

# Bywell C of E (C) Junior School Pupil Premium Strategy Statement 2023 - 2024

This statement details our school's use of pupil premium (for the 2023/2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

## School overview

Detail	Data
School name	Bywell C of E (C) Junior School
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	32% (119 pupils on roll)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Zaheda Adam Headteacher
Pupil premium lead	Helen Appleyard, Deputy Headteacher
Governor / Trustee lead	Mike Broome (Finance) and Lisa Wright (LAC)

## Funding overview

Detail	Amount
Pupil premium funding allocation for 2023/24	£170,235
Recovery premium funding allocation this academic year	£4313
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£174548

## Our vision:

Bywell is an inclusive church school where the Christian ethos encourages thoughtfulness and humanity. We learn and grow together, aiming high and striving to be the best we can. In our safe, friendly and happy environment, all members of the school community are valued and respected. Our ethos is underpinned through the teachings of the Parable of The Mustard Seed. (Matthew 13:31-32) (Mark 4:31-32) (Luke 13:18-19)

# Part A: Pupil premium strategy plan

## Statement of intent

### Our Ultimate Objectives

- At Bywell it is our intention that all pupils entering our junior school, irrespective of their background or the challenges they face, make good progress and achievement from our baseline assessments.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within internal school data.
- To provide a safe, secure environment that meets the academic and pastoral needs of all pupils.
- To provide additional educational and pastoral support to raise the attainment of pupils in receipt of Pupil Premium funding.
- To support disadvantaged pupils with opportunities to reduce the inequalities between pupils as far as possible.

### Principles

- We consider the context of our school, the challenges our learners face and tried and tested methods and strategies for success. Common barriers to learning for our disadvantaged children can include: levels of support at home, language and communication skills, self-esteem and confidence, boundaries, safeguarding concerns, access to technology, life experiences and other family situations that may prevent children from flourishing.
- We consider the challenges faced by vulnerable pupils including those with a social worker, looked after children, young carers and where there are safeguarding concerns along with all pupils at our school.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive Pupil Premium funding will be socially disadvantaged and not all pupils who are disadvantaged are registered or qualify for the Pupil Premium funding.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being disadvantaged.
- We will use a range of assessments and information to prioritise support for disadvantaged pupils including academic data, pastoral records, pupils voice.

### Achieving our Objectives

To achieve our objectives we use our Pupil Premium allocation to:

- Reduce class sizes in Year 6
- Provide small group support in class
- Employ Sports Coaches at lunchtimes to engage pupils, promote positive behavior choices and an active, healthy lifestyle.
- Target Learning Mentor support via small groups and 1:1 to identified pupils
- Ensure pupils are prioritised for after school clubs.
- Ensure relevant information feeds into careful transition plans to support pupils to move from KS1 to KS2 and on to KS3 with opportunities for pupils to access additional, personalised transition arrangements as required.
- Provide Learning Mentor support via interventions for transition to and from our school and within the school each year.
- Support the funding of specialist learning software and ICT
- Support vulnerable families via our Family Support Worker and signposting to other agencies.

## Challenges

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

Challenge number	Detail of challenge
1	Developing disadvantaged children as more effective learners to support closing the gaps in attainment in Reading, Writing, Spelling and Maths.
2	Support the social and emotional wellbeing of disadvantaged children in particular around low self-confidence and difficulties regulating emotions which act as a barrier to educational success.
3	Improve attendance and punctuality
4	Supporting pupils new to school (Y3) make the transition to KS2
5	A number of our disadvantaged children have not developed the necessary reading strategies, do not have reading role models or access to texts at home or are at a lower book band than their peers. We will engage pupils with reading to ensure a high standard of fluency and understanding, encouraging a greater interest in books and reading.
6	Increase family engagement with pupils' learning including supporting learning at home – reading, timestables etc.

## 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
Our disadvantaged children develop the understanding of and implement learning skills which support them to become more curious and effective learners. They will develop good learning habits, presentation, stamina, writing basics, concentration, stickability etc which will enable them to continue to achieve post primary setting.	<p>Clear expectations for all pupils</p> <p>Use of reminders, task planners, timers etc to encourage and build stamina for learning.</p> <p>Curriculum activities carefully planned to engage pupils, chunking learning, providing clear feedback, rewards for good learning habits and effort rather than end product attainment</p> <p>Introduction of Dojos to reward learning success and improvement.</p> <p>Introduction of web-based learning to further engage pupils.</p> <p>Celebration of our Core Values will be rewarded for whole classes when a marble jar is filled.</p>
Our disadvantaged children are prioritised for emotional and well-being support for them to develop resilience, motivation, self-esteem and confidence to become successful in life and achieve. Interventions and specialist support	<p>Learning Mentors target disadvantaged pupils as part of pastoral support groups or 1:1 if required.</p> <p>Pupils use our By-Wellbeing Wall to indicate their emotional well-being via pupil voice and</p>

<p>are available if required for them, and their families, through our Pastoral Team and referral systems to external agencies.</p>	<p>access adult support or if needed Learning Mentor support. Disadvantaged pupils will be broadly in line with other pupils emotionally.</p> <p>Pupils and their families are supported by our in-house Family Support and Safeguarding Mentor</p> <p>Where further support is needed, families are referred to external agencies eg Family Support, Kirklees Keep in Mind etc</p>
<p>Over the course of this plan, attainment gaps that have further arisen over the course of the pandemic for our disadvantaged children in Maths, Reading and Writing are closed (in line with our SDP focusing on Reading, Maths Fluency, Phonics and Writing 'Basics') Our disadvantaged children will be supported via quality first teaching, group and individual interventions.</p>	<p>Disadvantaged pupils will be identified on the assessment tracker.</p> <p>Pupils will have access to intervention groups to support additional maths, reading, writing basics and phonics where appropriate</p> <p>Assessment data will show that disadvantaged children are performing at least as well as others in school in formal assessments.</p> <p>Disadvantaged pupil attainment and progress will be discussed at the termly pupil progress meetings and strategies to address areas of concern identified.</p> <p>Pupils in Year 6 targeted for EXS at the end of KS2 but needing additional support will benefit from smaller class sizes with an additional, experienced teacher supporting them and via small group interventions</p>
<p>A new whole school attendance strategy HERO, (Here, Everyday, Ready to learn, On time) which is a focus of our School Improvement Plan has been implemented in September</p>	<p>Attendance and punctuality of disadvantaged pupils will be broadly in line with non-disadvantaged pupils within school.</p> <p>Attendance of pupils will increase from the previous academic year.</p> <p>Persistent absentees will be supported via our Family Support Mentor, external Attendance Officer</p> <p>Persistent absentees will have personal challenges set for them by the Mentor.</p> <p>All pupils who achieve a 97% attendance by July 2024 will participate in a fully funded school trip.</p> <p>All families receive half termly updates on their child's attendance</p>
<p>Teaching and learning in Year 3 will take account of disruption to learning in previous schools, reduction of the curriculum and necessary skills and knowledge usually required prior to a junior school education eg phonics, early reading, spelling, maths fluency, handwriting, behaviour for learning.</p>	<p>Pupils new to Bywell Junior School in Year 3 will be settled into the new routines and high expectations of KS2</p> <p>Information will be gathered to ensure pupils' academic, pastoral and additional needs are known to support a smooth transition</p> <p>Baseline assessments will ensure that teaching can be pitched correctly and gaps identified and</p>

	<p>addressed through quality first teaching and via additional support.</p> <p>Year 3 pupils will be supported by a Learning Mentor within their Unit to identify any pupils requiring further support settling into school, routines etc.</p> <p>Family support from our external Community Support Worker will be aimed at Year 3 parents.</p> <p>All pupils will be baseline assessed for phonics and reading and appropriate support put in place.</p>
<p>Reading will be a priority across school with regular whole class, group and focused 1:1 interventions.</p> <p>Class libraries have been updated to reflect the DfE guidance, students will be encouraged to read for pleasure, accessing the school library.</p> <p>The daily Drop it and Read for all within the school will continue</p> <p>Reading for pleasure is timetabled 3 x weekly whole class from a suitable book choice.</p> <p>Teachers model 'Book Talk' weekly.</p>	<p>Adults will read a suitable story to engage reluctant readers, modelling how to read, use of punctuation, intonation and fluency.</p> <p>Pupils will show that they can answer a wider variety of question types in reading both verbally and in formal assessments</p> <p>Disadvantaged pupils will access the library and class libraries in line with other pupils.</p> <p>Disadvantaged pupils will be supported with ICT to enable them to take part in web-based reading programmes in line with other pupils.</p> <p>Reading Plus will be renewed to ensure pupils can access reading at home even where there are limited books available.</p> <p>Reading Ambassadors will be chosen to support and promote reading amongst peers.</p> <p>Reading competitions will be woven into the school year, not just to coincide with World Book Day.</p> <p>Prizes and rewards for class achievements take the form of books for class libraries, chosen by pupils.</p> <p>The Reading Lead will have observed Reading for Pleasure to ensure it takes place and is appropriate.</p> <p>The Reading Lead will carry out Learning Walks to ensure that Reading Environments are suitable – encouraging a love for reading.</p> <p>Pupils read to an adult each week within school, with disadvantaged pupils prioritised.</p>
<p>Engagement with parents/carers will be increased to ensure that there is support for learning outside of school.</p> <p>Parents/Carers will be informed of the strengths of their child's learning and areas that still need to be developed.</p>	<p>Families have access to hardware if required on a loan basis to ensure engagement with the online platforms – reading and timestables.</p> <p>Information about the curriculum and learning is uploaded to the school website.</p>

Parents/Carers are invited to praise assemblies to see their child's achievement of Dojos for learning.

Parents/Carers are invited to Showcase assemblies to see their child's learning from the previous half-term.

Information about end of KS2 assessments and Year 4 Times table check are communicated to parents in a timely manner.

Supportive information – booklets, advice, websites etc are provided for parents to support pupils outside of school.

Families are invited into school for Good Learning Assemblies where each class can showcase their learning.

School operates an open door policy where Parents/Carers are encouraged to contact teachers and SLT for support with pupil learning.

Community Support – Dee MacLeod will engage with Parents/Carers through a number of events, coffee mornings, consultation evenings, being available in school to signpost to other services and support.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £20000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improving Quality First Teaching in reading, writing and maths to raise standards for disadvantaged pupils.</b></p> <p>Embed The Write Stuff – (Jane Considine) to provide a consistent approach to improving writing across school</p> <p>CPD to support 1 experienced teacher Year 6 to apply to be KS2 writing moderators.</p> <p>CPD opportunities to support subject leaders upskill their knowledge of the subject and in turn support planning, teaching and learning. (National College)</p> <p>Senior Leaders support Subject Leaders to review their subject area ensuring the curriculum is progressive and planning is adapted to support all pupils.</p> <p>All staff have access to CPD from National College and self-initiated learning.</p> <p>Support for Teaching Staff via the Leeds Diocese Teachers Pathway -. 4 Sessions training covering:</p> <ol style="list-style-type: none"> <li>1. Teaching and Learning – Research &amp; Reality</li> <li>2. Metacognition – practical approaches</li> <li>3. Planning to assessment – An effective cycle</li> <li>4. Teaching beyond the middle – Achievement for all</li> </ol>	<p>The EEF Guide to The Pupil Premium confirms that quality</p> <p>The Write Stuff approach has a strong focus on vocabulary development in pupils which is fundamental for disadvantaged pupils. Research evidence shows that disadvantaged pupils enter education with significantly limited vocabulary compared to their peers and using this approach we will develop and extend the vocabulary of disadvantaged pupils. It also uses teacher modelling consistently, another strategy proved to develop writing and metacognition in pupils.</p> <p>Coaching and mentoring – shared approach to pedagogy – building on previous work on Rosenshine’s Principles of Effective Instruction.</p> <p>Professional support to upskill teaching staff with a shared approach to pedagogy and linked to key teaching and learning priorities set out in the School Development Plan</p>	<p>1,5,6</p>

Release time for 2 Maths Subject Leaders to access Maths Hub resources and CPD which will shape the curriculum and support staff teaching ( <i>6 days teacher supply</i> )		1,6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,000

Activity	Evidence that supports this approach
<p>Purchase of an additional web-based programme Nesy - to improve phonics and basic skills for identified and targeted disadvantaged pupils independently as well as others with SEND</p> <p>Purchase of Numbots a web-based programme to support disadvantaged and pupils with SEND to independently access basic areas of maths.</p> <p>Use of Beat Dyslexia programme to support those requiring additional and more practical support for English basics.</p>	<p>Nesy collaborates with some of the world's leading academics, and follows the Science of Reading, to ensure the programmes are based upon proven research.</p> <p><b>EEF Toolkit – Phonics +5 months accelerated progress.</b></p>
<p>All pupils in Year 3 phonics screened on entry to school.</p> <p>Phonics interventions to be delivered to address gaps in learning for those pupils requiring additional phonics support.</p> <p>Phonics</p> <p>Ongoing purchase of phonics catch up programme to secure stronger phonics teaching for all pupils who require catch-up. Read, Write Inc (Yr 3 pupils + targeted pupils across Yrs 4, 5 &amp; 6)</p> <p>Reinforcement of high frequency words targeted at disadvantaged pupils who require further phonics support.</p> <p>Phonics teaching is consistently found to be effective in supporting younger readers to master the basics of reading.</p>	<p>The EEF Toolkit states:</p> <p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics teaching is consistently found to be effective in supporting younger readers to master the basics of reading.</p> <p>EEF Toolkit – Phonics +5 months accelerated progress. Oral Language Interventions Phonics +5 months Teaching Assistant Interventions +4 months</p> <p><b>EEF Toolkit – Phonics +5 months accelerated progress. Oral Language Interventions Phonics +5 months Teaching Assistant Interventions +4 months</b></p>
<p>Speech and Language Interventions delivered to a growing number of pupils across school by experienced Educational Teaching Assistants.</p>	<p>One to one intervention - EEF (educationendowmentfoundation.org.uk) Teaching and Learning/Early Years Toolkit</p> <p>To put language programmes in place identified by SALT. An increasing number of pupils on entry to school display S&amp;L difficulties which can affect behaviour and learning.</p>
<p>Additional ETA to support pupils within our Blossom Provision part time (mornings to provide targeted small group</p>	<p>EEF Toolkit</p>

and 1:1 intervention in reading, writing, phonics and maths)  (50% ETA costs	Collaborative Learning Approaches +5 months Feedback +6 months Reading Comprehension Strategies +6 months Small Group tuition +4 months
Online Subscriptions	Support for disadvantaged pupils to access online web-based learning at home as well as school to ensure opportunities for TT Rockstars, Nessy, Reading Plus

## Wider Strategies (for example, related to attendance, behaviour, well-being)

**Budgeted cost: £115,681**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance for all pupils (especially those disadvantaged) by a new strategy – HERO (Here, Everyday, Ready to learn, On time)</p> <p>Rewards for good attendance for classes with personalised attendance reward charts for individuals</p> <p>Contact with parents – letter to address attendance issues and support attendance followed up by individual meetings with Headteacher and Attendance Officer.</p> <p>Early help referrals to address challenges impacting attendance (eg mental health)</p> <p>Continue to work with Kirklees Keep in Mind and engage with Community Support Worker</p>	<p>Embedding principles of good practice set out in the <b>DfE’s Improving School Attendance advice</b>.</p> <p>and reduction in the number of late marks</p>	1, 2, 3
<p>Pastoral team of 4 led by SLT member</p> <p>Learning Mentor groups will support disadvantaged pupils as well as others in a variety of nurture-based sessions covering anxiety, self-esteem, confidence, boundaries, friendships etc.</p> <p>All pupils have access to Bywell-being Wall which is the mechanism for all pupils to identify feelings/anxieties indicating a need for support. Immediate support from the Class Teacher/Teaching Assistant is ensured or if required experienced Learning Mentor (2 members of staff) each morning for 30 minutes</p> <p>Dedicated full-time Family Support/Safeguarding Learning Mentor to manage the increase in demand for support</p>	<p>EEF Toolkit Social and Emotional Learning +4 months</p>	1,2,4

<p>outside of education from families eg. TAF, CIN, CP meetings and referral for a variety of needs.</p> <p>Looked after Children supported by a dedicated Learning Mentor 2 x weekly throughout the time in school for emotional and social provision.</p> <p>Learning Mentor support for Year 3 pupils to identify well-being needs and carryout pastoral groups and identified 1:1 support – self-esteem, welcome to Bywell, Happy Mindset, Mighty Amigos (friendship)</p>		
<p><b>Financial support</b> Support for extra-curricular activities, uniform/clothing, food</p> <p>Sign posting to additional financial support by Learning Mentor/Family Support eg Let June Make a Difference, other charities, services</p>	<p>All children, should have equal opportunity to access all aspects of school life. Bywell will support parents via contributions, easy payment schemes etc with the following, so that financial concerns do not limit a child’s learning experiences:</p> <p>Extra-curricular activities School uniform, swimming kit or any resources children may need to access learning. Additional support seen as appropriate by the Headteacher to enhance learning experiences. <b>EEF Toolkit – Arts Participation +3 months</b> <b>Physical Activity - +1 month</b> <b>Social and emotional Learning +4 months</b></p>	<p>1, 2</p>
<p><b>Emotional Health and Wellbeing</b> Outdoor learning, PSHCE and PE prioritised for PPA cover to support pupil well-being.</p> <p>Improve the quality and frequency of social and emotional learning (SEL) by utilising a specialised Learning Mentor to deliver PHSCE across the school.</p> <p>CPD from MHST for pastoral support team including ELSA training, bereavement, Emotion Coaching, Positive Psychology, Introduction to Mindfulness</p> <p>Learning Mentors support playtime and lunchtime to encourage friendships and ensure routines/expectations are maintained</p> <p>Senior Leaders and Learning Mentors meet and greet before and after school to ensure smooth transitions into and from school.</p>	<p>Ensure disadvantaged pupils along with other pupils are able to access a wider variety of subjects which support social and emotional wellbeing.</p> <p><b>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</b></p> <p><b>EEF Toolkit/EYFS toolkit Self-regulation strategies +5 months</b></p> <p><b>Social and emotional learning strategies +3 months</b></p> <p>Physical development approaches</p>	<p>2,3,4</p>

<p>Full-time Family Support/Safeguarding Officer accessing CPD to support referrals for parents and pupils to a wide variety of outside agencies</p> <p>Support for families with securing the highest possible levels of attendance and punctuality – Learning Mentor support, welfare checks, referrals to other external bodies.</p> <p>Learning Mentors to host coffee mornings each term to enable parents of pupils receiving support to meet with pastoral staff</p> <p>Pastoral Support Team access high quality, evidence based CPD – from Mental Health Support Team (MHST - Educational Psychologists) now changed to Kirklees Keep in Mind</p>		
<p>Increase parental engagement via showcase assemblies, awards</p> <p>Ensure that parental concerns are dealt with in a timely and sensitive manner with SLT support where necessary (this is a significant increase) with additional parents showing concern for pupil mental health and anxieties requiring phone calls, emails, meetings etc.</p>		1,2,4

**Budgeted cost: £195681**

## Part B: Review of outcomes in the previous academic year – 2022/2023

### Pupil Premium Strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022/2023 academic year

Aim	Outcome – how Pupil Premium funding has supported pupils.
Developing disadvantaged children as more effective learners	<p>All pupils experienced transition to their new classes in July to prepare for moving up, getting to know new class members and staff and the expectations for the year. Vulnerable pupils also accessed small group after school interventions with their new class teacher (4/5 pupils) to build up positive relationships in a smaller setting. During the first 2 weeks of the Autumn term, teachers focused on ensuring pupils have a clear understanding of learning to learn and carried out a number of activities to foster a love of learning and develop listening skills, following instructions, presentation, basic expectations etc prior to formal learning starting.</p> <p>The whole school behaviour expectations – Zones of Regulation has been reinforced and the new system to reward learning and Core Values separately has become embedded.</p>
Support the social and emotional well-being of disadvantaged children	<p>58% of disadvantaged pupils received group or 1:1 support from experienced Learning Mentors. In total 156 pupils across school accessed specific interventions to support emotional well-being. This accounts for 42% of pupils who are classified as vulnerable regardless of whether they are disadvantaged. Pupils have also accessed additional emotional support 1:1 from MHST (Mental Health Support Team) as well as a number of families of vulnerable pupils receiving support from Early Help Assessment and Family Support Workers. Our whole school PSHE scheme taught by an experienced Learning Mentor ensures all pupils access a varied curriculum that is tailored to our school needs.</p> <p>Mt Bywell – the mechanism for pupil voice where pupils indicated the level of their feelings first thing in the morning using a scale has been updated to Bywell-being Wall to provide a greater degree of privacy than before. Now pupils indicate they are ready to learn or need to chat. They then have the opportunity to speak with their class adult or if needed a Learning Mentor. There has been a significant increase in the number of pupils accessing this provision – generally from pupils who are already known to staff as vulnerable pupils.</p>
Closing the gaps in attainment due to the effects of Covid 19 in Reading, Writing and Maths	<p>The decision to reduce class sizes from 33 by utilising 2 experienced teachers to teach Maths and English in Year 3 (all year) and Years 4 &amp; 5 (part year) has enabled all pupils in these year-groups to benefit from more personalised learning.</p> <p>Disadvantaged pupils achieved 19.2 average score compared to the National average in the Yr 4 Multiplication Tables Check. The difference between PP and non-PP in our school was PP 19.2 and non-PP 22.06. The percentage of children scoring over 21 marks at Bywell as PP 64%, non-PP 68%.</p> <p>The introduction of The Write Stuff by Jane Considine has become an embedded format for English in Years 3, 4 &amp; 5 and has been rolled out to Year 6 last year. The structure of it has supported, in particular those pupils who find it difficult to know where to start independently and those who have limited vocabulary knowledge. Pupil voice and staff discussion have indicated the repetitive nature of the structure is supportive and the content enjoyable.</p>

<p>Supporting pupils new to school (Y3) make the transition to KS2</p>	<p>Whilst in Year 2, Bywell staff met with Year 2 teachers to gather information about every pupil starting school in September. The transition lead – (and SENDCo) visited pupils in their setting and Year 2 pupils visited Bywell Junior School at least once prior to the end of their infant school experience. The Assistant Head teacher responsible for Year 3, visited all pupils – at the feeder schools and also where individuals came from other schools along with Year 3 Ambassadors. Child-friendly leaflets were distributed and posters of key parts of the school and adults were left for infant pupils to get to know the school. All parents were invited to attend an open evening where Bywell Booklets were distributed. Year 2 pupils were given a Welcome to Bywell booklet for the summer holidays to get to know core values, key routines and staff. Proformas were sent to the infant schools to ensure robust transition information was collected. The SENDCo visited the main feeder schools to liaise with the infant SENDCo in order to transfer SEND files and information. Calls were also made to ensure information was collected for all SEND pupils. Pupils with additional needs/vulnerable were invited to attend a small group session with their new class teacher and the infant schools were also given the opportunity to attend Bywell for an additional visit. One of our dedicated Learning Mentors is situated in the Year 3 area and used the first term to get to know all pupils, identifying any areas of need that had not been previously discussed and arranging intervention groups to support pupils.</p>
<p>Engage pupils with reading to ensure a high standard of fluency and understanding, encouraging a greater interest in books and reading.</p>	<p>Reading has been a high priority for pupils in school this academic year. Reading Plus – an online platform to support reading at home has been provided to all year groups and has enabled pupils to access quality texts in a creative and motivating way. Reading Eggs and Nessy have also been purchased to support those readers unable to access the Reading Plus and engagement is pleasing. The library has been timetabled for classes to choose books for pleasure at home. There has also been investment in class libraries to ensure that pupils have access to a variety of engaging books (of their choice) as each class has been able to buy books to supplement their existing resources. There has also been a focus of ensuring the reading areas in individual classrooms are inviting and teachers have sought ideas from pupils including the addition of comfy seating, lighting, soft furnishings etc. Phonics continues to be required in our school as the number of pupils still needing formal teaching has increased. Purchases of the Read Write Inc for every class as well as bespoke phonics catch up groups for pupils after individual assessment has supported a large number of pupils – particularly Year 3. The Phonics Leads have accessed training to support them and there has been significant investment in the school Reading Scheme. All pupils in Year 3 have been benchmarked using PM Benchmarking and regularly assessed to ensure progression towards becoming a free reader.</p>

## End of KS2 Teacher Assessment Data 2023

### Pupils Achieving the expected standard or above

	% of Y6 achieving EXS + end of KS2 Bywell JS	% of Y6 achieving EXS + end of KS2 National Av.	% of Y6 PP achieving EXS + end of KS2 Bywell JS	% of Y6 PP achieving EXS + end of KS2 National Av-un-validated	% of Y6 non-PP achieving EXS + end of KS2 – Bywell JS	% of Y6 non-PP achieving EXS + end of KS2 National Av-un-validated
Reading	90%	73%	84%	60%	92%	78%
Writing	74%	71%	74%	58%	74%	77%
Maths	86%	73%	87%	59%	85%	79%
RWM	72%	59%	74%	44%	71%	66%

### Pupils Achieving the higher standard

	% of Y6 that achieved GDS end of KS2 Bywell JS	% of Y6 that achieved GDS end of KS2 National Av.	% of Y6 PP that achieved GDS end of KS2 Bywell JS	% of Y6 PP that achieved GDS end of KS2 National Av.	% of Y6 non PP that achieved GDS end of KS2 Bywell JS	% of Y6 non PP that achieved GDS end of KS2 National Av.
Reading	48%		45%		49%	
Writing	8%		10%		8%	
Maths	29%		16%		35%	
RWM	8%	8%	10%	3%	8%	10%

### Pupil Attainment – Year 4 Multiplication Tables Check Benchmark - 2023

Average score of Yr 4 pupils Bywell JS	Average score of Yr 4 pupils - National Av.	Average score of Yr4 PP pupils Bywell JS	Average score of Yr4 PP pupils – National Av.	Average score of Yr 4 Non- PP pupils - Bywell JS	Average score of Yr 4 Non- PP pupils - National Av.
	19.8	19.2	17.9	22.06	20.5

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

Programme	Provider
Times Table Rockstars	TT Rockstars on line platform
Reading Plus – comprehension and reading online activities for use at home.	Dreambox Reading
Lunchtimes Sports Provision	Huddersfield Giants
Nessy	Nessy Reading and Spelling
Music Lessons	Kirklees Music Service