

Pupil premium strategy statement

School overview

Metric	Data
School name	Eastfield Primary Academy
Pupils in school	171 (Y1 to Y6)
Proportion of disadvantaged pupils	70 / 41%
Pupil premium allocation this academic year	£109,097
Academic year or years covered by statement	2024/25
Publish date	September 2024
Review date	December 2024
Statement authorised by	Kerry Thompson
Pupil premium lead	Kerry Thompson
Governor lead	AIC

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	tbc
Writing	tbc
Maths	tbc

The statement will be updated again, when national data is released via the ASP.

Strategy aims for disadvantaged pupils

Measure	Score																																
Meeting expected standard at KS2	%																																
Achieving high standard at KS2	%																																
Measure	Activity																																
<p>Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>Sept. 2024</th> <th>Disadv.</th> <th>Disadv + SEN</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>9</td> <td>1</td> <td>11%</td> </tr> <tr> <td>Y2</td> <td>11</td> <td>3</td> <td>27%</td> </tr> <tr> <td>Y3</td> <td>6</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Y4</td> <td>14</td> <td>3</td> <td>21%</td> </tr> <tr> <td>Y5</td> <td>16</td> <td>2</td> <td>13%</td> </tr> <tr> <td>Y6</td> <td>9</td> <td>3</td> <td>33%</td> </tr> <tr> <td></td> <td>65</td> <td>12</td> <td>18%</td> </tr> </tbody> </table> <p>18% of disadvantaged children, Y1 to Y6 are also identified as having an SEN need</p>	Sept. 2024	Disadv.	Disadv + SEN	%	Y1	9	1	11%	Y2	11	3	27%	Y3	6	0	0%	Y4	14	3	21%	Y5	16	2	13%	Y6	9	3	33%		65	12	18%	<ul style="list-style-type: none"> • All interventions - these have a clear baseline & exit measure; progress can be measured, impact evaluated & effectiveness reviewed. • Yorkshire & Humber Maths Hub – continue to be part of Teaching for Mastery group to support attainment in Maths school-wide & staff development. • Witham St Hughs English Hub – continue to access training & resources to continue to support the development & attainment of Phonics, Reading & Writing school-wide • Reading, Writing & Maths strategies – these are taught consistently across the school & expectations are high for all children; rigorous monitoring through book scrutinies, staff discussion & pupil voice show that pupils are making expected progress as a minimum. Writing & Maths strategies under review to incorporate good practice (<i>Grammarsaurus: The Place Value of Punctuation & Grammar and First4Maths</i>). • Phonics – continue to use Little Wandle Letters & Sounds; half termly assessments measure progress, interventions identified, impact evaluated & reviewed. • Reading – continue to use Reading Plus to support the acquisition of reading fluency & comprehension skills across KS2. • SPaG – introduce Grammarsaurus', 'The Place Value of Punctuation & Grammar' to support the teaching of SPaG across the school from Y1 to Y6; clear & concise framework to follow. • SPaG – continue with a daily 5-minute recap to provide consolidation; monitoring will show that year group expectations (& previous learning) is being used in pupil's writing across a range of subjects. • SCODE – embed this spelling strategy to support the teaching of spelling from Y2 to Y6; this strategy follows on from the Little Wandle Letters & Sounds phonic strategy. • Oracy – introduce 'Voice 21' to support children's oracy alongside Kagan structures; to further develop children's ability to articulate ideas, develop understanding & engage with others through spoken language & listening. • Maths – introduce 'First4Maths'; to support teacher subject knowledge, to develop both teacher & children's confidence with maths, identify children's gaps in learning & support these being closed. • Multiplication Tables – embed 'Multiplication Strategy' from Reception to Y6 & continue to track attainment on a termly basis from Y1 to Y6; monitoring will show that pupils are using their tables knowledge to support & deepen their Maths learning. • Metacognition – a two-year piece of work has been commissioned with 'Thinking Matters' to develop a consistent approach to using metacognition school-wide.
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	<ul style="list-style-type: none"> • iPads – children in KS1 & KS2 are allocated an iPad on an individual basis to support learning; iPads are used in a variety of different ways to support learning – access to learning platforms & Apps, as a recording device using specified Apps to support with this, as a ‘reasonable adjustment’ etc. 																					
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> - Interventions are specific & precise, and the impact & efficacy is measured to ensure that interventions are meeting the needs of our pupils reducing attainment gaps. - Engagement with the English & Maths Hubs, First4Maths to support staff development & training. - Reading, Writing & Maths strategies are consistently used across the academy; all pupils are challenged, reducing attainment gaps. - Basic skills are consistently revisited & insisted upon for all; expectations are high, reducing attainment gaps. - A variety of strategies are in place to support collaborative learning reducing attainment gaps & supporting the development of pupil voice. - A variety of strategies are in place to support pupils to remember the taught curriculum reducing attainment gaps & supporting the development of pupil voice. - Metacognition is supporting children to be able to talk about the ways in which they learn & to support them to be able to choose a strategy to support their learning. 																					
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Teaching priorities for current academic year

Aim	Target	Target date
Progress and attainment in Reading	<ul style="list-style-type: none">- All children in the key milestone year groups will achieve, at least, expected progress.- In Year 6, at least 65% will achieve EXS in the end of Key Stage tests.	July 2025
Progress and attainment in Writing	<ul style="list-style-type: none">- All children in the key milestone year groups will achieve, at least, expected progress.- In Year 6, at least 65% will achieve EXS in the end of Key Stage assessments.	July 2025
Progress and attainment in Mathematics	<ul style="list-style-type: none">- All children in the key milestone year groups will achieve, at least, expected progress.- In Year 6, at least 65% will achieve EXS in the end of Key Stage assessments.	July 2025
Phonics	<ul style="list-style-type: none">- 90% of children in Year 1 will pass the Phonics Screen Check in 2025	Summer 2025

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> • All interventions: <ul style="list-style-type: none"> - these have a clear baseline & exit measure - progress is measured, impact evaluated & effectiveness reviewed at Pupil Progress Mtgs • Maths: <ul style="list-style-type: none"> - continue to be part of Teaching Hub to support attainment in Maths school-wide & staff development - embed strategies from First4Maths to further develop our Maths strategy & access staff CPD - review Maths Strategy as part of this work - this is part of our AIP work; <i>MATHS: How do we ensure that children are being challenged to retrieve their maths knowledge on a regular basis & use this knowledge across all areas of maths?</i> - use the 'case study' methodology to track the progress and attainment of individual children's learning journeys to ensure learning is matched to need - Maths Leader to provide CPD, coaching & mentoring • Phonics: <ul style="list-style-type: none"> - continue to access training & resources to support the development & attainment of Phonics, Reading & Writing school-wide - English Leader to be released to monitor the quality of teaching and learning of phonics across EY and KS1 - English Leader to provide CPD, coaching & mentoring - Pupil Progress Meetings highlight the provision for PP children and targets - Half termly assessments undertaken to track attainment & progress - Interventions identified, impact evaluated & reviewed • Reading, Writing & Maths strategies: <ul style="list-style-type: none"> - these have been developed using EFF materials - these are taught consistently across the school & expectations are high for all children - rigorous monitoring through book scrutinies, staff discussion & pupil voice show that pupils are making expected progress as a minimum - Reading Plus; tracks & assesses children's progress & attainment – this is reviewed on a weekly basis by staff - NFER tests; track progress & attainment in Maths & SPaG across KS2 on a termly basis supporting teacher judgements - Subject Leads to provide CPD, coaching & mentoring • Reading Plus: <ul style="list-style-type: none"> - pupils in KS2 continue to access 3 sessions per week to support reading fluency & the acquisition of comprehension skills • Writing: <ul style="list-style-type: none"> - genre progression grid in place from Y1 to Y6 - expectations in writing are consistent across the academy - monitoring shows that pupils are making expected progress as a minimum - Pupil Progress Meetings highlight the provision for PP children and targets - Subject Lead to provide CPD, coaching & mentoring

	<ul style="list-style-type: none"> • SPAG: <ul style="list-style-type: none"> - daily 5-minute recap to provide consolidation - embed Grammarsaurus, 'The Place Value of Punctuation & Grammar' to support staff subject knowledge & the systematic teaching of SpaG across KS1 & KS2 - monitoring will show that year group expectations (& previous learning) is being used in pupil's writing across a range of subjects - pupils are making expected progress - Subject Lead to provide CPD, coaching & mentoring • SCORE <ul style="list-style-type: none"> - embed this spelling strategy to support the teaching of spelling from Y2 to Y6; this strategy follows on from the Little Wandle Letters & Sounds phonic strategy - 4 x 20 min spelling sessions per week for Years 2 & 3, and 3 x 20 min spelling sessions per week for Years 4, 5 & 6. It is a progressive format following National Curriculum expectations. - Half termly assessments, follow on from a baseline assessment at the start of the academic year • Multiplication Tables: <ul style="list-style-type: none"> - continue tracking of attainment on a termly basis from Y1 to Y6 - embed the 'Multiplication Strategy' from Reception to Y6; expectations are clear regarding strategies to be used & teaching-time allocated (part of AIP work) - monitoring will show that pupils are using their tables knowledge to support & deepen their Maths learning - Pupil Progress Meetings highlight the provision for PP children and targets • Metacognition: <ul style="list-style-type: none"> - three training days across the year with the Thinking Matters consultant - staff in-school identified as the Drive Team, to facilitate the work around embedding this into everyday practice - this is part of our AIP work; <i>METACOGNITION: How do we weave metacognition into our practice?</i> • Voice 21: <ul style="list-style-type: none"> - ongoing training across the year & Voice 21 consultant day in-school to support delivery - staff in-school identified as the Drive Team to facilitate work around embedding this into everyday practice - this is part of our AIP work: <i>ORACY: How do we weave oracy into all areas of the curriculum to enable children to confidently articulate their learning?</i>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> - Interventions are specific & precise, and the impact & efficacy is measured to ensure that interventions are meeting the needs of our pupils reducing attainment gaps. - Engagement with the English & Maths Hubs, First4Maths to support staff development & training. - Reading, Writing & Maths strategies are consistently used across the academy; all pupils are challenged, reducing attainment gaps. - Basic skills are consistently revisited & insisted upon for all; expectations are high, reducing attainment gaps. - A variety of strategies are in place to support collaborative learning reducing attainment gaps & supporting the development of pupil voice. - A variety of strategies are in place to support pupils to remember the taught curriculum reducing attainment gaps & supporting the development of pupil voice. - Metacognition is supporting children to be able to talk about the ways in

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Wider strategies for current academic year

Measure	Activity																				
Priority 1 Targeted social and emotional support	<ul style="list-style-type: none"> - Children identified by the Child Protection Officer and the safeguarding team are signposted for additional support – either through our Child Protection Officer or Pastoral Lead. - Monitoring the attendance of all children and first day absences are investigated and challenged by the Child Protection/Education Welfare Officer. - Strong pastoral support from the Child Protection Officer and working with external agencies to ensure the whole family needs are met. - Commissioning of therapeutic support from Fortis Therapy – 2 children are identified for 1 hr weekly sessions, length of input determined by need. - Targeted therapeutic support from our Pastoral Lead. 																				
Priority 2 To support social and emotional well-being	<ul style="list-style-type: none"> - Embed OPAL; Outdoor Play and Learning Programme to develop the play opportunities that our pupils have access to at both break time and lunchtime to support pupil's play & well-being. - Continue to develop the outside area to provide a range of 'play' opportunities for our children to access across the year. - Staff training to develop staff skills to promote 'play'. - Pupils develop creativity, imagination, cooperation, resilience, stamina & confidence & are ready for learning. 																				
Priority 3 To enhance children's cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> - The Curriculum Leader has sequenced an enrichment calendar for all year groups and implemented opportunities for cultural development. - To provide music tuition for Y4 to Y6 from the LA Music Service (MAPAS). - To allow pupils partake in visits, both virtually, in school and out of school, which build on skills and knowledge. - To support families in funding school trips. 																				
Priority 4 To improve attendance of all pupils, including those disadvantaged, to enable good progress.	<ul style="list-style-type: none"> - Identify those children whom are persistently absent from school and the Attendance Officer to support these families. - Attendance Officer to challenge families whom regularly do not attend school. 																				
Priority 5 To support dental hygiene within school	<ul style="list-style-type: none"> - Eastfield is registered with Teeth Team, a non-profit organisation based in Hull - Teeth Team takes dental education directly to children by going into local primary schools. They help schools teach children about healthy diets and dental hygiene, such as brushing and flossing, and they also apply a fluoride varnish to protect children's teeth against decay. - To support this, children are given a toothbrush 3x per year & toothpaste; children clean their teeth in school on a daily basis. 																				
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Poor attendance due to legacy of Covid-19 - Attendance of disadvantaged persistent absentees. - Highly vulnerable families. - Poor dental hygiene. 																				
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	TOTAL PROJECTED SPEND	£108,834.00	
	SURPLUS FOR THE ACADEMIC YEAR	£263.00	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Professional Development opportunities are sourced from the Maths & English Hubs • Professional Development opportunities linked to First4Maths, Metacognition & Oracy 21 • To ensure that there is a consistent approach school-wide in the teaching of Phonics, Reading, Writing & Maths • To ensure CPD is in place to support the implementation of strategies to support pupils to remember. 	<ul style="list-style-type: none"> - Use of staff meeting time. - Subject leads are released to monitor the quality of education and assessment and intervene where necessary.
Targeted support	<ul style="list-style-type: none"> • New staff 	<ul style="list-style-type: none"> - Staff CPD & support - Interventions have a clear baseline & exit measure - Intervention impact evaluated & effectiveness reviewed at Pupil Progress Mtgs
Wider strategies	<ul style="list-style-type: none"> • Engaging with 'hard to reach' families to improve attendance. • Engaging with families identified in needing support. • Rising energy costs. 	<ul style="list-style-type: none"> - Working closely with the children's services and the family hubs to ensure our families receive the necessary support in a timely fashion.

Review: last year's aims and outcomes

Aim	Outcome																																																																																																		
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<p>Priority 1: To narrow the attainment gap between disadvantaged & non-disadvantaged pupils</p>	<table border="1" data-bbox="440 322 1139 815"> <thead> <tr> <th colspan="4">Early Years</th> </tr> <tr> <th rowspan="2"></th> <th rowspan="2">PP</th> <th colspan="2">Achieving GLD</th> <th rowspan="2"></th> </tr> <tr> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>9</td> <td>3</td> <td>33%</td> <td> <ul style="list-style-type: none"> - 4 children remained with us from our Nursery provision; 2 of those children achieved GLD & 1 child new to Reception achieved GLD. - 3 PP children admitted in autumn term, - 1 PP child admitted in spring term - 1 PP child admitted in summer term. </td> </tr> </tbody> </table> <table border="1" data-bbox="440 913 1139 1274"> <thead> <tr> <th colspan="4">Y1 Phonic Data</th> </tr> <tr> <th rowspan="2"></th> <th rowspan="2">PP</th> <th colspan="2">Achieving a Pass</th> <th rowspan="2"></th> </tr> <tr> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>12</td> <td>9</td> <td>75%</td> <td> <ul style="list-style-type: none"> Of the 3 children who did not pass: - 2 children have significant S&L difficulties - 1 child arrived in the spring term. </td> </tr> </tbody> </table> <table border="1" data-bbox="440 1328 1350 1865"> <thead> <tr> <th colspan="5">Y6 – KS2 Data</th> </tr> <tr> <th colspan="5">Attainment</th> </tr> <tr> <th colspan="2"></th> <th>BLW</th> <th>ARE+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td rowspan="4">All – 31ch, 3.2%</td> <td>Reading</td> <td>23%</td> <td>77%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>68%</td> <td>10%</td> </tr> <tr> <td>Maths</td> <td>29%</td> <td>71%</td> <td>13%</td> </tr> <tr> <td>RWM</td> <td></td> <td>65%</td> <td>3%</td> </tr> <tr> <td rowspan="4">PP – 11ch, 9%</td> <td>Reading</td> <td>28%</td> <td>72%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>46%</td> <td>54%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>37%</td> <td>63%</td> <td>0%</td> </tr> <tr> <td>RWM</td> <td></td> <td>45%</td> <td>0%</td> </tr> <tr> <td rowspan="4">Non-PP – 20ch, 5%</td> <td>Reading</td> <td>20%</td> <td>80%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>75%</td> <td>15%</td> </tr> <tr> <td>Maths</td> <td>25%</td> <td>75%</td> <td>20%</td> </tr> <tr> <td>RWM</td> <td></td> <td>75%</td> <td>5%</td> </tr> </tbody> </table>	Early Years					PP	Achieving GLD			No.	%	Reception	9	3	33%	<ul style="list-style-type: none"> - 4 children remained with us from our Nursery provision; 2 of those children achieved GLD & 1 child new to Reception achieved GLD. - 3 PP children admitted in autumn term, - 1 PP child admitted in spring term - 1 PP child admitted in summer term. 	Y1 Phonic Data					PP	Achieving a Pass			No.	%	Y1	12	9	75%	<ul style="list-style-type: none"> Of the 3 children who did not pass: - 2 children have significant S&L difficulties - 1 child arrived in the spring term. 	Y6 – KS2 Data					Attainment							BLW	ARE+	GDS	All – 31ch, 3.2%	Reading	23%	77%	39%	Writing	32%	68%	10%	Maths	29%	71%	13%	RWM		65%	3%	PP – 11ch, 9%	Reading	28%	72%	18%	Writing	46%	54%	0%	Maths	37%	63%	0%	RWM		45%	0%	Non-PP – 20ch, 5%	Reading	20%	80%	45%	Writing	25%	75%	15%	Maths	25%	75%	20%	RWM		75%	5%
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Reading		Writing		Maths		RWM	
EPA	NAT	EPA	NAT	EPA	NAT	EPA	NAT
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27%	%	0%	%	0%	%	0%	%

RWM Combined – July 2024						
	PP	PP + SEN		Achieving RWM		
		No.	%	No.	%	
Y1	12	3	25%	6	50%	- PP cohort increased by 1 child in the autumn term & 2 children in the spring term - 4 children achieved GLD, 2023; an increase of 2 children achieving RWM across Y1.
Y2	6	0	0%	4	66%	- PP cohort has changed; 1 child left - 4 children achieved RWM – number achieving remains the same as predicted.
Y3	14	2 1 EHCP	21%	6	43%	- PP cohort has changed; 1 child arrived at the end of the year - 6 children achieved RWM – number achieving remains the same as predicted.
Y4	16	1	6%	10	63%	- PP cohort has changed; 1 child admitted & then left and 1 child was admitted. - 10 children achieved RWM - number achieving remains the same as predicted.
Y5	10	3	30%	4	40%	- PP cohort has changed; 1 child admitted & then left and 1 child left & then was readmitted. - 4 children achieved RWM – number achieving remains the same as predicted.
Y6	11	3 1 EHCP	36%	5	45%	- PP cohort has changed; 2 children admitted & 1 child left - 8 children achieved RWM, 2022 – an increase of 3 children.
	69 chn	14 chn	20%	35 chn	51%	- 51% of PP children without an identified SEND need achieved RWM combined. This is an increase of 14% on last year's data.

Early Years:

- ✓ 33% of PP children achieved GLD compared to % nationally; difference to national is %

Y1 Phonic Screening Check:

- ✓ 75% of PP children passed the Phonics Screen Check vs % nationally; difference to national is %

Y6 – KS2 Data:

Reading:

- ✓ 72% of PP children achieved EXS in reading at the end of KS2 vs % nationally; difference to national % – *this is a difference of child.*
- ✓ 27% of PP children achieved GDS in reading at the end of KS2 vs % nationally; difference to national %.

	<p>Writing:</p> <ul style="list-style-type: none"> ✓ 54% of PP children achieved EXS in writing at the end of KS2 vs % nationally; difference to national % – <i>this is a difference of child.</i> ✓ 0% of PP children achieved GDS in reading at the end of KS2 vs % nationally; difference to national %. <p>Maths:</p> <ul style="list-style-type: none"> ✓ 63% of PP children achieved EXS in maths at the end of KS2 vs % nationally; difference to national % – <i>this is a difference of child.</i> ✓ 0% of PP children achieved GDS in maths at the end of KS2 vs % nationally; difference to national % – <i>this is a difference of child.</i> <p>RWM combined:</p> <ul style="list-style-type: none"> ✓ 45% of PP children achieved at least EXS at the end of KS2 vs % nationally; difference to national % – <i>this is a difference of child.</i> ✓ 0% of PP children achieved GDS at the end of KS2 vs % nationally; difference to national % – <i>this is a difference of child.</i> 		
WIDER STRATEGIES:			
<p>Priority 1: Targeted social and emotional support</p>	<ul style="list-style-type: none"> ✓ Children identified by the CP officer and the safeguarding team are signposted for additional support – either through our CP officer or pastoral manager. – <i>this has been actioned across the academic year.</i> ✓ Monitoring the attendance of all children and first day absences are investigated and challenged by the CP officer. – <i>this has been actioned across the academic year.</i> ✓ Strong pastoral support from the CP officer and working with external agencies to ensure the whole family needs are met – <i>this has been actioned across the year:</i> <ul style="list-style-type: none"> • Fortis Therapy – commissioned by Eastfield • Compass-Go – LA service • Applied Psychologies – this is our Educational Psychologist provider. • School Nursing Team. • ELT's SEMH Collaborative • Request Alternative Provision (LA mechanism) 		
<p>Priority 2: To enhance children's cultural capital by providing a breadth of experiences</p>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Clubs:</p> <p><u>AUTUMN 2023:</u></p> <ul style="list-style-type: none"> ➤ Breakfast Club ➤ Sports Hall Athletics Y5/6 Club ➤ Dodgeball Y3/4 Club ➤ Multi-Sports Y1/2 Club ➤ Girls Football Club ➤ Computing Club ➤ Dodgeball Y5/6 Club ➤ Sports Hall Athletics Y3/4 Club ➤ Multi-Sports Y1/2 Club ➤ Arts & Craft Club ➤ Rock Steady Music sessions <p><u>SPRING 2024:</u></p> <ul style="list-style-type: none"> ➤ Breakfast Club ➤ Tag Rugby Y5/6 Club </td> <td style="vertical-align: top; width: 50%;"> <p>Enrichment Opportunities:</p> <p><u>AUTUMN 2023:</u></p> <ul style="list-style-type: none"> ➤ Y6 Bikeability ➤ EY Dress-up Day ➤ Humberside Fire Service visit: Y5 ➤ Harvest Festival Celebration to parents at St Andrew's Church ➤ HETA Engineering Workshops with Y2 & Y3 ➤ STEM-in-a-Box workshop with Y5 ➤ Y6 Phillip 66 Refinery visit ➤ Forest Schools; Stone Age experience with Y3 ➤ 'Hands on History' visit: Amy Johnson Experience with Y2 ➤ 'Hands on History' visit: Stone Age with Y3 ➤ Y5/6 Debate Mate – debating Club; 10 debating sessions with a mentor, culminating in a competition ➤ Magic Carpet Theatre Performance to whole school ➤ Anti-Racism Workshops with GTFC: Y3 to Y6 ➤ Smoking & Vaping Workshop with School Nursing Team: Y6 ➤ Teeth Team; dental review & check: Nursery to Y6 ➤ Halloween Disco ➤ Commissioned Fortis Therapy session: 2 x 60min/week <p><u>SPRING 2024:</u></p> <ul style="list-style-type: none"> ➤ Y5 Swimming ➤ Forest School session with Y2: Pilgrim Fathers </td> </tr> </table>	<p>Clubs:</p> <p><u>AUTUMN 2023:</u></p> <ul style="list-style-type: none"> ➤ Breakfast Club ➤ Sports Hall Athletics Y5/6 Club ➤ Dodgeball Y3/4 Club ➤ Multi-Sports Y1/2 Club ➤ Girls Football Club ➤ Computing Club ➤ Dodgeball Y5/6 Club ➤ Sports Hall Athletics Y3/4 Club ➤ Multi-Sports Y1/2 Club ➤ Arts & Craft Club ➤ Rock Steady Music sessions <p><u>SPRING 2024:</u></p> <ul style="list-style-type: none"> ➤ Breakfast Club ➤ Tag Rugby Y5/6 Club 	<p>Enrichment Opportunities:</p> <p><u>AUTUMN 2023:</u></p> <ul style="list-style-type: none"> ➤ Y6 Bikeability ➤ EY Dress-up Day ➤ Humberside Fire Service visit: Y5 ➤ Harvest Festival Celebration to parents at St Andrew's Church ➤ HETA Engineering Workshops with Y2 & Y3 ➤ STEM-in-a-Box workshop with Y5 ➤ Y6 Phillip 66 Refinery visit ➤ Forest Schools; Stone Age experience with Y3 ➤ 'Hands on History' visit: Amy Johnson Experience with Y2 ➤ 'Hands on History' visit: Stone Age with Y3 ➤ Y5/6 Debate Mate – debating Club; 10 debating sessions with a mentor, culminating in a competition ➤ Magic Carpet Theatre Performance to whole school ➤ Anti-Racism Workshops with GTFC: Y3 to Y6 ➤ Smoking & Vaping Workshop with School Nursing Team: Y6 ➤ Teeth Team; dental review & check: Nursery to Y6 ➤ Halloween Disco ➤ Commissioned Fortis Therapy session: 2 x 60min/week <p><u>SPRING 2024:</u></p> <ul style="list-style-type: none"> ➤ Y5 Swimming ➤ Forest School session with Y2: Pilgrim Fathers
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- Tag Rugby Y3/4 Club
 - Dodge Ball Y1/2 Club
 - Board Games Club
 - Rounders Y5/6 Club
 - Cricket Y3/4 Club
 - Computing Club
 - Y3 Taiko Drumming sessions
 - Rock Steady Music sessions
- SUMMER 2024:**
- Breakfast Club
 - Y5/6 Bee Netball
 - Y3/4 Bee Netball
 - Y1/2 Rounders
 - Y5/6 Rounders
 - Y3/4 Rounders
 - Y1/2 Tag Rugby
 - Outdoor Games Club
 - Board Games Club
 - Rock Steady Music sessions
- Y4 visit to Jorvik Centre
 - Y5 STEM - Road to RIAT online session
 - Forest School session with EY: Fossil Hunters
 - Y2 visit to Immingham Museum
 - Y4 Pizza making with Chefs
 - Year 1 to 6 Road Safety Presentations.
 - OPAL - up & running at lunchtimes for all children to access
 - Fortis Therapy x 2 children supported
 - Applied Psychologies Planning Meeting
- SUMMER 2024:**
- Muddy Warrior - whole school
 - Reception & Y1 Balance Bike sessions
 - EY Farm Visit
 - Y1 Far Ings science visit
 - Teeth Team: dental check & fluoride administered

Priority 3:

To improve the attendance of all pupils, including those disadvantaged, to enable good progress

	21/22		22/23		23/24	
	Overall	PA	Overall	PA	Overall	PA
All Pupils	94.2%	12.9%	94.7%	11.4%	94.7%	15.8%
Disadvantaged	93.4%	18.5%	93.3%	17.1%	94.2%	19.2%
Difference	-0.8%	-5.6%	-1.4%	-5.7	-0.5%	-3.4%

Holidays taken during term time increased 23/24:

	Holidays Taken by PP children	% of PP cohort	Lost Learning
Year 1 12 PP chn	1 child - 6 days 1 child - 13 days	17%	2 children - 19 days
Year 2 6 PP chn	1 child - 5.5 days 1 child - 1 day 1 child - 5 days	50%	3 children - 11.5 days
Year 3 14 PP chn	1 child - 9 days 1 child - 5.5 days 1 child - 6 days 1 child - 5 days	29%	4 children - 25.5 days
Year 4 16 PP chn	1 child - 3 days 1 child - 13 days 1 child - 5 days 1 child - 5 days	25%	4 children - 26 days
Year 5 10 PP chn	1 child - 9 days 1 child - 7 days 1 child - 5 days	30%	3 children - 21 days
Year 6 11 PP chn	0	0%	0
		23% of PP children took a term time holiday	16 children - 103 days of lost learning, equivalent to 54% of an academic year absent.

Nationally attendance for this academic year is XX and PA is XX; we are compared to national. (Awaiting data.)