

<u>Intended outcome</u>	<u>Success Criteria</u>	
<p>Increase progress in Greater Depth Writing attainment and ARE in reading and Writing within each cohorts PP profile.</p>	EYFS GLD: 82% PP 50% (1 from 2 pupils)	
	Reading attainment of PP children	
	Year 1: 100% EXP+	94% Non PP
	Year 2: 100% EXP+	75% Non PP
	Year 3: 40% EXP+	87% Non PP
	Year 4: 88% EXP+ (50%GDS)	83% Non PP
	Year 5: 71% EXP + (14% GDS)	91% Non PP
	Year 6: 86%EXP+ (38% GDS)	
	Writing attainment of PP children	
	Year 1: 100% EXP+	87% Non PP
	Year 2: 75% EXP+	65% Non PP
	Year 3: 20% EXP+	85% Non PP
	Year 4: 75% EXP+	72% Non PP
	Year 5: 43% EXP + (2% GDS)	79% Non PP
	Year 6: 79%EXP+ (17% GDS)	74% Non PP
	Maths's attainment of PP children	
	Year 1: 100% EXP+	96% Non PP
	Year 2: 50% EXP+ (50% GDS)	75% Non PP
	Year 3: 40% EXP+	92% Non PP
	Year 4: 75% EXP+ (25% GDS)	83% Non PP
	Year 5: 64% EXP + (36% GDS)	91% Non PP
Year 6: 90%EXP+ (37% GDS)		
<p>1. A balanced and global citizenship curriculum established and accessible with an added focus on SMSC. Enrichment is rewarding, cohesive and valuable to support knowledge and skills throughout the curriculum.</p>	<p align="center">Opportunities for all disadvantaged to access enrichment activities and trips.</p> <p align="center">Pupil development opportunities are accessed by most vulnerable pupils.</p> <p align="center">By 2024 Children will have experienced opportunities to develop and widen their skills through Forest Schools and other programmes.</p> <p>Additional notes:</p> <p>100% of the schools PP children accessed trips and residential (where appropriate)</p> <p>100% of Pupil development opportunities have been accessed by most vulnerable pupils.</p> <p>100% of the school's PP children attended forest schools for at least 6 weeks of the academic year.</p>	

2. Attachment and Trauma informed practise is evident within the school's provision for PP children.

Children displaying insecure or other attachment traits are having their basic needs met within school for them to feel safe, thrive and be ready to learn.

Additional notes:

68% of PP children access trauma informed sessions over the academic year. This was delivered by either the school learning mentor, ELSA or an external agency.

Staff all show an awareness of trauma informed practises in their pedagogy so that pupils needs are met.

Staff meetings were delivered to ensure staff are trauma aware and key resources and strategies disseminated to all staff via INSET day training.

Policy written by: Donna Hallam 2021-24

Above Policy reviewed by: Dan Hancock

Date of Review November 2024