attendance data over the last year shows that disadvantaged pupils is ??% lower than their peers. We have this year had 9 LAC children join us, we are monitoring their attendance carefully to ensure they attend school regularly.</p>
6	<p><b><u>Costing of living crisis</u></b></p> <p>Rising petrol, food and energy prices have had a huge impact on many of our families. The Joseph Rowtree Foundation (JRF) state that the poorest families still face an £800 shortfall in household income despite the government's multi-billion pound plan. Many of our lowest income families will struggle to afford the rising bills.</p>

## 2022 – 2023

### Intended outcomes

Intended outcome	Success criteria						
The in-school attainment gap in Reading, Writing and Maths will continue to narrow between PP and non-PP children.	<ul style="list-style-type: none"> <li>100% of quality first teaching is good or better by end of Summer Term with two ECTs and new staff. <table border="1" data-bbox="699 1317 1117 1529"> <tr> <td>Autumn:</td> <td>80%</td> </tr> <tr> <td>Spring:</td> <td>90%</td> </tr> <tr> <td>Summer:</td> <td>100%</td> </tr> </table> </li> <li>Subject deep dives, learning walks and book looks show effective scaffolding for lowest 20% of children in all lessons.</li> <li>Subject deep dives, learning walks and book looks show more able children have opportunities to master their learning.</li> <li>Tutor groups for targeted children to accelerate progress.</li> <li>All LAC children make good or better progress.</li> <li>Pupil progress meetings and interim pupil progress meetings track PP children effectively.</li> </ul>	Autumn:	80%	Spring:	90%	Summer:	100%
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<p>Children with Speech and Language difficulties are identified early, referred to SALT and support in place so that they can overcome their S&amp;L barrier. Children with S&amp;L difficulties make good progress in line with their peers.</p> <p><i>(Successful last year so continued again).</i></p>	<ul style="list-style-type: none"> <li>• Deputy SENDCo working in Nursery to support early identification of children with SEND including S&amp;L.</li> <li>• Referrals made to SALT.</li> <li>• SALT therapist working onsite fortnightly to support targeted children.</li> <li>• Whole staff Elklan training.</li> <li>• LSA to deliver Wellcomm interventions across EYFS and KS1.</li> <li>• All children leave EYFS with a Speaking &amp; Listening score at or above their chronological age unless there is a significant SEND need.</li> </ul>
<p>Ensure all children leave KS1 age related in Reading unless they have an identified development need.</p> <p><i>(Successful last year so continued again).</i></p>	<ul style="list-style-type: none"> <li>• Reading Lead in post.</li> <li>• Reading team of LSAs developed.</li> <li>• All LSAs trained in BRP.</li> <li>• All LSAs trained in Benchmarking and delivery of Guided Reading.</li> <li>• All LSAs received internal and external phonics training from Read Write Inc.</li> <li>• Reading Team to target children in EYFS and Lower School who require additional support in Reading.</li> <li>• Year 2 Reading data to at least meet 65%</li> <li>• Year 2 phonics data to at least meet 80%</li> </ul>
<p>The cultural capital gap is narrowed. Children are given ample opportunities to experience a wide range of enrichment opportunities.</p> <p><i>(Successful last year so continued again).</i></p>	<ul style="list-style-type: none"> <li>• Roll out of the 100 Clarksfield Pledge.</li> <li>• Tremendous Tuesday roll out based on the 100 Clarksfield Pledge.</li> <li>• Enrichment opportunities mapped out across the curriculum.</li> <li>• New Evolve lead to support staff with planning enrichment opportunities off-site. CPD for staff delivered by Evolve Lead.</li> <li>• Continue to develop the work with the Music Service.</li> <li>• Work towards gaining the Music Mark for school in collaboration with the Music Service.</li> </ul>

<p>To achieve and sustain improved attendance, particularly for disadvantaged and LAC pupils. Attendance for disadvantaged and LAC pupils to be in line with or better than their peers.</p> <p><i>(Successful last year so continued again. PA has dipped so this needs monitoring).</i></p>	<ul style="list-style-type: none"> <li>• Attendance officer using SOL tracker to track attendance</li> <li>• Monitor and act on persistent absence</li> <li>• Good relationships with parents and foster carers</li> <li>• Reasonable adjustments to facilitate older siblings pick up/drop offs e.g. entering via the office, breakfast club etc. to ensure children can always attend school.</li> </ul> <div style="text-align: center;"> <table border="1" data-bbox="758 454 1189 577"> <tr><th colspan="3">Autumn</th></tr> <tr><th>PP</th><th>LAC</th><th>Non-PP</th></tr> <tr><td> </td><td> </td><td> </td></tr> </table>   <table border="1" data-bbox="758 611 1189 734"> <tr><th colspan="3">Spring</th></tr> <tr><th>PP</th><th>LAC</th><th>Non-PP</th></tr> <tr><td> </td><td> </td><td> </td></tr> </table>   <table border="1" data-bbox="764 768 1197 891"> <tr><th colspan="3">Summer</th></tr> <tr><th>PP</th><th>LAC</th><th>Non-PP</th></tr> <tr><td> </td><td> </td><td> </td></tr> </table> </div>	Autumn			PP	LAC	Non-PP				Spring			PP	LAC	Non-PP				Summer			PP	LAC	Non-PP			
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<p>Our most vulnerable families will be supported through the cost of living crisis.</p>	<ul style="list-style-type: none"> <li>• Free breakfast club available – target vulnerable families (work with DSL to identify vulnerable PP families).</li> <li>• Work with the HUB to develop a food bank to target families of PP children.</li> <li>• HUB provide frozen ready meals to PP families in need.</li> </ul>																											

## Teaching

Budgeted cost: **£106,017**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Measurable Impact	Cost
Continue to develop a Reading Team to improve the standards of Early Reading.	<ul style="list-style-type: none"> <li>The EEF (The Education Endowment Foundation) states that Phonics and Reading comprehension strategies have a very high impact for very low cost based on extensive research.</li> </ul>	3	<ul style="list-style-type: none"> <li>Year 1 and 2 Phonics Screening is 80% or higher</li> <li>Phonics monitoring shows that 100% of the teaching of Phonics is good or better</li> <li>All children in EYFS and KS1 leave their year groups reading the expected.</li> <li>Regular assessments show all disadvantaged children make good progress from their starting points.</li> <li>New members of staff fully trained in BRP, phonics, precision teaching and guided reading.</li> </ul>	<p>Cost of Reading Teacher with oncosts: £31,296</p> <p>Cost of LSA 4 with</p>

	<ul style="list-style-type: none"> <li>The Sutton Trust report by John Jerrim highlights the gap in achievement in Reading between high achieving boys from disadvantaged backgrounds and their wealthier peers.</li> <li>Standards in Reading across the school are below National. There are gaps in children's learning due to isolation and bubble closures.</li> <li>ALT have identified Early Reading as the highest leverage action to make the biggest difference in the attainment and progress of disadvantaged children across the curriculum.</li> </ul>		<p>book banded book for their age.</p> <table border="1" data-bbox="927 264 1353 622"> <tr><td>Lime</td><td></td></tr> <tr><td>White</td><td>End of Year 2</td></tr> <tr><td>Gold</td><td></td></tr> <tr><td>Purple</td><td></td></tr> <tr><td>Turquoise</td><td>End of Year 1</td></tr> <tr><td>Orange</td><td></td></tr> <tr><td>Green</td><td></td></tr> <tr><td>Blue</td><td></td></tr> <tr><td>Yellow</td><td>End of Reception</td></tr> <tr><td>Red</td><td></td></tr> <tr><td>Pink (dark)</td><td></td></tr> <tr><td>Pink (light)</td><td></td></tr> </table>	Lime		White	End of Year 2	Gold		Purple		Turquoise	End of Year 1	Orange		Green		Blue		Yellow	End of Reception	Red		Pink (dark)		Pink (light)		<p>oncosts: £31,679</p> <p>Cost of LSA 2 x2 with oncosts: £21,521 x 2 = £43,042</p>
Lime																												
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<p>Develop interim pupil progress meetings between termly PPMs to effectively track data for PP children.</p>	<ul style="list-style-type: none"> <li>In house data reflects gaps in children's learning.</li> <li>The EEF (The Education Endowment Foundation) explains that disadvantaged children have been the worst affected by the school closures and lockdown.</li> </ul>	<p>1 &amp; 3</p>	<ul style="list-style-type: none"> <li>Staff use data to identify target children</li> <li>All children make good or better progress against their starting points</li> <li>Phase leaders are clear on the strengths and developments of their team</li> <li>Disadvantaged children make accelerated progress and the gap between disadvantaged and their peers narrows.</li> </ul>	<p>Time for ALT to facilitate</p> <p>PPMs added to 1265</p>																								

<p>CPD for staff on shared teaching pedagogies around the best way that children learn</p>	<ul style="list-style-type: none"> <li>• Pedagogy is important because it gives teachers an insight into the best practices for a classroom setting.</li> <li>• The EEF states that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</li> <li>• The EEF states that schools should focus on building teacher knowledge and pedagogical expertise.</li> <li>• The Sutton Trust states that “the difference between an effective teacher and a poorly performing teacher is large” and that “with an effective teacher, pupils gain 40% more in their learning than they would with a poorly performing teacher”.</li> <li>• Fellow (2019) states that “in terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.</li> </ul>	<p>1</p>	<ul style="list-style-type: none"> <li>• 100% of teaching is good or better including new staff and ECTs.</li> </ul> <table border="1" data-bbox="933 320 1353 533"> <tr> <td>Autumn:</td> <td>80%</td> </tr> <tr> <td>Spring:</td> <td>90%</td> </tr> <tr> <td>Summer:</td> <td>100%</td> </tr> </table> <ul style="list-style-type: none"> <li>• PPMs show that PP children are making good or better progress and in line with their peers.</li> </ul>	Autumn:	80%	Spring:	90%	Summer:	100%	<p>No cost</p>
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**Targeted academic support**

Budgeted cost: £16,524

Activity	Evidence that supports this approach	Challenge number(s) addressed	Measurable Impact	Cost
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<ul style="list-style-type: none"> <li>• Whole school focus on Speech and Language.</li> <li>• Daily Wellcomm interventions in EYFS and Lower School.</li> <li>• Whole school CPD on the implementation of Elklan.</li> </ul>	<ul style="list-style-type: none"> <li>• The EEF Teaching and Learning Toolkit states that oral language interventions have a very high impact for very low cost based on extensive evidence.</li> <li>• Previous year's delivery of Wellcomm interventions showed excellent progress for targeted children.</li> <li>• The National Collage explains the importance of Reception Language and Literacy to help children made accelerated progress across all subjects.</li> <li>• Environment guidance developed to ensure classrooms are language rich.</li> <li>• Year 1 CPD delivered to Year 1 staff to close the gap between Reception and Year 1.</li> </ul>	<p>2</p>	<p>All children leave EYFS with a Speaking &amp; Listening score at or above their chronological age unless there is a significant SEND need.</p> <p>PP children achieve in line with non-PP pupils.</p>	<p>No cost</p>
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<p>Engage with the National Tutoring Programme to provide small group sessions targeting gaps in children's learning to accelerate progress with a focus on basic skills.</p>	<ul style="list-style-type: none"> <li>The EEF (The Education Endowment Foundation) states that small group tuition has a very high impact for very low cost based on extensive evidence.</li> <li>Data across school highlights target children who require some additional tutoring to enable them to make accelerated progress.</li> </ul>	<p>1 &amp; 3</p>	<p>Disadvantaged children accelerated and the gap for disadvantaged children to their peers narrows.</p>	<p>£30 per hour totalling £16,524</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require more support.</p>	<p>The EEF (The Education Endowment Foundation) states that Phonics and Reading comprehension strategies have a very high impact for very low cost based on extensive research.</p>	<p>1 &amp; 3</p>	<p>Disadvantaged children accelerated and the gap for disadvantaged children to their peers narrows. Disadvantaged children reading in line or above the phonics plan.</p>	<p>No cost</p>
<p>LSA CPD to enhance the professional development of all staff.</p>	<ul style="list-style-type: none"> <li>The EEF states that an effective form of support is coaching. Recommendation 4 in the EEF's 'Making Best Use of Teaching Assistants' schools should</li> </ul>	<p>1, 2, 3 &amp; 4</p>	<ul style="list-style-type: none"> <li>LSAs take part in instructional coaching sessions.</li> <li>StepLab shows 100% compliance.</li> </ul>	<p>No cost</p>

	<p>ensure that Tas are fully prepared for their role in the classrooms.</p> <ul style="list-style-type: none"> <li>Fellow (2019) states that “in terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.</li> </ul>			
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## Wider strategies

Budgeted cost: £116,924

Activity	Evidence that supports this approach	Challenge number(s) addressed	Measurable Impact	Cost
Continue to further develop Tremendous Tuesdays linked to the 100 Clarksfield Pledge.	<ul style="list-style-type: none"> <li>Parent and pupil voice showed that the community was keen for children to access a variety of after school clubs.</li> <li>Outcomes at GLD, KS1 and KS2 show disadvantaged children struggle access many of the texts due to limited life experience and a poor cultural capital.</li> </ul>	4	Pupil and parent voice will reflect positive impact.	£7000 for resources

<p>Half termly enrichment opportunities in all classes e.g. trip, visitor, experience.</p> <p>Enrichment embedded within the curriculum.</p>	<ul style="list-style-type: none"> <li>Staff voice reflected that many staff didn't feel confident planning enrichment opportunities</li> <li>The EEF (The Education Endowment Foundation) states that arts participation has a very high impact for very low cost based on extensive evidence.</li> </ul>	4	<ul style="list-style-type: none"> <li>Pupil and parent voice will reflect positive impact.</li> <li>Data will show the positive impact that the wide range of experiences have had, disadvantaged pupils will achieve in line with their peers in all areas.</li> </ul>	£20,000
<p>Attendance Officer employed to monitor and track the attendance of PP and LAC children and reduce persistent absence.</p>	<ul style="list-style-type: none"> <li>In house data shows that PP attendance is poorer than non-PP attendance.</li> <li>We have 9 new LAC children on roll this year who we need to ensure attend school regularly.</li> </ul>	5	<p>Attendance of PP and LAC children will be at or above National Average and in line with their peers.</p> <p>PA is in line with National.</p>	Attendance officer salary plus on costs: £38,000
<p>Ongoing opportunities with the Music Service for a group of Year 6 children to continue to learn the clarinet. Small group lessons in school with a clarinet on loan from the Music Centre to take home to practice. Begin Ukulele lessons targeting PP children.</p>	<ul style="list-style-type: none"> <li>Parent and child voice shows that children have limited opportunities to learn an instrument outside school.</li> <li>Music assessments show that a group of year 6 children have excelled</li> </ul>	4	Pupil and parent voice will reflect positive impact.	£10,000
<p>Bespoke curriculum developed for the PP children who access the HIVE.</p>	<ul style="list-style-type: none"> <li>Children to access a SAFE curriculum based on the EEF.</li> </ul> <p><b>Sequential</b> <b>Active</b> <b>Focussed</b> <b>Explicit</b></p>	2 & 3	<ul style="list-style-type: none"> <li>Data will show that targeted children will make accelerated progress in reading, writing and maths.</li> <li>EHCP evidence gathering will reflect high</li> </ul>	£10,000 for resources

			quality learning and support.	
<p>Employment of a Speech and Language Therapist to work on site every fortnight delivering targeted interventions and support to children identified with SLCN.</p>	<ul style="list-style-type: none"> <li>Whole school data shows S&amp;L being a huge barrier to many children's learning.</li> </ul>	2	<ul style="list-style-type: none"> <li>Data will show that targeted children will make accelerated progress in Reading, Writing and Maths.</li> <li>All children leave EYFS with a Speaking &amp; Listening score at or above their chronological age unless there is a significant SEND need.</li> </ul>	£4000
<p>LSA Level 2 to deliver Wellcomm interventions in EYFS.</p> <p>Employ an LSA Level 2 to facilitate Wellcomm and Sandwell interventions in KS1 and KS2.</p>	<ul style="list-style-type: none"> <li>Whole school data shows S&amp;L being a huge barrier to many children's learning.</li> <li>Wellcomm is a proven robust toolkit which enables you to easily identify, support and track children with S&amp;L difficulties.</li> </ul>	2	Data will show that targeted children will make accelerated progress in Reading, Writing and Maths.	Cost of LSA 2 with oncosts: £21,521

<p>Curriculum resources to enable teachers to effectively deliver the curriculum.</p>	<ul style="list-style-type: none"> <li>The EEF states that disadvantaged children were the most severely affected by the school closures. The curriculum needs to be effectively resourced to ensure that teachers can deliver the curriculum to aid catch up recovery.</li> </ul>	<p>1 &amp; 4</p>	<p>Data will show that targeted children will make accelerated progress in Reading, Writing and Maths as well as the wider curriculum.</p>	<p>£1000 for resources</p>
<p>Breakfast Club</p>	<p>The EEF states that providing free, universal before-school breakfast clubs can benefit pupils.</p>	<p>6</p>	<p>All PP children from vulnerable families will have adequate support to ensure their children are fed well.</p>	<p>£2701</p>
<p>Food Bank</p>	<p>The BBC have reported that the poorest families still face an £800 shortfall despite the Government's multi-billion pound plan.</p>	<p>6</p>	<p>Increased parental engagement with PP families.</p>	<p>£2702</p>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria						
<p>The in-school attainment gap in Reading, Writing and Maths will narrow between PP and non-PP children.</p>	<ul style="list-style-type: none"> <li>• 100% of quality first teaching is good or better by end of Summer Term.</li> </ul> <table border="1" data-bbox="927 902 1279 1043"> <tbody> <tr> <td>Autumn:</td> <td>80%</td> </tr> <tr> <td>Spring:</td> <td>90%</td> </tr> <tr> <td>Summer:</td> <td>100%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Subject deep dives, learning walks and book looks show effective scaffolding for lowest 20% of children in all lessons.</li> <li>• Subject deep dives, learning walks and book looks show more able children have opportunities to master their learning.</li> <li>• Tutor groups for targeted children to accelerate progress.</li> <li>• All LAC children make good or better progress.</li> </ul>	Autumn:	80%	Spring:	90%	Summer:	100%
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Spring:	90%						
Summer:	100%						
<p>Children with Speech and Language difficulties are identified early, referred to SALT and support in place so that they can overcome their S&amp;L barrier. Children with S&amp;L difficulties make good progress in line with their peers.</p>	<ul style="list-style-type: none"> <li>• Deputy SENDCo working in Nursery to support early identification of children with SEND including S&amp;L.</li> <li>• Referrals made to SALT.</li> <li>• SALT therapist working onsite fortnightly to support targeted children.</li> <li>• Whole staff Eklan training.</li> <li>• LSA to deliver Wellcomm interventions across EYFS and KS1.</li> <li>• All children leave EYFS with a Speaking &amp; Listening score at or above their chronological age unless there is a significant SEND need.</li> </ul>						

<p>Ensure all children leave KS1 age related in Reading unless they have an identified development need.</p>	<ul style="list-style-type: none"> <li>• Reading Lead in post.</li> <li>• Reading team of LSAs developed.</li> <li>• All LSAs trained in BRP.</li> <li>• All LSAs trained in Benchmarking and delivery of Guided Reading.</li> <li>• All LSAs received internal and external phonics training from Read Write Inc.</li> <li>• Reading Team to target children in EYFS and Lower School who require additional support in Reading.</li> <li>• Year 2 Reading data to at least meet 65%</li> <li>• Year 2 phonics data to at least meet 80%</li> </ul>
<p>The cultural capital gap is narrowed. Children are given ample opportunities to experience a wide range of enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>• Roll out of the 100 Clarksfield Pledge.</li> <li>• Tremendous Tuesday roll out based on the 100 Clarksfield Pledge.</li> <li>• Enrichment opportunities mapped out across the curriculum.</li> <li>• New Evolve lead to support staff with planning enrichment opportunities off-site. CPD for staff delivered by Evolve Lead.</li> <li>• Continue to develop the work with the Music Service.</li> <li>• Work towards gaining the Music Mark for school in collaboration with the Music Service.</li> </ul> <p>£400 towards year 4 Magma trip          £200 towards EYFS chick experience          £500 towards Year 2 pizza making experience          £500 towards Year 5 zoo trip</p>

To achieve and sustain improved attendance, particularly for disadvantaged and LAC pupils. Attendance for disadvantaged and LAC pupils to be in line with or better than their peers.

- Attendance officer using SOL tracker to track attendance
- Monitor and act on persistent absence
- Good relationships with parents and foster carers
- Reasonable adjustments to facilitate older siblings pick up/drop offs e.g. entering via the office, breakfast club etc. to ensure children can always attend school.

Autumn		
PP	LAC	Non-PP
95.40%	98.14%	95.36%

LAC attendance was good in Autumn Term  
PP attendance in line and slightly higher than Non-PP

Spring		
PP	LAC	Non-PP
94.8%	97.94%	93.7%

LAC attendance continued to be good in Spring Term.  
PP attendance better than non-PP.

Summer		
PP	LAC	Non-PP
96.4%	98.14%	96.1%

LAC attendance continued to be good in Summer Term.  
PP attendance continued to be better than non-PP.  
Persistent absence has begun to slightly increase in Summer term. This needs monitoring.

## Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin
White Rose	Trinity MAT
Music Service	Oldham Music Service