

Eastfield Pupil Premium Strategy Statement with Impact

Strategy Statement Pupil Premium Funding for academic year 2020 to 2021

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

This financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,345 for primary-aged pupils
- £2,345 for each Looked After Child
- £2,345 for each child who has ceased to be looked after because of adoption, a special guardianship order, a child arrangements order or a residence order
- The government have decided that Head teachers and school leaders can decide how to use the Pupil Premium.

The school has in place an action plan detailing the key actions the school will take to accelerate the progress of PP pupils. We are also closely monitoring how we are spending the allocated funds to ensure they are having an impact on pupil's achievement both academically and socially so no child is left behind.

Progress and attainment of all pupils is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Our pupil premium plan is reviewed and updated termly. Our funding priorities fall into the following areas:

- Quality of teaching for all
- Targeted interventions
- Enrichment within and beyond the curriculum
- Engagement of parents / carers
- Social, Emotional and Mental Health

Proposed Pupil Premium Spending at Eastfield Primary School

Academic Year: 2020/21	Total Pupil Premium budget: tbc (£201,960 2019/20)	Date of most recent PP review: July 2021
Total number of pupils: 462	Number of pupils eligible for PP: 154	Date for next PP strategy review: Termly

Our key objective in using the PPG is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not. We aim to narrow and even remove this gap. We will achieve this by ensuring that:

- A high profile is given to Pupil Premium Pupils
- All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Our pupil premium plan is reviewed and updated termly.

Our funding priorities fall into 3 areas:

- Quality of teaching for all
- Targeted interventions
- Enrichment within and beyond the curriculum

The above includes Engagement of parents/carers and Social, Emotional and Mental Health

Data from 2018/19 Academic Year

Phonics		Y1								Y2								
PP		75%								50%								
Non-PP		75%								50%								
EYFS	GLD (%)	Communication and Language			Physical Development		Personal, Social and Emotional Development			Literacy		Maths		Understanding of the World			Expressive Arts & Design	
EYFS	GLD	L&A	U	S	M&H	HSC	SC	MFB	MR	R	W	N	SSM	PC	Wd	T	EWM	IMA
PP (16)	81%	87.5	87.5	81.25	81.25	93.75	100.0	100.0	100.0	81.25	81.25	93.75	93.75	87.5	61.36	100.0	93.75	100.0
Non (44)	50%	65.91	66.18	68.18	70.45	88.64	75.0	86.36	72.73	50.0	50.0	61.36	52.27	63.64	61.36	97.73	84.09	84.09

KS1 Attainment and Progress from 2018/19

	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard	% PP progress score over year	% Non PP progress score	Scaled Score PP	Scaled Score Non
Reading	56	67	13	17	5.47	5.85		
Writing	50	64	13	17	5.26	5.79		
Maths	56	67	13	21	5.87	5.72		

KS2 Attainment and Progress from 2018/19

	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard	% PP making expected progress	% Non PP making expected progress	Scaled Score PP	Scaled Score Non PP
Reading	65%	75%	19%	23%	59%	62%	103	103
Writing	87%	87%	9%	20%	83%	69%		
Maths	74%	75%	13%	10%	66%	49%	103	103

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	PP pupils do not always make better than expected progress from their starting points. PP pupils are just below all pupils and need to make accelerated progress to be in line.
B.	Low levels on entry of PP particularly in communication, literacy and language
C.	The largest gap between school and national data is in reading in which 59% of PP children make the expected progress (between KS1 and Ks2), and in Writing where 9% of PP eligible children achieve the higher standard.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Parental engagement with the school due to high levels of EAL and a lack of willingness to engage.
E.	Some home learning environments lack support for pupils' communication and literacy skills
F.	Deprivation in term of language poverty

Planned Expenditure 2020/21	Total Fund Allocated £201,960
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Quality of Teaching For All

<i>Desired outcome</i>	<i>Action / approach</i>	<i>Staff lead</i>	<i>Funding allocated</i>	<i>Monitoring and dates</i>	<i>Impact (review at end of Yr)</i>
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Note: It has not been possible to fully measure the impact of the actions taken due to school closures and a lack of available data related to the 2019/2020 academic year. All actions (unless noted otherwise) to be continued into 2020/2021

<p>Improve reading skills for pupils eligible for PP</p>	<ul style="list-style-type: none"> Use of Core books (in line with CLPE Power of Reading) across EYFS 	<p>EYFS Lead</p>	<p>2 EYFS staff have attended training £540 £4,000 resources</p>	<p>January 2020</p>	<p>Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021</p> <p>Measures have been put in place across the school to improve reading skills including DSR for KS1 and SHINE interventions for Y4-5 and lighting squad tutoring for Y3-4.</p> <p>On track or above data info</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Y</th> <th>Aut</th> <th>Sum</th> <th>Pro</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>15.6%</td> <td>31.3%</td> <td>15.7%</td> </tr> <tr> <td>2</td> <td>19%</td> <td>52.2%</td> <td>33.2%</td> </tr> <tr> <td>3</td> <td>0%</td> <td>53.9%</td> <td>53.9%</td> </tr> <tr> <td>4</td> <td>23.1%</td> <td>48.3%</td> <td>25.2%</td> </tr> <tr> <td>5</td> <td>27.3%</td> <td>52.1%</td> <td>24.9%</td> </tr> <tr> <td>6</td> <td>22.7%</td> <td>91.7%</td> <td>68.9%</td> </tr> </tbody> </table>	Y	Aut	Sum	Pro	1	15.6%	31.3%	15.7%	2	19%	52.2%	33.2%	3	0%	53.9%	53.9%	4	23.1%	48.3%	25.2%	5	27.3%	52.1%	24.9%	6	22.7%	91.7%	68.9%
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<p>Improve writing skills for pupils eligible for PP</p>	<ul style="list-style-type: none"> Use of Core books (in line with The Write Stuff) across Y2-6 	<p>English Team</p>	<p>Training for Staff and purchase of relevant resources and books £4000</p>	<p>Termly</p>	<p>Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021</p> <p>EYFS and Year 1 – The power of Reading Y2-6 – The Write Stuff</p>																												

					<p>All teachers have received CPD on The Write Stuff throughout the year and are now fully trained making teachers more confident to deliver writing lessons.</p> <p>On track or above data info</p> <table border="1"> <thead> <tr> <th>Y</th> <th>Aut</th> <th>Sum</th> <th>Prog</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>15.6%</td> <td>38%</td> <td>22.4%</td> </tr> <tr> <td>2</td> <td>33.3%</td> <td>47.8%</td> <td>14.5%</td> </tr> <tr> <td>3</td> <td>0%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>4</td> <td>19.2%</td> <td>55.1%</td> <td>36.9%</td> </tr> <tr> <td>5</td> <td>13.6%</td> <td>43.4%</td> <td>29.8%</td> </tr> <tr> <td>6</td> <td>10%</td> <td>79.7%</td> <td>69.7%</td> </tr> </tbody> </table>	Y	Aut	Sum	Prog	1	15.6%	38%	22.4%	2	33.3%	47.8%	14.5%	3	0%	50%	50%	4	19.2%	55.1%	36.9%	5	13.6%	43.4%	29.8%	6	10%	79.7%	69.7%
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<p>Daily supported reading programme for Reception (Summer Term) Y1 2.</p>	<ul style="list-style-type: none"> Reading to become a key feature of the teaching of all subjects across the curriculum, thereby ensuring raised results 	English Team	Staffing & Resources £6,000	Termly	<p>Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021</p> <p>DSR has happened alongside RWI in Years 1 & 2 but will be replaced by RWI Next year. No DSR in Reception due to RWI</p>																												
<p>Setting for phonics in EYFS, Year 1 and Year 2 through early identification</p>	<ul style="list-style-type: none"> All new staff inducted into the programme. Weekly meetings for all staff involved in the programme. Timetables adapted to ensure resources are available. 	Phase Leader (EYFS) and AHT to lead phonics and monitor on a regular basis	Staffing costs to support salaries EYFS Lead and Reception Teacher Deputy Head Literacy Lead £20,000	Termly	<p>RWI commenced in Spring 2 after the Spring lockdown. Although YR are down -2% the children working at a higher level has significantly increased. Impact will be more evident when RWI has run for another Year.</p> <p>Table below is all children including PP and non-PP (RWI tracker does not segregate groups)</p> <table border="1"> <thead> <tr> <th>Y</th> <th>Sp</th> <th>Su</th> <th>Exc</th> <th>Pro</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>47%</td> <td>45%</td> <td>20%</td> <td>-2%</td> </tr> <tr> <td>1</td> <td>28%</td> <td>38%</td> <td>19%</td> <td>+10%</td> </tr> <tr> <td>2</td> <td>34%</td> <td>39%</td> <td>N/A</td> <td>+4%</td> </tr> </tbody> </table>	Y	Sp	Su	Exc	Pro	R	47%	45%	20%	-2%	1	28%	38%	19%	+10%	2	34%	39%	N/A	+4%								
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<p>Increase the number of PP pupils reaching the</p>	<ul style="list-style-type: none"> In Maths, a trained HTLA supports additional small groups of children daily who are currently working 	PP Lead Maths Team	Staffing Costs inc. HLTA Resources £21,420	July 2021	<p>Due to school closure, it has not been possible to fully and accurately review the impact</p>																												

higher standard in Maths at the end of KS2	well below their age-related expectations. • Pupils Split into 3 classes for Maths in Y5 and 6				of the strategies implemented in 2020/2021 Third Maths split did not happen in Year 5 due to staffing. On track or above data info <table border="1"> <thead> <tr> <th>Y</th> <th>Aut</th> <th>Sum</th> <th>Prog</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>15.6%</td> <td>34.4%</td> <td>18.8%</td> </tr> <tr> <td>2</td> <td>23.8%</td> <td>56.5%</td> <td>32.7%</td> </tr> <tr> <td>3</td> <td>0%</td> <td>42.3%</td> <td>42.3%</td> </tr> <tr> <td>4</td> <td>23.1%</td> <td>48.3%</td> <td>25.2%</td> </tr> <tr> <td>5</td> <td>13.6%</td> <td>43.5%</td> <td>29.9%</td> </tr> <tr> <td>6</td> <td>4.5%</td> <td>70.8%</td> <td>66.3%</td> </tr> </tbody> </table>	Y	Aut	Sum	Prog	1	15.6%	34.4%	18.8%	2	23.8%	56.5%	32.7%	3	0%	42.3%	42.3%	4	23.1%	48.3%	25.2%	5	13.6%	43.5%	29.9%	6	4.5%	70.8%	66.3%
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Increase the number of PP pupils reaching the higher standard in Core subjects at the end of KS2	• All Teachers to work with PP pupils x2 week in Core subjects linked to appraisals	PP Lead	NA	July 2021	Please see statements above																												
Increase the number of PP pupils reaching the higher standard in Writing at the end of KS2	• Y5 Pupils split into 3 classes daily • Y6 Split into 3 classes for writing & reading daily • Provide additional small group support for targeted children • Middle Leaders are class based and are working in Year R, 2, 3, 4 and 6. Within these classes they have regular focus groups they support with a focus on PP eligible pupils.	PP Lead	£10,000 Staffing Costs Resources	July 2021	Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021 Greater Depth <table border="1"> <thead> <tr> <th>Y</th> <th>Aut</th> <th>Sum</th> <th>Prog</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> <td>8.7%</td> <td>8.7%</td> </tr> <tr> <td>3</td> <td>0%</td> <td>7.7%</td> <td>7.7%</td> </tr> <tr> <td>4</td> <td>0%</td> <td>10.3%</td> <td>10.3%</td> </tr> <tr> <td>5</td> <td>0%</td> <td>13%</td> <td>13%</td> </tr> <tr> <td>6</td> <td>0%</td> <td>13%</td> <td>13%</td> </tr> </tbody> </table>	Y	Aut	Sum	Prog	1	0%	0%	0%	2	0%	8.7%	8.7%	3	0%	7.7%	7.7%	4	0%	10.3%	10.3%	5	0%	13%	13%	6	0%	13%	13%
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Targeted Support

Desired outcome	Action / approach	Staff lead	Funding allocated	Monitoring and dates	Impact (review at end of Yr)
Provide additional support for EAL PP pupils (through LiLAC and other strategies as	• Provide EAL pupils with a rich language experience through EMA groups and 1:1 support	Headteacher IM Lead	£20,000	Termly	Due to school closure, it has not been possible to fully and accurately review the impact

appropriate) to develop fluency and expressive language skills	<ul style="list-style-type: none"> • IM Lead to identify and track progress of EAL PP pupils • Induction process adapted to meet the needs of individual EAL pupils 				of the strategies implemented in 2020/2021 However LILAC has been replaced by strategies for The Write Stuff. Colourful semantics for those children who have difficulty accessing the programme. (IM tracked)
Increasing the number of PP pupils reaching the expected standard in Reading at the end of KS2	<ul style="list-style-type: none"> • Provide additional opportunities for children to take part in Reading groups (before school/after school). • Senior Teacher to take additional group for reading. • Three members of the Senior Leadership Team (SLT) continue to be non-class based and have allocated year groups to monitor • Additional teaching groups out of school hours led by Y6 teachers. 	PP Lead	£22,000	Termly	Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021 Please see above
Increasing number of GD for specific PP pupils	<ul style="list-style-type: none"> • Additional support in the afternoons led by Senior Teacher for selected Y6 pupils. 	PP Lead	£23,000	Termly	Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021 Please see above
Increase number of focus children to reach ARE	<ul style="list-style-type: none"> • Across the school there are additional interventions in place for phonics and reading led by Learning Assistants. They focus on supporting pupils who need additional input in order to reach age expectations 	PP Lead	£32,000	Termly	Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021 Please see above

<p>Narrow gap between PP & Non PP</p>	<ul style="list-style-type: none"> • Y6 Tuition for maths and reading outside school curriculum (am Evenings & weekends) Additional support in Y6 for all reading sessions by the Senior Teacher. • Additional support for focus children in the afternoon led by the Senior Teacher. 	<p>PP Lead</p>	<p>£2000</p>	<p>Termly</p>	<p>Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021</p> <p>Non PP have made better progress in all year groups apart from Y6 in reading PP have closed the gap and made better progress in all year groups apart from 1 and 3 than non PP in writing. PP children have closed the gap and made better progress in all year groups apart from 1, 3 and 5 in maths.</p> <p>% Progress end of year Reading</p> <table border="1"> <thead> <tr> <th>Y</th> <th>NPP</th> <th>PP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>42.9%</td> <td>15.7%</td> <td>-27.2</td> </tr> <tr> <td>2</td> <td>42%</td> <td>33.2%</td> <td>-8.8%</td> </tr> <tr> <td>3</td> <td>60%</td> <td>53.9%</td> <td>-26.8</td> </tr> <tr> <td>4</td> <td>53.4%</td> <td>25.2%</td> <td>-28.2</td> </tr> <tr> <td>5</td> <td>71%</td> <td>24.9%</td> <td>-46.1</td> </tr> <tr> <td>6</td> <td>58.3%</td> <td>68.9%</td> <td>+10.6</td> </tr> </tbody> </table> <p>% Progress end of year Writing</p> <table border="1"> <thead> <tr> <th>Y</th> <th>NPP</th> <th>PP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>47%</td> <td>38%</td> <td>-9%</td> </tr> <tr> <td>2</td> <td>26.7%</td> <td>47.8%</td> <td>+21.1</td> </tr> <tr> <td>3</td> <td>56.7%</td> <td>50%</td> <td>-6.7%</td> </tr> <tr> <td>4</td> <td>47.7%</td> <td>55.1%</td> <td>+7.4%</td> </tr> <tr> <td>5</td> <td>36.8%</td> <td>43.4%</td> <td>+6.6%</td> </tr> <tr> <td>6</td> <td>52.8%</td> <td>79.7%</td> <td>+26.9</td> </tr> </tbody> </table> <p>% Progress end of year Maths</p> <table border="1"> <thead> <tr> <th>Y</th> <th>NPP</th> <th>PP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>38.6%</td> <td>34.4%</td> <td>-4.2</td> </tr> <tr> <td>2</td> <td>32.7%</td> <td>56.5%</td> <td>+23.8</td> </tr> </tbody> </table>	Y	NPP	PP	Diff	1	42.9%	15.7%	-27.2	2	42%	33.2%	-8.8%	3	60%	53.9%	-26.8	4	53.4%	25.2%	-28.2	5	71%	24.9%	-46.1	6	58.3%	68.9%	+10.6	Y	NPP	PP	Diff	1	47%	38%	-9%	2	26.7%	47.8%	+21.1	3	56.7%	50%	-6.7%	4	47.7%	55.1%	+7.4%	5	36.8%	43.4%	+6.6%	6	52.8%	79.7%	+26.9	Y	NPP	PP	Diff	1	38.6%	34.4%	-4.2	2	32.7%	56.5%	+23.8
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Improve Speech & Lang skills for focus group	<ul style="list-style-type: none"> LASS groups run for children identified as requiring additional communication support. Additionally, we have 2 learning assistants who focus and lead on all S&L interventions 	IM	£20,000	Termly	<p>Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021</p> <p>LASS is now SAND, implemented Summer term. Nurture building sessions with the children have included fine and gross motor skills, turn taking, helping to build confidence and speaking in front of others.(Social skills)</p> <p>This has had an impact on the children as they are transferrable skills that the children are beginning to use in the classroom. It has also highlighted any additional needs and support for children that are referred to the SenCo</p>																

Total

£119,000

Other Enrichment

Desired outcome	Action / approach (no more than 3 per section)	Staff lead	Funding allocated	Monitoring and dates	Impact (review at end of Yr)
Increase parental engagement through workshops and parent/child learning opportunities (learning cafes)	<ul style="list-style-type: none"> Specific topic-focussed workshops to be planned (early reading, maths support etc...) to encourage parental engagement in their children's education. All classes to plan for learning cafes (IT and Reading) across the 	HT	NA	Ongoing	<p>Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021</p>

	academic year to encourage parents to learn beside their children.				
Improve mental health of PP specific group	<ul style="list-style-type: none"> • Parental support mentor in & Inclusion team • Place2BE • EPS extra visits 	IM	£10,000 FSM – Meal subsidy (pupils x 0.20p)	SLT and subject Leads and external agencies /experts ongoing	Due to school closure and restrictions it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021 Pastoral support mentor employed for Sept 2019 start.
Increased Participation in extra-curricular activities	<ul style="list-style-type: none"> • Increased in enrichment activities across the school • Education Trip subsidies • Music tuition 	PP Lead	£7,000	Ongoing	Due to school closure and restrictions, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021
				Total	£17,000
				Final Total	£201960

Glossary

R - Reading	EEF - Education Endowment Foundation	EMM: Exploring using Media and Materials
W - Writing	NCETM - National Centre for Excellence in Teaching Mathematics	BI: Being Imaginative HT - Headteacher
M - Maths	DSR - Daily Supported Reading	SLT - Senior Leadership Team
PP - Pupil Premium	RWI - Read Write Inc	ALs - Achievement Leaders
PPF - Pupil Premium Funding	SEMH - Social emotional mental health	MFB: Managing feelings and behaviour
ARE - Age related expectation	FSM - Free School Meals	R: Reading
GDS - Greater Depth	DfE - Department for Education	W: Writing
EYFS - Early Years Foundation Stage (Nursery and Reception)	EYFS Areas of Learning	N: Numbers
RAP - Raising Achievement Plan	L&A: Listening and attention	SSM: Shape, Space and Measures
KS1 - Key Stage 1 (Years 1 - 2)	U: Understanding	PC: People and Communities
KS2 - Key Stage 2 (Years 3-6)	S: Speaking	Wd: The World
ELKLAN - Speech, language and communication accreditation	MH: Moving and Handling	T: Technology
PSC - Phonics Screening Check	HSC: Health and Self Care	PPMs - Pupil Progress Meetings
	SC: Self confidence and self awareness	AHT - Assistant Headteacher
		DHT - Deputy Headteacher