

	8 Reception	pupil premium 112 53 Reception		School data (5 children)	11 children	9 children
Good level of development (GLD) Overall	88%	87%	n/a	60%	82%	44%
Reading (GLD)	88%	92%	n/a	60%	82%	67%
Writing (GLD)	88%	92%	n/a	60%	82%	67%
Number (GLD)	88%	92%	n/a	60%	91%	67%
Communication and Language (GLD)	88%	92%	n/a	60%	82%	67%

YEAR 1 PHONICS SCREENING CHECK

Pupils eligible for pupil premium 10	All pupils	National average	Data from previous years		
			2021 School data (2 children)	2022 5 children	2023 10 children
60%	90%	80%	50%	60%	80%

END OF KS1

	Pupils eligible for pupil premium (11 children)	Pupils not eligible for pupil premium		Data from previous years		
		School average 48 children	National average	2021 School data (2 children)	2022 3 children	2023 6 children
% achieving expected standard or above in reading, writing and maths	55%	88%	n/a	0%	33%	50%
% achieving expected standard or above in reading	73%	92%	n/a	50%	33%	50%
% achieving expected standard or above in writing	55%	88%	n/a	0%	33%	50%
% achieving expected standard or above in in maths	73%	92%	n/a	50%	33%	50%
% achieving above expected in reading, writing and maths	18%	19%	n/a	0%	0%	0%
% achieving above expected in reading	27%	35%	n/a	0%	0%	0%
% achieving above expected in writing	18%	21%	n/a	0%	0%	0%

% achieving above expected in maths	18%	33%	n/a	0%	0%	0%
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END OF KS2

	Pupils eligible for pupil premium (9 children)	Pupils not eligible for pupil premium		Data from previous years for pupil premium children		
		School average	National average	2021 9 children	2022 8 children	2023 6 children
% achieving expected standard or above in reading, writing and maths combined	56%	80%	n/a	56%	50%	50%
% achieving expected standard or above in reading	89%	94%	n/a	67%	50%	67%
% achieving expected standard or above in writing	78%	84%	n/a	78%	63%	83%
% achieving expected standard or above in GPS	56%	84%	n/a	%	67%	33%
% achieving expected standard or above in maths	56%	86%	n/a	56%	63%	67%

END OF KS2

% exceeding the expected standard in reading, writing and maths combined	0%	33%	n/a	%	0%	0%
% exceeding the expected standard in reading	33%	57%	n/a	%	0%	0%
% exceeding the expected standard in writing	0%	43%	n/a	%	0%	0%
% exceeding the expected standard in GPS	0%	48%	n/a	%	0%	17%
% exceeding the expected standard in maths	11%	41%	n/a	%	0%	17%
Progress- combined RWM	+4.17	+4.15	n/a			+0.98

OTHER DATA

Look at:	Strengths	Areas of development										
<p>Attendance data 2023-2024</p> <p>Whole school: 96.8</p> <p>Pupil Premium: 91.8%</p>	<p>Attendance at Deansfield is consistently above National. Persistent Absences is consistently below National.</p>	<p>There are a small number of disadvantaged families that we continue to work with to reduce absence.</p>										
<p>Behaviour data</p>	<p>Behaviour across the school excellent. Last year's data is below.</p> <table border="1" data-bbox="792 651 1406 849"> <tbody> <tr> <td>Racist</td> <td>2</td> </tr> <tr> <td>Homophobic</td> <td>2</td> </tr> <tr> <td>Religious Intolerance</td> <td>0</td> </tr> <tr> <td>Physical Restraint</td> <td>2</td> </tr> <tr> <td>Exclusions: internal/ external</td> <td>2</td> </tr> </tbody> </table>	Racist	2	Homophobic	2	Religious Intolerance	0	Physical Restraint	2	Exclusions: internal/ external	2	<p>Continue to embed a values-based approach and update and ensure all staff trained on a restorative approach.</p> <p>Perr mentors trained on Restorative approach.</p> <p>Staff training on Restrictive practice.</p>
Racist	2											
Homophobic	2											
Religious Intolerance	0											
Physical Restraint	2											
Exclusions: internal/ external	2											
<p>Safeguarding referrals</p>	<p>2</p>	<p>Continue to ensure all staff are comprehensively trained and up to date with their safeguarding training</p>										

LONG-TERM PLAN (3-YEAR TIMESCALE):
(3 – 5 priorities)

Priority	Rationale (Why is it a priority?)	Expected impact	Links to SDP	
1	Attendance	We still have a small number of PP children whose attendance is below national. We are now buying into Greenwich AA Service.	Improved attendance of 3 target families in the school	Closing the Gap
2	The structure of explicit, direct instruction is used in all subjects across the school , , QFT Equity	Research shows that this approach prevents gaps occurring ,	Children have a deep knowledge base in their long term memory across subjects	Closing the gap
3	Short same day interventions are used across the school in all subjects	Data shows 19/44 of the PP children in Y1 to 6 are below age related expectations in at least one subject area. Precise, in the moment response from teachers and TAs prevent gaps occurring and closes existing gaps	Large gaps in knowledge or understanding of concepts do not occur	Closing the Gap
4	Explicit teaching of the acquisition of vocabulary is planned and implemented across subjects	Data shows 19 PP children are below age related expectations for reading Research shows a direct link between vocabulary acquisition and academic achievement	Children develop a curiosity in new vocabulary and can access a broader range of text and use in their written work	Oracy Closing the Gap
5.	Extra capacity from the school counsellor is available	5 PP children have SEMH needs.	Children are able to access learning	Mental Health

		Children will be able to access learning if their mental well being and self esteem is low		
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PRIORITY 1 To improve the attendance of key identified

Member of staff responsible: Karen Baldwin/Tina Shaw/Clara Daly

Objectives	Expected Impact	Actions to be taken	By whom	By when	Resources needed	Progress indicators
To raise the attendance % of key identified families	Progress in school of identified children improves.	Attendance advisory service to become involved. School to follow recommendations Attendance officer to build on her good relationship with families to support them through informal conversations, phone calls and meetings	AA KB TS	Ongoing Review half termly	Attendance advisory service School attendance officer	Relationships with families strengthened Attendance goes up Children meet learning targets

PRIORITY 2: The structure of explicit, direct instruction is used in all subjects across the school

Member of staff responsible: Clara Daly, Karen Baldwin, Julie Huggett, Yanoula Goldsmith, Laura Boyer

Objectives	Expected Impact	Actions to be taken	By whom	By when <i>(include review dates)</i>	Resources needed	Progress indicators
Lessons across the school are taught through direct instruction structure model	Children's learning is scaffolded well so they remember more All children are supported to access the learning	CPD undertaken for all teaching staff Learning walk feedback and lesson observation feedback to focus on Direct instruction and scaffolding	SLT	Autumn term	Copies of book	Lessons observed following this structure

Staff have a shared understanding of each stage of the model and what high quality is	Precise modelling and guided practice structure ensures that gaps in learning do not appear	QA cycle focus on this approach being taught to a consistently high standard	SLT	Ongoing	Cover	Children make good or better progress
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PRIORITY 3: Short same day interventions are used across the school in all subjects

Member of staff responsible: Clara Daly, Karen Baldwin, Julie Huggett, Laura Boyer

Objectives	Expected Impact	Actions to be taken	By whom	By when <i>(include review dates)</i>	Resources needed	Progress indicators
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In lesson gaps are quickly identified	Children's misconceptions are quickly addressed and children have the opportunity to practice their learning and be successful. They are then ready to move on with the class.	In lesson questioning, observation and marking identify misconceptions. Teacher or TA follows up as quickly as possible with targeted intervention.	Class teachers Teaching assistants	Ongoing	Andrea Johnson-phonics intervention Little Wandle Training- Laura Boyer	Children make good or better progress Gaps in learning are addressed quickly and not allowed to develop
Training/ mentoring for TAs in short effective intervention	New staff teach interventions confidently	Training to be organised Andrea Johnson's Little Wandle timetable reviewed and implemented	Julie Huggett	Ongoing	Little Wandle resources	Children make good or better progress Gaps in learning are addressed quickly and not allowed to develop

PRIORITY 4. Explicit teaching of the acquisition of vocabulary is planned and implemented across subjects

Member of staff responsible: Chloe Powell, Yanoula Goldsmith and Laura Boyer

Objectives	Expected Impact	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators
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<p>English leaders have a deep understanding of evidence-based research on vocabulary acquisition and oracy and how to implement the approach across the school</p>	<p>Children are more able to access different texts across subjects and apply vocabulary knowledge in their writing across the curriculum.</p>	<p>English leaders attend Compass and Greenwich English Subject leader meetings English leaders continue their Let's Think/ Oracy training</p> <p>CPD delivered to staff on the new DFE reading framework</p> <p>Reading cannon is evaluated by all staff</p>	<p>English leaders</p>	<p>ongoing</p>	<p>Let's think course</p> <p>Subject leader courses</p> <p>Cover</p>	<p>Children make good or better progress.</p>
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<p>Oral rehearsal of new vocabulary is consistently modelled by teachers and children and oral rehearsal is planned into lessons</p>	<p>Children are more able to access different texts across subjects and apply vocabulary knowledge in their writing.</p>	<p>CPD for all staff from Let's think in English</p> <p>Identified subject based vocabulary identified in all subjects and displayed in all classrooms</p> <p>Stem sentences in Maths</p> <p>Neli and Small talk programmes are implemented</p>	<p>English Leaders</p>	<p>Ongoing CPD Spring Term</p>	<p>As above</p>	<p>Children's acquisition of vocabulary is accelerated and enables them to access texts across the curriculum. They are able to incorporate new vocabulary into their own writing.</p>
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PRIORITY 5 Extra capacity from the school counsellor is available

Member of staff responsible: Julie Huggett

Objectives	Expected Impact	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators
Specific emotional issues identified are supported and children thrive	Children access lessons confidently	More counsellor time to be purchased	Julie Huggett	ongoing	Counsellor time	Children make progress
Support from counsellor to be offered to parents where needed	Parents are supported to support their children	More counsellor time to be purchased	Julie Hugget	ongoing	Counsellor time	Families are emotionally supported