

St Clement's School

Jersey Premium Statement Evaluation 2024 - 2025

This statement details our school's use of Jersey Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Jersey Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Jersey Premium had within our school.

School Overview

Detail	Data
School Name	St Clement's School
Total number of pupils	211
Number of pupils eligible for Jersey Premium	49
% of pupils eligible for Jersey Premium	23%
Review date	December 2025
Publish date	January 2026
Statement Authorised by Headteacher	Richard Heaven
Jersey Premium Lead	Paris Pretty

Funding Overview

Detail	Amount
Jersey Premium funding allocation this academic year	£78,000 + £4,000 MLL
Estimated Early Intervention (LPA)	£29,000
Total budget for this academic year	£111,000

Part A: Jersey Premium strategy plan Statement of intent

At St Clement's School we provide a rich and varied curriculum which engages all children within a safe, inclusive learning environment. Throughout their time at St Clement's School, pupils develop our core values of perseverance, empathy, collaboration and their ability to learn from their mistakes. Pupils are encouraged to use these skills to enable them to 'Aim High and Achieve' together in all areas of the curriculum.

As a school, we are passionate about creating and maintaining a culture of celebrating difference and achievement for all. We are proud of our inclusive school culture. We understand that challenging socio-economic circumstances can create additional barriers to success for children. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners.

High-quality, adaptive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We recognise that the challenges are varied and there is no "one size fits all". We ensure that all teaching staff are involved in the analysis of data and identification of pupil's needs, through our Pupil Progress meetings and subsequent monitoring. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including children eligible for Jersey Premium, so that their needs are adequately assessed and addressed.

Until September 2023, our school had a specialist provision supporting profoundly deaf pupils. As a result of this provision, our learning environments were acoustically advanced, which improved listening conditions for all children in the school. In September 2023, the provision changed to a generic Additionally Resourced Provision for children identified as having a wide range of complex needs. The aim of this provision is to provide targeted support which enables children to make progress, achieve their identified outcomes and access a bespoke curriculum.

We have planned to embed this culture further as part of our School Improvement Plan for 2025. The strategic vision of this plan is to develop effective, inclusive practice at our school. We are continuing to build on the good work that has already happened.

Our internal assessments for the last 3 years show that the academic performance of our Jersey Premium children has improved across the whole school. The vast majority of children make at least expected rates of progress. If pupils are not making expected progress, they will have been highlighted in Pupil Progress discussions and targeted action will take place.

We aim to use additional funding to increase the progress, attainment, and enjoyment of school life for all our children and that there is no difference within the school between the progress made by our Jersey Premium children and their peers.

Challenges

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

In our school, discussions have taken place which have centred on developing a precise understanding of the issues that are most preventing our disadvantaged pupils from thriving and attaining well. These have been based on diagnostic assessments, pupil voice, observations, discussions with teachers and prior knowledge / work from previous strategies and Jersey Premium training.

Challenge number	Detail of challenge
1	Pupils unable to self-regulate and manage emotions in an age-appropriate way, this is impacting on a pupil's 'readiness to learn'.
2	A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. This impacts negatively on all areas of the curriculum.
3	Limited cultural capital and enrichment - lack of experiences limits language and understanding
4	Providing consistent high quality inclusive teaching, including during periods of leave.

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
Disadvantaged children will show a 'readiness to learn' when they are in a learning environment.	<p>Disadvantaged learners will show high levels of wellbeing, involvement and being on task.</p> <p>The relationships built by staff, the carefully planned P.S.H.E curriculum, the use of Zones of Regulation and the Lighthouse Rooms will support children to develop resilience, build their confidence and self-esteem. As a result, children will be ready to learn, engaged in the task and actively listening. Where children are needing more targeted support, the use of ELSAs and other pastoral inventions will be used to enhance support and will be monitored.</p> <p>Concerns (including mental health) are addressed quickly and appropriately by signposting to DSL, The Mental Health Lead, ELSA, Well Being Facilitator,</p>

	SEMHit staff or the Child and Family Hub.
Disadvantaged children will enjoy school and are well motivated to learn.	<p>Attendance for disadvantaged learners is above 90%.</p> <p>If there is a decrease in attendance, parents will have an informal chat with DSL, Deputy Headteacher or Headteacher.</p> <p>If there are difficulties, an Attendance Plan will be put in place and families will respond positively to the plan and attendance will increase.</p> <p>Staff are aware of difficulties that may impact the attendance levels of disadvantaged learners and have plans in place to support individual children.</p> <p>Pupil consultations and welfare survey show the vast majority of pupils enjoy coming to school.</p>
Disadvantaged pupils will be highly successful in all areas of school, with a particular focus on academic success.	<p>The number of disadvantaged learners attaining secure/secure+ is in line with their peers with a similar starting point.</p> <p>All disadvantaged learners make at least 'expected' progress in reading, writing and maths.</p> <p>All teachers feel empowered to support the pupils in their cohort.</p> <p>All disadvantaged learners develop successful traits of a learner which are developmentally appropriate.</p> <p>Staff support the development of the traits of a learner and use the core value pebbles, core value days, experiences and other methods to support this development.</p> <p>There will be high levels of engagement and low levels of refusal in learning activities.</p> <p>Evident increase in knowledge of key skills across the curriculum is shown through in-class assessments, formal regular assessments, book looks, pupil voice and discussions at Pupil Progress meetings.</p>
School will provide a curriculum which includes a range of visits and enhancements.	<p>All children will have access to new books placed in the library and classrooms.</p> <p>All children will experience a range of trips and visits to build their cultural capital.</p> <p>Barriers to attending trips and school events are removed or reduced. As a result, attendance of disadvantaged families at school trips and events will be in</p>

	line with non-disadvantaged families.
To develop the Oracy skills of pupils to close the disadvantage gap.	<p>Attainment of disadvantaged learners is in line with all pupils.</p> <p>Children that are prioritised for support through the WELCOMM intervention make progress and are assessed within age-appropriate levels by the end of the academic year.</p> <p>The disadvantaged children in Reception will all achieve ELGs in Language and Speaking.</p> <p>Assessments and observations across the school will indicate significantly improved oral language skills amongst disadvantaged learners. This will be evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessment.</p>

Activity in this academic year

This details how we intend to spend our Jersey Premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79,159

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: Maximising effective teaching and learning growth</p> <p>Activity: To implement a collaborative, instructional coaching programme for teachers as an ongoing tool for school improvement.</p> <p>Where needed, DHT to provide release time for class teachers to observe others and</p>	<p>‘High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.’</p> <p>Reference is made to the selection of mechanisms in order to further CPD. ‘Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.’</p> <p>Effective Professional Development EEF</p> <p>‘Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>High-quality teaching EEF</p>	4.

<p>share good practice. This will inform the school's CPD programme and continue to improve the classroom practice of all teachers</p>	<p>Coaching and leadership opportunities: Through coaching opportunities, teachers to be more reflective and creative, gaining a deeper understanding of the pedagogy that ensures a significant impact on the relationships with pupils and colleagues.</p>	
<p>Aim: maximising effective teaching and learning growth. Activity: To continue to employ and train extra Teaching Assistants for afternoons so that higher quality interactions can take place. Extra staffing allows for more time to be used for high quality observations for 'focus' children and allows for various types of interventions to take place. It supports progress in classes.</p>	<p>In 2015, the EEF published a report 'Making the best use of Teaching Assistants' drawing on a strong research base. The report demonstrated that TA's can have a positive impact on pupil achievement. https://educationendowmentfoundation.org.uk/</p>	<p>1,4</p>
<p>Aim: maximising effective teaching and learning growth. Activity: To employ an additional teacher to work in classes to Team Teach with the class teacher. The focus is to increase the quantity of feedback to pupils, particularly our disadvantaged learners. This will also ensure high quality</p>	<p>Evidence- 'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.' 'It is important to give feedback when things are correct -- not just when they are incorrect.' Feedback EEF</p>	<p>1,4</p>

teaching cover is available when needed.		
<p>Aim: maximising effective teaching and learning growth.</p> <p>Activity: To provide supply cover so that in depth Pupil Progress Meetings can take place termly. The HT, DHT/SENCO and class teachers will meet to discuss progress, interventions, and barriers of all children, with a particular focus on disadvantaged children.</p>	<p>Evidence- https://www.worc.ac.uk/documents/AOR-Evidence-for-Teachers-Standards.pdf</p> <p>High quality conversations with the teachers to ensure good progress and outcomes for all our pupils. Together, they develop a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to best overcome these.</p>	1,4
<p>Aim: maximising effective teaching and learning growth.</p> <p>Activity- To improve the vocabulary of all pupils through the Voice 21 Oracy Programme to reduce the disadvantage gap. DHT to provide release time for the Oracy Lead to observe / team teach with others and share good practice. The school will fund 6 teachers to visit UK schools with Outstanding Oracy programmes so that Oracy is prioritised as a tool for learning across the curriculum.</p>	<p>Evidence- https://voice21.org/oracy-across-the-curriculum-the-evidence/</p> <p>Evidence shows that a high-quality education can: Improve academic outcomes, improve literacy development, increase confidence and wellbeing, equip students to thrive in life beyond school and shrink the language gap.</p> <ul style="list-style-type: none"> • 'Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.' • Oral language interventions EEF 	2
<p>Aim: maximising effective teaching and learning growth.</p> <p>Activity- to provide</p>	<p>'Using research evidence well can therefore support teachers and leaders to refine their practice or make strategic decisions which make best use of time, effort, and funding.'</p> <p>Using research evidence EEF</p>	2,3

<p>supply cover so that Subject Leader Monitoring meetings can take place with all Subject Leaders. All subject leaders will be involved in monitoring their subject so that it is accessible to all learners and expectations are consistent for all children.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£29,583**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: Develop children’s communication, language, and literacy Activity: We will embed the WellComm, an early intervention Speech and Language Support Programme into our Foundation Stage and for those children in school who need it. We will assess all the children and identify and teach their next steps through play-based activities.</p>	<p>WellComm https://www.gl-assessment.co.uk/assessments/products/wellcomm/ EEF oral language interventions: On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum. Oral language interventions EEF</p>	<p>2</p>
<p>Aim: Develop children’s</p>	<p>‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional</p>	<p>1 & 2</p>

emotional regulation strategies and respond to children's wellbeing needs Activity: to provide cover for ELSA to work with targeted children.	progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: Develop the cultural capital and vocabulary of students in school. Activity: Purchase up to date books for both classrooms and the library to support the development of language and vocabulary. To purchase magazines as a high quality reading resource for KS2 children</p> <p>To design a broad, balanced, relevant, knowledge-rich curriculum. Ensure equity</p>	<p>'Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing. Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>'An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.' Build a culture of community and belonging for pupils EEF</p>	2,3

<p>of access to wider curriculum activities eg. swimming, Music in Action etc.</p>		
<p>Aim: Provide social and emotional support for identified pupils. This will ensure that children are ready to learn and are highly involved in their learning activities. Activity: To train all of our Year 6 children in Peer Mediation techniques. The school will provide additional training and supervision for a number of Year 6 volunteers that agree to mediate low level conflict on the playground during lunchtimes.</p>	<p>References from research regarding Peer mediation are contained within the following link: https://www.scottishmediation.org.uk/wp-content/uploads/2016/08/Research-on-Peer-Mediation-Overview-2015.pdf</p> <p>'Restorative practices help students to resolve disagreements, take ownership of their behaviour, and engage in acts of empathy and forgiveness. Schools are increasingly turning to restorative practices to assist with creating a positive school community and respond effectively when problems arise.' Peer Mediation The Resolution Centre</p> <p>Extensive research (incl. review papers) on peer mediation programs show that they are indeed successful in improving school climate by teaching students to constructively deal with conflict.</p>	<p>1,2</p>

Total budgeted cost: £ 111,000

Estimated cost of Strategy: £118,742

Evaluation

Whole School Teaching projects

Project and Rationale	Impact
<p>Aim: Maximising effective teaching and learning growth</p> <p>Activity: To implement a collaborative, instructional coaching programme for teachers as an ongoing tool for school improvement.</p> <p>DHT to provide release time for class teachers to observe and team teach with others, sharing good practice. This will inform the school's CPD programme and continue to improve the classroom practice of all teachers</p>	<p>Through a variety of coaching cycles, we have been able to support teacher's CPD, practice and reflection. This has enabled focus, discussion on reflections linked to forming relationships, focussing on supporting SEND/Disadvantaged in the classroom and using manipulatives in mathematics. Benefits of the coaching process, all of the above have been observed and evidenced in learning walks, discussion with teachers and pupil progress meetings.</p> <p>One teacher commented: - <i>'The coaching process has allowed me to see my practice through another professional lens. The collaborative nature of coaching has helped me shift from simply evaluating lessons to analysing the impact of teaching on student learning. This has made me more reflective and intentional in my planning and teaching.'</i></p>
Project and Rationale	Impact
<p>Aim: Maximising effective teaching and learning growth.</p> <p>Activity: To continue to employ and train extra Teaching Assistants for afternoons so that higher quality interactions can take place.</p> <p>Extra staffing allows for more time to be used for high quality observations for 'focus' children and allows for various types of interventions to take place. It supports progress in classes.</p>	<p>Evidence from learning walks and informal observations show that TAs support children progress and development in co-regulation, supporting children in their readiness to learn and helping to support language development at a universal level or for specific interventions.</p> <p>When we spoke to the children regarding the benefit of having a Teaching Assistant working in their classroom this is what they said: -</p> <p><i>'They encouraged me to keep going.'</i> <i>'They could with us and help us do our work'</i> <i>'They read with you and help you spell words'</i> <i>'They would help you do maths or help spell harder words. If we got hurt, thy fixed it.'</i> <i>'She helps you. In maths, she helps you if you get stuck. She also hands things out and marks work.'</i></p>
Project and Rationale	Impact
<p>Aim: Maximising effective teaching and learning growth.</p> <p>Activity: To employ an additional teacher to work in classes to Team Teach and support the class teacher. The focus is to increase the quantity of</p>	<p><i>'She helps with maths. Boths teachers are doing the same. You can go to them if you are stuck and then you can work in a small group. It helps loads.'</i></p> <p>Team teaching allowed children in small groups to have access to high quality, focussed support and</p>

<p>feedback to pupils, particularly our disadvantaged learners.</p> <p>This will also ensure high quality teaching cover is available when needed.</p>	<p>feedback which supported their individual progress.</p> <p>Our school values the importance of creating and building relationships. By having consistent and familiar adults, it continues to support building strong relationships.</p> <p><i>'Having familiar and consistent adults covering my class during PPA/training supports me enormously because it helps to maintain the consistency, routines and expectations for the children. When the person covering is able to understand the cohort, behaviour systems and individual needs, it means that the learning can continue as smoothly as possible, resulting in more settled pupils. This therefore allows me to use my PPA time more efficiently/productively, and with less concern of how the class are getting on during these times.'</i></p>
<p>Aim: Maximising effective teaching and learning growth.</p> <p>Activity: To provide supply cover so that in depth Pupil Progress Meetings can take place termly. The HT, DHT/SENCO and class teachers will meet to discuss progress, interventions, and barriers of all children, with a particular focus on disadvantaged children.</p>	<p>At a whole school level, Pupil Progress discussions enable Senior leaders to understand the strengths and challenges for cohorts or across subjects. At a class level, teachers share academic and personal progress at an individual level. They also discuss what provision is in place with a focus on strengths and progress. Discussions will look at the barriers of individual pupils and where applicable, will focus on how parts of the JP strategy have been utilised or need rethinking.</p> <p><i>'I found the JP/PPA meeting helpful in terms of having time to speak about children in detail. There was also time to talk about other needs these children may have and what can be done to meet these. It helped inform my decision on who was going to benefit from the ECOF reader coming in and highlighted focus areas for these particular children in class.'</i></p> <p>From these discussions, informed strategic decisions can be made to tailor support, interventions or staffing.</p>
<p>Aim: Maximising effective teaching and learning growth.</p> <p>Activity- To improve the vocabulary of all pupils through the Voice 21 Oracy Programme in order to reduce the disadvantage gap.</p> <p>School/DHT to provide release time for the Oracy Lead to observe / team teach with others and share good practice. The school will also fund 6 teachers</p>	<p>Members of staff were able to attend several open classroom sessions throughout the academic year. Sessions included how to use the Voice21 Talk Tactics, sentence stems, how to use Oracy in Maths (through reasoning and activity choice) and the use of the Springboards for Talk. From conversations with staff, they have highlighted the benefit of these sessions and how they have impacted their own planning and</p>

to visit UK schools with outstanding Oracy programmes so that Oracy is prioritised as a tool for learning across the curriculum.	teaching.
<p>Aim: Maximising effective teaching and learning growth.</p> <p>Activity - To provide supply cover so that Subject Leader Monitoring can take place with all Subject Leaders. All Subject Leaders will be involved in activities that monitor their subject so that it is accessible to all learners and expectations are consistent for all children.</p>	<p>Mapping of Maths, History and Geography was completed, and the mapping of reading began. Disadvantage barriers were a focus during the mapping/planning sequence as to how best to design a curriculum for all pupils. Monitoring of these newly mapped sequences are in their infancy. Teachers have noted positive improvements to previous plans with regards to all pupil's acquisition of skills and understanding. Within learning walks, pupils spoke positively about their learning.</p>

Targeted academic interventions

Project and Rationale	Impact
<p>Aim: Develop children's communication, language, and literacy</p> <p>Activity: We will embed WellComm (an early intervention Speech and Language support programme) into our Early Years classes and for any other pupils in school who need it. We will assess all the children and identify and teach their next steps through play-based activities.</p>	<p>By the end of the academic year the majority of children who had received support were now working at an age-appropriate level. The few children who were not, are continuing to receive further intervention this academic year.</p>

Wider Strategies

Project and Rationale	Impact
<p>Aim: Develop the cultural capital and vocabulary of students in school.</p> <p>Activity: Purchase up to date books for both classrooms and the library to support the development of language and vocabulary.</p> <p>To purchase 'The Week' Children's Magazine as a high quality reading resource for KS2 children.</p>	<p>From discussion about the books purchased this year, all children could recall a book title or series they were enjoying. Feedback from teachers suggests that we still need to be broadening the types/genres of books that children are wanting to read. JP Lead will be liaising with English Lead to support this.</p> <p>From discussions with children in Year 5 and 6 regarding the Week Junior magazines, they felt that the money could be used in a different way.</p>

	<p>Comments regarding the magazines were mixed with negative and positives from both Year groups. Our subscription with this magazine will now be cancelled because of the children's feedback.</p>
<p>Project and Rationale</p>	<p>Impact</p>
<p>Aim: Provide social and emotional support for identified pupils. This will ensure that children are ready to learn and are highly involved in their learning activities.</p> <p>Activity: To train all of our Year 6 children in Peer Mediation techniques. The school will provide additional training and supervision for a number of Year 6 volunteers that agree to mediate low level conflict on the playground during lunchtimes.</p>	<p>From daily observations, the Peer Mediators are a huge support in the playground, either with low level disputes or playground tasks.</p> <p>A Year 3 pupil commented: <i>'You can go to someone if you are hurt or if you can't get up, your friend can report it to them. They might go to you, or you might go to them. They sort things out like arguments.'</i></p>
<p>Aim: Develop the cultural capital of students in school.</p> <p>Activity – Subject Leaders to develop their curriculum areas to ensure that all children have access to a broad, balanced, relevant, knowledge-rich curriculum.</p> <p>Ensure equity of access to wider curriculum activities eg. swimming, Music in Action etc.</p> <p>Miscellaneous Family Support as required</p>	<p>Pupils have been successfully supported to participate in extra-curricular activities, residential trips and day trips and so have benefited in a variety of ways.</p> <p>These activities help them to develop a strong sense of identity and a sense of belonging. Children have also developed their oracy skills as well as a love and interest in learning. These types of activities also promote teamwork and collaboration.</p> <p>These are examples of activities and trips that have been supported this year:</p> <ul style="list-style-type: none"> • Trips to extend our geographical and scientific knowledge and understanding including the Eric Young Orchid Foundation, local beaches, our local area including farming walks. • Visiting sites to develop and deepen Religious understanding such as St Clement's Church and The Synagogue in St Brelade. • Visiting sites to develop and deepen historical knowledge such as the War Tunnels, La Hougue Bie, The Steam Museum. • Participating in the John Muir Environmental Award scheme, focussing on outdoor studies and activities in wild places. • Attending Jersey Surf School - learning about water safety and surfing. • Residential trip to Crabbe Activity Centre • Trips to the Jersey Festival of Words • Attending the Bosdet Summer Camp.

	<p>Within school we also offer a variety of clubs to develop the whole child. Some examples include:</p> <ul style="list-style-type: none"> • Singing choir • Fit Kids & Brazilian Football • Gardening Club & Chess club • Animation/Computing club • Zumba Kids club • Multiple sports clubs including football, netball and multisport <p>A small number of families have also benefitted from support with attendance at the clubs listed above when a cost incurs. A small number of families have also benefitted from support with attendance at Sunrise Club and/or After School club in order to support the wider family. This has continued to strengthen our relationships with parents and families. It has also developed a sense of belonging to those individual children attending.</p>
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Observed outcomes

Intended outcome	Observed outcomes
Disadvantaged children will show a 'readiness to learn' when they are in a learning environment.	<p>From observations, learning walks and pupil voice, a vast majority of disadvantaged learners are engaged and showing high levels of wellbeing. Where this is not applicable, children use the tools at their disposal to discuss their feelings, talk to an adult, use the light house rooms and discuss strategies for co-regulation or self-regulation. ELSA support has been put in place for those children who require a higher level of support.</p> <p>Concerns (including mental health) were addressed quickly and appropriately.</p>
Disadvantaged children will enjoy school and are well motivated to learn.	<p>Attendance for disadvantaged learners was above 90%.</p> <p>Where needed, parents have met for an informal chat regarding attendance, and this has resulted in improved levels of attendance. Attendance plans have been created and used to help understand the struggles surrounding attendance and the plans used, have improved levels of attendance.</p>
Disadvantaged pupils will be highly successful in all areas of school, with a particular focus on academic success.	<p>Throughout the year, learners continued to develop the positive traits of a learner. Evidence from learning walks showed many pupils being rewarded with praise</p>

	<p>and encouragement and core value pebbles</p> <p>At the end of July, most disadvantaged learners attained secure/secure+ which was in line with their peers with a similar starting point.</p>
<p>School will provide a curriculum which includes a range of visits and enhancements.</p>	<p>Throughout the year, class book corners and the library and been updated with current books. These have either supported driving the curriculum or children's interest and from pupil voice, the purchase of these has been a success.</p> <p>Every class has attended a trip, and extra provision has been put in place for those children in the ARP. Children who access the ARP have either attended with their cohort or have participated in visits as part of their ARP community. Pupil voice and behaviour on trips continues to show the importance of visits and enhancements.</p>
<p>To develop the Oracy skills of pupils to close the disadvantage gap.</p>	<p>Through teacher feedback and learning walks, development and progress of disadvantaged learners is in line with all pupils.</p> <p>Support was put in place in KS1 for those children who did not achieve the ELG in Language and Speaking in Reception. This was also supported by both WELCOMM and Oracy.</p> <p>Children that were prioritised for support through the WELCOMM intervention made progress and for the vast majority, were assessed within age-appropriate levels by the end of the academic year.</p> <p>From learning walks and informal discussions, class teachers are planning a variety of activities to promote and develop oracy. Children are aware of the school set of expectations surrounding talk and oracy and demonstrate these within discussions.</p>