

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance and Punctuality

Attendance for our vulnerable families has been a focus for our school this year. We now have an Attendance Officer and Welfare Officer in post and processes around poor attendance are much stronger and more robust. We have done EBSA work with some of our most vulnerable families which has seen a dramatic increase in attendance for some of our children. We are keeping close information on target families and ensuring engagement with parents in their children's attendance at school as well as more efficiently issuing notices and penalties where appropriate.

Attendance for our Pupil premium children rose from 92.7% in 2022/2023 to 93.9% in 2023/2024.

Parental engagement

Parental engagement continues to improve. We had positive turnouts from parents at our Spring and Autumn parent's evenings and parental feedback was sought with the vast majority of parents commenting positively on their experience of the school.

More events are planned to bring parents into school to further increase engagement such as writing outcomes, coffee morning and Xmas/summer events.

Social, emotional and mental health

We have a dedicated school ELSA and TALA and they have been more effectively targeting SEMH need in school. Emotional support groups such as social skills and friendship groups are now up and running and feedback from the children is very positive. Use of our afternoon ELSA is now very carefully timetabled to ensure we are meeting the needs of all of our children that need emotional support. Our Therapy dog, Toffee, has also been a great addition to the school and works with some of our children with SEMH needs and has had a positive impact on many of our children. Our work on SEMH needs, has seen more of our vulnerable children positively accessing learning in the classroom and making progress.

Language/communication barriers

Support is in place for our children that have language/communication barriers. A robust system of phonics is now in place, ensuring our commitment to all children leaving Knights Enham being able to read. Group and individual phonics groups are

running effectively with regular assessment ensuring all disadvantaged children are getting the support they need in school.

Low expectations and weak progress

We had very low scores for KS1 and KS2 data for last year. Expectations have been set, since the start of the year, as very high and was a key theme through our INSET days at the start of the school year.

Our writing curriculum has been adapted to address sentence structure and vocabulary and teachers have engaged positively with the changes and we are already seeing much more positive outcomes in writing across school.

Any children struggling with reading/phonics are now very carefully monitored and assessed to ensure maximum progress, especially those children in KS2 who are not yet competent readers.