

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Kader Academy
Number of pupils in school	402 (plus 42 Nursery)
Proportion (%) of pupil premium eligible pupils	20.4% (based on last census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	J Donald
Pupil premium lead	J Donald
Governor / Trustee lead	Christine Marchant

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,440
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£115, 440 (assuming level of funding for the summer term is comparable when the new funding for financial year 2024-25 is allocated)

## Part A: Pupil premium strategy plan

### Statement of intent

At Kader Academy, by promoting our cultural capital and our school ethos we aim to create a level playing field for all our children irrespective of whether they are disadvantaged or not. We intend to eliminate as many barriers to learning as possible to ensure that all pupils achieve their full potential.

Quality first teaching is fundamental at Kader to diminish the attainment gap between advantaged and disadvantaged children. We pride ourselves on our excellent teaching staff delivering a robust, broad, balanced and engaging curriculum. Therefore, the bulk of our Pupil Premium funding (along with additional funds from our school budget) is spent on additional teaching staff who work with and monitor the progress of disadvantaged children. We also invest in wider services such as Speech and Language support, Learning and Language Support, The Bungalow Project, Educational Psychologist and our in-house counselling and ELSA service. We know that these services have a positive impact on children and their families across the school.

We have decided to invest specifically in additional teaching staff because research shows that teacher-led interventions are highly effective:

The EEF's toolkit identifies that small group tuition and reducing class size can all have positive impact on children's learning- "There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy... Tuition delivered by qualified teachers is likely to have the highest impact."

By having additional teachers available to monitor progress and provide timely, targeted support, we aim to identify and tackle barriers to learning and associated gaps as quickly as possible.

Across school, and nationally, writing continues to be a priority for this academic year promoting children's ability to write cohesively and for a sustained period. School has implemented training on 'The Writing Revolution' and 'Grammarsaurus' to help ensure that our children know, understand and can follow the basic, fundamental rules of formulating a sentence and thus improve the content and accuracy of their writing. The English Lead works with the Middlesbrough English Hub and has led whole school CPD.

## Challenges

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

Challenge number	Detail of challenge
1	Speech and language development continues to be a significant priority for pupils across school, particularly in Nursery when entering school. Modelling language-rich talk and vocabulary development is essential throughout the whole school.
2	Writing development continues to be a whole school priority- school is working to embed Grammarsaurus and Writing Revolution strategies to increase grammatical accuracy and cohesion.
3	Reading with fluency and meaning- school continues to identify reading, particularly, inference and vocabulary development as a challenge for children across school. Results show our disadvantaged children are performing well compared to National figures and we hope to continue with this trajectory.
4	The emotional wellbeing of disadvantaged children with regards to their stamina, resilience, concentration, application and dysregulation are a continuing cause for concern. These findings are supported by national studies.
5	The percentage of pupil premium children who also have SEN is 30%, therefore careful provision and support for SEN is paramount in ensuring the best chance of success for these children

## 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
Speech and language skills will improve across the Early Years setting and subsequently across school.	<p>Children needing additional support will be identified early and Blast delivered to show swift progress.</p> <p>Staff employed and trained to deliver Blast and Talk Boost in Nursery and Reception.</p> <p>Additional provision planned for and introduced to encourage talk and collaborative play within the setting.</p> <p>SLT to focus on developing whole school Oracy curriculum.</p>
Formative writing skills will improve, with more children in EY showing 'readiness to write' through targeted teaching, intervention and ITMP.	<p>Lesson drop-ins and Team Days will show EY children actively writing through choice, forming recognisable letters, leading to basic sentence construction.</p> <p>Drawing Club training will be fully embedded and implemented to engage reluctant writers.</p> <p>Continuous writing opportunities will be available in all areas throughout the setting.</p> <p>Structured writing activities will be planned-for and promoted by all staff.</p> <p>Children's attainment in writing will show an improvement from their starting point.</p>

	<p>Targeted intervention will be established and monitored for reluctant writers and those struggling with fine motor development.</p> <p>By the end of Reception, at least 72% will achieve the expected standard in writing</p>				
<p>As a result of the introduction of 'Grammarsaurus' and the continuation of 'The Writing Revolution' strategies across school, we will see the increased success of writing development towards children achieving a cohesive, sustained and accurate write.</p>	<p>Formative and summative assessments will show significantly improved written tasks among our disadvantaged and non-disadvantaged children.</p> <p>Book looks, lesson observations, drop-ins and pupil voice will further indicate success.</p> <p>Book looks will show children applying skills taught in a variety of writing styles from differing stimuli.</p> <p>Book looks will show an increasing capacity for a longer write.</p> <p>Cross school, Prince Regent Trust and local authority moderation will show the positive impact of these strategies with more children achieving ARE for their particular year group.</p>				
<p>Early letter and sound and meaning acquisition will improve for disadvantaged children in EYFS and KS1.</p>	<p>By the end of Reception, at least 65% of the children will achieve the expected standard in Reading.</p> <p>Half termly assessments will indicate progress towards expected Read Write Inc benchmarks and 1:1 tuition planned to allow children to catch up.</p> <p>Homogenous, flexible groupings will ensure the RWI groups are as small and focused as possible.</p> <p>Timely training, including continuous access to the RWI portal, ensures that all staff are skilled and well-prepared.</p> <p>Pupils will take home reading books to support phonics learning within school to further embed learning.</p>				
<p>Reading- Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will continue to show the positive trend.</p>	<p>Attainment in June PSC will show the continuation of high standards being met, being above national results.</p> <table border="1" data-bbox="659 1312 1337 1503"> <thead> <tr> <th data-bbox="659 1312 975 1429">Disadvantaged pupils</th> <th data-bbox="975 1312 1337 1429">Non-disadvantaged pupils</th> </tr> </thead> <tbody> <tr> <td data-bbox="659 1429 975 1503">90%</td> <td data-bbox="975 1429 1337 1503">90%</td> </tr> </tbody> </table>	Disadvantaged pupils	Non-disadvantaged pupils	90%	90%
Disadvantaged pupils	Non-disadvantaged pupils				
90%	90%				
<p>Early Reading attainment will improve for disadvantaged children across KS1 and LKS2.</p>	<p>Targeted intervention for 1:1 Fast Track tutoring.</p> <p>Small, homogenous groupings for Read Write Inc (with additional staff employed and trained to teach)</p> <p>Coaching and mentoring system in place with Reading Lead, with access to Ruth Miskin Portal, for all staff, to support CPD.</p> <p>Reading results at the end of Reception will show that our data is in-line with, or exceeding, expectations.</p> <p>Children in Key Stage 2 who did not achieve the standard at KS1 will continue to receive RWI intervention support to make progress to achieving ARE in Reading.</p> <p>Tracking of children who did not achieve the Phonics Check in Year 1 or Year 2 previously will show clear improvements from their initial score to their ultimate success.</p> <p>Support sought from Learning and Language Team for those pupils not making progress.</p>				

<p>Upper Key stage 2 reading speed, accuracy and comprehension will improve for disadvantaged and non-disadvantaged pupils.</p>	<p>Use of Reading Plus will track children’s progress and attainment in Reading from their individual starting point to ensure children achieve at least the expected standard.</p> <p>Accelerated Reader tracking data will show children accessing a wide variety of books within the system and progressing through the levels.</p> <p>Summative Accelerated Reader data will show growth each term and will identify those making slower than expected progress to allow for support and intervention.</p> <p>Analytical use of PiXL data will highlight strands of reading that are causing difficulty for pupils.</p> <p>Staff will utilise the PiXL interventions to plug these gaps, as well as making use of other targeted 1:1 or small group intervention.</p> <p>Formative and summative assessments will show significantly improved reading accuracy among our disadvantaged and non-disadvantaged children.</p> <p>Ongoing CPD to staff on whole-class reading and timetabled, daily sessions in Y3-6.</p> <p>Support sought from Learning and Language Team for those pupils not making sufficient progress.</p> <p>EEF- Comprehension strategies</p>
<p>Children will be emotionally secure and will demonstrate resilience during difficult situations. Those who access counselling services, and The Bungalow project will be able to use the strategies they have been taught. The school PSHE curriculum will actively support children’s wellbeing and self-esteem.</p>	<p>All children will receive counselling and support when needs arise and will have access to PSA for one-to-one sessions.</p> <p>Employment of an Inclusion Support Assistant leading on ELSA training will help to ensure the emotional wellbeing of pupils.</p> <p>A school wellbeing dog will help to support pupil mental health and self-esteem.</p> <p>PSHE curriculum will actively promote the importance of developing good mental health awareness and strategies to support the children. MFC- Move and Learn Programme will be utilised in Year 5 and Year 6.</p> <p>Improving Social and Emotional Learning in Primary Schools</p>
<p>SEND support will be impactful with a graduated response implemented to best support the children and their individual needs.</p>	<p>Staff meetings planned to train staff on how to target first 20%.</p> <p>National College training utilised by all staff to develop their pedagogical understanding.</p> <p>2 x staff to initiate SENco training with Best Practice.</p> <p>Judith Wise, educational psychologist, utilised to support children and staff across school.</p> <p>Carefully planned interventions will be utilised to support individual targets.</p> <p>SLT will monitor SEND support and strategies used.</p> <p>Staff will use EDUKEY to log interventions, create plans and monitor impact.</p> <p>SEND team to provide guidance and support to staff to increase understanding of pupils with SEND and their differing needs.</p>

	<p>Inclusion Support Assistant to work alongside children and staff to uncover potential barriers to learning and provide provision to support.</p> <p>Class teachers to carefully track progress of SEND children</p> <p>Teaching to be personalised where appropriate to ensure all children can access their year group curriculum.</p> <p>Outside agencies will be utilised effectively to maximise success for children and their families.</p> <p>Barriers to learning will be quickly identified and progress will demonstrate gaps between peers are closing.</p>
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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: £43,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further investment in a DfE validated Systematic Synthetic Phonics programme RWI to secure stronger phonics teaching for all pupils.</p> <p>Purchase of access to RWI portal for continuous staff development for all teachers and support assistants.</p> <p>CPD through Development Days from the ReadWriteInc team to further develop pedagogy.</p> <p>English Lead to hold drop in sessions to support staff and training and induction of new staff with the programme.</p> <p>Investment in additional iPads across each year group to support writing and spelling, including licences to pupil RWI portal.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	1,2,3,5
<p>Investment and training from the English Lead on 'Grammarsaurus'.</p> <p>On-going investment in high quality literature texts in school library and classroom resources.</p> <p>Funding for release time to support staff in implementation of 'Grammarsaurus', observe lessons, planning support and develop support materials.</p>	<p><i>'access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum. Encouraging children to manage and monitor aspects of their writing is a key step.'</i></p> <p><i>Literacy KS1 Guidance Report 2020.</i></p>	1,2,3,5

<p>Training with the Royal Shakespeare Company to complement our work on oracy within the English curriculum.</p> <p>Continued work with ScoutEd (Forest Schools) in order to promote fine motor development.</p> <p>Cross moderation with PRST.</p> <p>Continued investment into local authority moderator training for staff across the key stages.</p> <p>Continuous investment in additional iPads across each year group to support writing and spelling, including licences to Spelling Shed.</p>		
<p>Reading-</p> <p>Continued investment in developing the literature available in school for promoting reading attainment and Reading for Pleasure.</p> <p>Licenses re-purchased for Reading Plus for Key Stage 2 children</p> <p>Accelerated Reader continues to be utilised across school to assess and monitor Reading comprehension progress.</p> <p>Internal tracking, assessment and monitoring services-PIXL and SONAR have been re-purchased to inform planning, identify and address gaps and to provide a National benchmark.</p> <p>Access to National College training programmes.</p> <p>Investment in additional iPads and laptops across each year group to support Reading.</p> <p>Continued work with the Learning and Language team to explore strategies for improving reading outcomes for those with showing difficulties.</p> <p>Continued investment into trips, visitors and experiences to develop the knowledge of the world needed to promote understanding of written text.</p>	<p>The EEF's Teaching and Learning Toolkit indicates that promoting reading comprehension strategies can have very high impact for very low cost, based on extensive evidence.</p> <p><i>'Nothing is more important in education than ensuring that every child can read well' (DfE, 2015 p7).</i></p>	1,2,3,5
<p>Continue to improve the emotional well-being of disadvantaged children using The Bungalow Project, our in-house counselling support and trained ELSA specialist and the PSHE curriculum.</p> <p>Continued work with other outside agencies/visitors (MFC, ScoutEd, Martin Impey) as a means of supporting pupils with their pastoral needs.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	4
SEND	Pupils with Special Educational Needs and Disability (SEND) have	1,2,3,4,5

<p>Funding for additional member of SEND team to support inclusion and pupil needs.</p> <p>Investment into CPD for SEND Team and staff, including use of PD days and staff meeting time.</p> <p>Re- purchase of Edukey to allow for continuous tracking of individual support and provision.</p> <p>Additional investment into outside agency support.</p>	<p>the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p> <p>Special Educational Needs in Mainstream Schools   EEF</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £78,391

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teachers and teaching assistants in across school to deliver and monitor structured teaching and support across the curriculum.</p>	<p>The EEF’s toolkit identifies that small group tuition and reducing class size can all have positive impact on children’s learning- “There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy...</p>	<p>1,2,3,4,5</p>
<p>Buy in specialist Language and Learning / Educational Psychologist/ additional teacher (Talk Boost and Blast) support for children.</p>	<p>Identifying-special-educational-needs-in-the-early-years.pdf</p> <p>EEF   Communication and Language</p> <p>BLAST has been proven to support the development of speech, language and communication in foundation stage children. It is linked to the curriculum and is viewed as good practice in developing listening and speaking skills.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £16,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Buy in specialist counselling services for</p>	<p>Although there is no specific evidence listed by the EEF on the impact of</p>	<p>2,3,4,5</p>



children from the Bungalow Project.	specialist counselling, we have seen first-hand in school the positive effect of supporting children's mental health. Social and Emotional Learning	
Addition in-house counselling support from PSA 2 afternoons per week and after school.		
Employment of Inclusion Support assistant, also trained in ELSA.		
SLA with Tees Valley Music and Rock Steady	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.  Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.  Arts participation   EEF	4,5.

**Total budgeted cost: £ 138,708**

## 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 2023 to 2024 academic year.

Desired outcome	Chosen action / approach	Review/Impact
Formative writing skills will improve, with more children in EY showing 'readiness to write' through targeted teaching, intervention and 'In the Moment Planning' (ITMP).	<p>Staff training provided to introduce Drawing Club within EY.</p> <p>Structured writing activities were planned to promote active engagement.</p> <p>Intervention support was planned and delivered to children who were identified as not making expected progress.</p>	<p>66.7% of pupils at the expected standard for writing by the end of Reception, with 70% of PP pupils achieving.</p> <p>(Third teacher employed in 24-25, with extended provision base to target Early Learning Goals and close the gap)</p> <p>Referrals made to neurodevelopmental pathway/ occupational therapy/ speech and language for pupils with significant need: 2 EHCPs granted, 6 neuro referrals made, 2 confirmed ASC.</p>
As a result of the implementation of 'The Writing Revolution' across school, we will see the increased success of writing development towards achieving a cohesive, sustained write.	<p>Reviewed planning documentation produced by English Lead.</p> <p>Further staff training and CPD to focus on the key elements of 'The Writing Revolution' and how to implement these strategies into their lessons.</p> <p>Model lessons and coaching by English Lead to support staff implementation.</p>	<p>All staff and children can discuss and successfully use 'The Writing Revolution' strategies.</p> <p>'The Writing Revolution' strategies are seen as a priority across school- evidence seen in lesson observations, book looks and pupil voice.</p> <p>Work in books clearly shows the teaching of TWR and the children's subsequent confidence in implementing this knowledge successfully in their writing.</p> <p>The children can articulate and discuss TWR tasks and expectations, learning and practice.</p>

	<p>Lesson observations, drop-ins, book looks and pupil voice carried out by SLT.</p>	<p>PiXL assessments completed throughout school show a positive comparative national picture.</p> <p>Evidence bank of successful intervention strategies show progress in writing cohesively.</p> <p>Results for writing at the end of KS2 show a positive impact in attainment for our disadvantaged children.</p> <table border="1" data-bbox="810 611 1398 943"> <thead> <tr> <th></th> <th>2024 Non-disadvantaged</th> <th>2024 Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>KS2</td> <td>82%</td> <td>93%</td> </tr> <tr> <td>National</td> <td>78%</td> <td>58%</td> </tr> </tbody> </table>		2024 Non-disadvantaged	2024 Disadvantaged	KS2	82%	93%	National	78%	58%
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<p>Early letter and sound and meaning acquisition will improve for disadvantaged children in EYFS.</p>	<p>Blast intervention delivered by a trained adult.</p> <p>Half termly assessments of all children- flexible groupings.</p> <p>Homogenous groupings maintained for the development of RWI.</p>	<p>71.7% of pupils at expected at the end of Reception for Word Reading skills, with 70% of PP pupils decoding at an age-related level.</p> <p>(Third teacher employed in 24-25, with extended provision base to target Early Learning Goals and close the gap)</p> <p>Referrals made to neurodevelopmental pathway/ occupational therapy/ speech and language for pupils with significant need: 2 EHCPs granted, 6 neuro referrals made, 2 confirmed ASC.</p>									
<p>Reading-  Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will begin to close.</p>	<p>All staff had refresher RWI training and continuous access to the RWI portal for additional support and training.</p> <p>RWI advisor in school working with staff members and RWI lead.</p>	<p>June 2024 PSC results indicate that both PP and non-PP pupils performed significantly above national data.</p> <table border="1" data-bbox="810 1740 1390 1962"> <thead> <tr> <th></th> <th>All pupils</th> <th>PP pupils</th> </tr> </thead> <tbody> <tr> <td>Kader</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>National</td> <td>80%</td> <td>68%</td> </tr> </tbody> </table>		All pupils	PP pupils	Kader	90%	90%	National	80%	68%
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	<p>Model sessions delivered by English Lead.</p> <p>Baseline assessments completed and homogenous groupings organised.</p> <p>Half termly assessments completed by SLT to monitor progress, adapt groupings and identify intervention and additional support needs.</p> <p>Internal tracking of all children was completed. 1:1 intervention put into place.</p>	<p>At the end of Year 1, 90% of the children attained the expected standard in the phonics check. In Year 2, 66.7% who were retested, achieved the standard meaning that only 1 child entered Year 3 without achieving the phonics check this year. Additional phonics activities have been continuing.</p> <p>Results have shown for this year that there is no in-school gap between our advantaged and disadvantaged children in Year 1.</p>
<p>Early Reading attainment will improve for disadvantaged children across KS1 and LKS2.</p>	<p>Continuous tracking of all children who did not achieve the Phonics Screening check in Year 1. (including children in KS2)</p> <p>Dedicated timetabling of reading sessions delivered daily for 40minutes.</p> <p>Daily 1:1 reading intervention timetabled.</p> <p>Internal tracking of reading in Key Stage 1.</p> <p>Purchase of RWI portal to assist staff development.</p>	<p>Tracking of children who did not achieve the Phonics Check in Year 1 or Year 2 previously shows clear improvements from their initial score to their ultimate success, with 97% of the children achieving the standard in KS2. 3 children have still not achieved the standard and are receiving daily 1:1 support.</p> <p>KS1 results in Reading of 80% EXS with 20% achieving the Higher result.</p> <p>82% of PP children achieved the expected standard at the end of Key Stage 1.</p> <p>There are only 2 children in Key Stage 2 that have still not achieved the expected standard in their phonics check. RWI daily intervention will continue for these children.</p> <p>Learning and Language support has also been allocated, to children who are still finding difficulties, to assess for any additional needs and support requirements.</p>

	<p>Reading scheme throughout school reviewed and adapted.</p> <p>New books purchased for classrooms and the school library.</p>	<p>All RWI staff received half an hour release time weekly for their own personal CPD on the portal.</p> <p>End of Key Stage 1 results for Reading were:</p> <table border="1" data-bbox="810 376 1407 533"> <thead> <tr> <th></th> <th>All pupils</th> <th>PP pupils</th> </tr> </thead> <tbody> <tr> <td>Kader</td> <td>79.7%</td> <td>54.5%</td> </tr> </tbody> </table>		All pupils	PP pupils	Kader	79.7%	54.5%																						
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<p>Upper Key stage 2 reading speed, accuracy and comprehension will improve for disadvantaged and non-disadvantaged pupils.</p>	<p>Reading Plus session timetabled for ½ hour per day.</p> <p>Reading Plus minimum engagement set allowing children to work additionally at home.</p> <p>STAR Reader assessments half termly to monitor reading accuracy and selection of appropriate level reading books.</p> <p>Accelerated reader assessment upon completion of their personal reading book.</p> <p>Daily 1:1 reading interventions for priority readers.</p> <p>Whole class Reading activities prioritised daily.</p> <p>Reading for fluency modelled throughout school. Children choral reading and</p>	<p>End of Key Stage 2 results for Reading were 86.4%, which is significantly above the national average with school performing in the top 20% of schools nationally.</p> <table border="1" data-bbox="810 779 1407 1081"> <thead> <tr> <th></th> <th>All pupils</th> <th>PP pupils</th> </tr> </thead> <tbody> <tr> <td>Kader</td> <td>86.4%</td> <td>100%</td> </tr> <tr> <td></td> <td>GDS-35.6%</td> <td></td> </tr> <tr> <td>National</td> <td>74%</td> <td>60%</td> </tr> </tbody> </table> <p>Reading Plus data across Y4-6 shows promising gains and is worth the investment in both time and money:</p> <table border="1" data-bbox="810 1272 1378 1720"> <thead> <tr> <th></th> <th>Average level gain</th> <th>Average reading speed</th> <th>Expected reading speed</th> </tr> </thead> <tbody> <tr> <td>Y4</td> <td>1.46</td> <td>165.8</td> <td>160</td> </tr> <tr> <td>Y5</td> <td>2.06</td> <td>189.2</td> <td>175</td> </tr> <tr> <td>Y6</td> <td>1.67</td> <td>199.7</td> <td>185</td> </tr> </tbody> </table>		All pupils	PP pupils	Kader	86.4%	100%		GDS-35.6%		National	74%	60%		Average level gain	Average reading speed	Expected reading speed	Y4	1.46	165.8	160	Y5	2.06	189.2	175	Y6	1.67	199.7	185
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	reading independently.	
<p>Children will be emotionally secure and will demonstrate resilience during difficult situations.</p> <p>Those who access counselling services, ELSA support and The Bungalow project will be able to use the strategies they have been taught.</p> <p>The school PSHE curriculum will actively support children's wellbeing and self-esteem.</p>	<p>Attendance officer to monitor and support in school attendance.</p> <p>Kader Values Praise assembly every Friday with rewards promoting attitude and positivity.</p> <p>Picture book assemblies linking to core values, with literature to support wellbeing of pupils.</p> <p>MFC Joy to Move Programme introduced in Year 6 for all 60 children.</p> <p>Bikeability Programme in the Summer Term for Year 5 children.</p> <p>First Aid training delivered to all Year 5 children.</p> <p>Extensive extra-curricular sporting events attended by all abilities.</p> <p>PSHE curriculum adapted to reflect needs of our children.</p> <p>Trust-wide events (Summer Sports Day, Christmas songwriting workshop)</p>	<p>Consistent level of attendance across school shows pupils enjoy coming to school and value the education and pastoral support given.</p> <p>7 children were supported throughout the year with the Bungalow Project.</p> <p>22 additional children received in-school counselling support.</p> <p>10 children received ELSA support from the Specialist Support Assistant.</p> <p>Children survey</p>

<p>SEND support will be impactful with a graduated response implemented to best support the children and their individual needs.</p>	<p>SEND staff meeting regularly planned throughout the year.</p> <p>Time given to reviews and the writing of new IEPs to allow for whole team discussion and information sharing.</p> <p>Inclusion support assistant worked alongside children and staff within the classroom. Staff support and strategies implemented.</p> <p>Release time for SEND team to meet and discuss children, paperwork and referrals completed.</p> <p>Timetabling of Educational Psychologist work with and assess children and to speak with parents and staff.</p> <p>Outside agencies enlisted to support children and staff with intervention strategies.</p> <p>Data review meetings held termly to discuss cohort with specific focus on SEND children and their needs.</p> <p>PiXL QLA and therapies used to</p>	<p>Data from statutory checks in maths and phonics shows pupils with SEND making good progress in comparison with peers.</p> <table border="1" data-bbox="810 282 1407 730"> <thead> <tr> <th></th> <th>NOT SEND</th> <th>SEND</th> </tr> </thead> <tbody> <tr> <td>MTC (average score)</td> <td>23.6</td> <td>20.0</td> </tr> <tr> <td>Phonics by end of KS1 %</td> <td>100</td> <td>90.9</td> </tr> </tbody> </table> <p>All internal moderation systems show positive impact of early identification of pupils needing support from outside agencies with referrals made to:</p> <ul style="list-style-type: none"> <li>speech and language</li> <li>occupational therapy</li> <li>educational psychology</li> <li>neurodevelopmental pathway</li> <li>The Link/ Bungalow services</li> </ul> <p>The collaboration of the SEND team and school staff, as well as the CPD given for SEND support, resulted in all paperwork milestones being met for all pupils to promote successful outcomes for all.</p> <p>Pupils granted EHCPs, showing the success of our graduated approach in supporting those with SEND.</p>		NOT SEND	SEND	MTC (average score)	23.6	20.0	Phonics by end of KS1 %	100	90.9
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	<p>close gaps and reteach for impact.</p> <p>NCETM training for staff to support the early development of number to bridge the gap.</p> <p>School support dog to provide well-being support for pupils, especially on entry.</p> <p>Resources and equipment to develop the sensory room into a space for quiet 1:1 time.</p> <p>Enrichment opportunities for SEND pupils- skating, bowling, squash etc</p> <p>Forest School opportunities for pupils to develop social/ emotional skills.</p> <p>Additional music enrichment opportunities (Rock Steady, Steel Pans)</p>	
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