

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                        |
|---|-----------------------------|
| School name   | Two Rivers Primary and EYFS |
| Number of pupils in school  | 131                         |
| Proportion (%) of pupil premium eligible pupils                         | 38%                         |
| Academic year/years that our current pupil premium strategy plan covers | 2024 - 2025                 |
| Date this statement was published                                       | October 2024                |
| Date on which it will be reviewed                                       | July 2025                   |
| Statement authorised by   | Laura Slinn                 |
| Pupil premium lead  | Laura Slinn                 |
| Governor / Trustee lead   | Jenny Mu                    |

### Funding overview

| Detail  | Amount  |
|---|---|
| Pupil premium funding allocation this academic year                                       | £97,470<br>(50 FSM and Ever 6)<br>(3 LAC)<br>(4 PLAC)<br>(2 SGO)<br>(1 Service) |
| Recovery premium funding allocation this academic year                                    | 0   |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | 0   |
| <b>Total budget for this academic year</b>  | <b>£92,330</b>  |

## Part A: Pupil premium strategy plan

### Statement of intent

There are now 131 children on roll at the primary school and EYFS (including nursery). All of the children from Reception to Year 6 have an EHCP to outline their Special Educational Needs. Our EYFS became part of the Primary School in November 2015. It is situated on the Torc site in a specially created centre - that is separate to the High School and is self-contained.

The school works closely with the mainstream provision in Tamworth and in response to a request for additional emotional and educational support for EYFS and Key Stage 1 has been created. This is funded by the child's mainstream school and subsidised by the local authority. It runs at a capacity of 6 places per day and feedback from the mainstream schools is very positive about improving children's outcomes. The Executive Headteacher is Co-chair of the Tamworth Local Management Group - which is the Local Authority response to the SEND transformation and improving meeting the needs of the locality - the school has been integral in setting up this provision, working with every school in Tamworth. Rainbow room is now located at Anker valley primary school.

The school is a generic special school with provision for pupils with a wide and diverse range of special educational needs. The majority of pupils are from Tamworth and the surrounding district, but a number of neighbouring Local Authorities do place pupils at the school. Funding for pupils in Staffordshire is determined by a matrix system and funding to the school is low against the national average.

Tamworth is a town with areas that are high on the social deprivation index\*. The catchment area of the school is predominantly white, British and this is reflective of the pupil population.

- of pupils receive free school meals (reception to Yr6) and the pupil premium grant at the school.
- The range of needs within the school is wide and the pupil's abilities range from 1 to 14 in our Endeavour assessment continuum, in all subject areas.
- Pupils are recorded as having 1 or multiple areas of need and this is how the population is represented by primary area of need:

|  | Boys | Girls |
|--|------|-------|
| Autism Spectrum Condition                    | 21   | 5     |
| Moderate learning Difficulty                 | 5    | 1     |
| Physical Difficulty                          | 2    | 1     |
| Profound and Multiple Learning Difficulty    | 0    | 1     |
| Speech and Language Communication Difficulty | 52   | 1     |
| Severe Learning Difficulty                   | 10   | 18    |
| Social, Emotional Mental health Difficulty   | 3    | 5     |
| Specific Learning Difficulty                 | 3    | 4     |

|                          |     |   |
|--------------------------|-----|---|
| Other Difficulty         | 0   | 0 |
| HI/VI                    | 1   | 0 |
| No specialist Assessment | 0   | 0 |
| TOTAL                    | 131 |   |

In Tamworth more people live in socially rented housing than the national average. There are a number of wards in Tamworth where families and communities face multiple issues such as unemployment or low incomes, low qualifications, poor housing, social isolation and poor quality of life.

These wards are Belgrave, Bolehall, Castle, Glascote, Mercian and Stonydelph. These 5 areas fall within the 9 most deprived areas nationally which make up around 18% of the total population.

<http://democracy.tamworth.gov.uk/documents/s22182/Apprendix%203%20State%20of%20Tamworth%20Debate.pdf>

#### Ultimate Objectives

- For pupils at Two Rivers Primary and EYFS to attain as well as their peers
- For all pupils have equal opportunity and access to a rich curriculum
- For pupils to feel safe and nurtured to be in the best mental health

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils at Two Rivers.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Timetabling restrictions means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is outstanding or good thus ensuring that the quality of teaching experienced by all children is maintained.
- To provide a bespoke curriculum in line with Government expectations but pertinent to the pupils at Two Rivers.
- Additional teaching and learning opportunities provided through external agencies.
- All work through the pupil premium will be aimed at giving all pupils the opportunity to learn and progress to the best of their ability.
- Pupil premium resources are to be used to target children on Free School Meals to achieve the same as their peers.
- Enhanced adult support.
- Additional support through a therapeutic curriculum. This includes speech and language, occupational therapy, physiotherapy and therapies to improve mental health, resilience and self-awareness.
- Support payment for activities, educational visits and residential experiences. Ensuring children have first-hand experiences to complement their in-school learning.
- Behaviour support through liaison with Proact SCiP and staff training.
- Pastoral support for the school community including staff training, parent workshops and safeguarding training to promote good mental health, wellbeing and safety of all.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Communication and Interaction - alongside PECs, PODD and Makaton there is a need to implement SCERTS within school. SCERTS communication system has become a popular provision written within the EHCP's and therefore needs to feature within our school offer. Create a robust cycle of training and support to develop quality assured practice in communication. |
| 2                | Cognition and Learning - to ensure a robust plan, do and review approach to the curriculum meeting the needs of the school population and the ever-changing demographics of the school.  |
| 3                | Physical and Sensory - to continue to embed a physical and sensory approach to curriculum delivery. Sensory diets and therapeutic support will become the foundation of learning on which the curriculum will be built.  |
| 4                | Social, Emotional and Mental Health - to continue and further enhance the capacity to deliver therapeutic intervention to support positive   |

|   |  |
|---|--|
|   | wellbeing and mental health. 'Readiness to Learn' will take priority which in turn will lead to improved outcomes.   |
| 5 | Socio and Economic factors – for our pupils this includes limited opportunity due to lack of financial resource within families adversely creating heightened isolation. Parental support will be the forefront of the pastoral team's agenda. Parents will receive support to help with mental health, behaviour, sleep, and be signposting to services where appropriate. Parents will receive targeted workshops to help support their understanding of subjects, therapies and interventions taught in school. This will include learning workshops, therapeutic support, behaviour strategy support, OT and physio support and speech and language support. |

### 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   |
|--|--|
| To provide all pupils with targeted support and intervention to improve speech and language skills | <ul style="list-style-type: none"> <li>To work alongside professionals to provide a robust package of support for all pupils.</li> <li>To provide staff training to improve knowledge and understanding of speech and language.</li> <li>To monitor and report the use of technics within lessons.</li> <li>To offer parent workshops.</li> <li>To offer a bespoke workspace to support children with TEACCH</li> <li>To train staff in SCERTs in line with current intervention recommendations written within the EHCP's.</li> </ul> |
| To assess reading skills of all pupils. To implement a targeted approach to reading -              | <ul style="list-style-type: none"> <li>To continue to collate and analysis reading data.</li> <li>To embed reading programmes to support pupil development – these include online reading support - BugClub</li> <li>To offer parent workshops.</li> </ul>   |
| To access remote learning opportunities – including homework.                                      | <ul style="list-style-type: none"> <li>To provide staff training so that online resources can be merged with the online learning offer and opportunities for pupils to extend their learning beyond the school day.</li> <li>To offer parent workshops – supporting parents to use online resources including BugClub, evidence for learning.</li> </ul>   |
| SCERTS   | <ul style="list-style-type: none"> <li>To offer further support for communication and interaction offer pupils the SCERTs approach to communication and interaction.</li> </ul>  |
| Playground Red2  | <ul style="list-style-type: none"> <li>To further extend our learning offer to include enhanced outside provision being in line with indoor/class teaching practice.</li> </ul>  |

## 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: £47,470

| Activity       | Evidence that supports this approach   | Challenge number(s) addressed |
|----------------|--|-------------------------------|
| Staff Training | <p>Rebound - Train the Trainer</p> <p>The phrase 'Rebound Therapy' was coined by the founder, Eddy Anderson in 1969 to describe the use of trampolines in providing opportunities for movement, therapeutic exercise and recreation for people across the whole spectrum of special needs. Rebound Therapy is used to facilitate movement, promote balance, promote an increase or decrease in muscle tone, promote relaxation, promote sensory integration, improve fitness and exercise tolerance, and to improve communication skills.</p> <p><a href="https://www.reboundtherapy.org/">https://www.reboundtherapy.org/</a></p> <p>Makaton</p> <p>What is Makaton?</p> <p>Makaton is a unique communication programme that uses symbols (pictures), signs (gestures) and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.</p> <p>Being able to communicate is one of the most important skills we need in life. Almost everything we do involves communication; everyday tasks such as learning at school, asking for food and drink, sorting out problems, making friends and having fun. These all rely on our ability to communicate with each other.</p> <p>With Makaton, signs are used, with speech, in spoken word order. This helps provide extra clues about what someone is saying. Using signs can help people who have no speech or whose speech is unclear. Using printed or drawn symbols can help people who have limited speech and those who cannot sign or prefer not to sign.</p> <p><a href="#">What is Makaton? - About Makaton</a></p> | 1                             |
| Forest school  | <p>Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners.</p> <p><a href="https://www.forestschooltraining.co.uk/forest-school/research/">https://www.forestschooltraining.co.uk/forest-school/research/</a></p>  | 3/4                           |
| TEACCH         | TEACCH is an autism support, research and training program that was developed by researchers at the University of North Carolina in the 1970s.   | 1,2,4                         |

|                          |   |      |
|--------------------------|---|------|
|                          | <p>TEACCH originally stood for 'Treatment and Education of Autistic and related Communications Handicapped Children'. It is now used in the UK in some schools, and TEACCH training is provided by the National Autistic Society. In its current form TEACCH stands for:</p> <p>Teaching - sharing autism knowledge and increasing the skill level of professionals and practitioners.</p> <p>Expanding - increasing own knowledge to provide high-quality services to autistic people and their families.</p> <p>Appreciating - appreciating the strengths and uniqueness of Autistic culture.</p> <p>Collaborating and Cooperating - with colleagues, other professionals, Autistic people and their families.</p> <p>Holistic - adopting a holistic approach, looking at the person, their family and community.</p> <p><a href="#">About Us   TEACCH® Autism Program</a></p>  |      |
| SCERTS                   | <p>What is SCERTS? SCERTS® is a comprehensive intervention model for children and older individuals with autism spectrum disorder (ASD) and their families. The model can also be used with individuals not on the autism spectrum who are developing social communication and emotional regulation skills. SCERTS provides specific guidelines for helping an individual become a competent and confident social communicator and an active learner. Guidelines are also provided to help an individual to be most available for learning and engaging and to prevent problem behaviours. SCERTS is designed to help families, educators and therapists collaborate in a carefully coordinated manner.</p> <p>The acronym "SCERTS" refers to the focus on:</p> <p>"SC" - Social Communication – the development of spontaneous, functional communication, emotional expression and secure and trusting relationships with children and adults.</p> <p>"ER" - Emotional Regulation – the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting.</p> <p>"TS" – Transactional Support – the development and implementation of supports to help partners respond to the person's needs and interests, modify the environment, and provide tools to enhance learning. Specific plans are developed to provide educational and emotional support to families, and to foster teamwork among professionals.</p> <p><a href="#">The SCERTS® Model</a></p> | 1, 4 |
| Therapeutic Intervention | <p>Holistic therapy for children with special educational needs (SEND) can help improve a child's overall well-being by addressing their physical, emotional, social, and cognitive development. Some benefits of holistic therapy include:</p> <ul style="list-style-type: none"> <li>• Improved mental health</li> <li>• Holistic therapy can help prevent and eliminate poor mental health, and improve mood, focus, and attention.</li> <li>• Better physical health</li> <li>• Holistic therapy can help improve physical fitness, and regular physical activity can reduce stress.</li> <li>• Improved social skills</li> <li>• Holistic therapy can help children develop problem-solving and team-building skills, and create close friendships.</li> <li>• Improved cognitive function</li> <li>• Holistic therapy can help improve cognitive functions such as memory, attention span, and focus.</li> <li>• Improved emotional intelligence</li> <li>• Holistic therapy can help children develop emotional intelligence and healthy expression of feelings.</li> <li>• Improved quality of life</li> </ul> <p>Holistic therapy can help improve the quality of life for children with SEND.</p>   | 4/5  |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £35,000

| Activity            | Evidence that supports this approach  | Challenge number(s) addressed |
|---------------------|---|-------------------------------|
| Speech and Language | SCERTS<br><a href="https://scerts.com/">https://scerts.com/</a><br><a href="#">The SCERTS® Model</a>  | 1/2                           |
| Reading             | Bug Club<br><a href="https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/bug-club">https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/bug-club</a> (Appendix 6)  | 1/2/5                         |
| Therapeutic Support | <p>Holistic therapy and Music therapy</p> <p>A type of therapy that uses music to help improve a person's overall health and well-being. It may include creating, singing, moving, listening, and/or relaxing to music. Music therapy may be used to help relieve stress, pain, anxiety, and depression.</p> <p>Music therapy sessions support the development of skills such as:</p> <ul style="list-style-type: none"> <li>• release and exploration of emotions.</li> <li>• listening.</li> <li>• non-verbal and verbal communication.</li> <li>• use of both gross and fine motor movements.</li> <li>• sequential memory and recall of information.</li> <li>• self-management of behaviour.</li> <li>• verbal discussion.</li> </ul> <p><a href="https://www.bamt.org/music-therapy/what-is-music-therapy/learning-disabilitie">https://www.bamt.org/music-therapy/what-is-music-therapy/learning-disabilitie</a></p>   | 3/4                           |
| TEACCH              | <p>The TEACCH method can have many benefits for children with autism and other special education needs, including:</p> <ul style="list-style-type: none"> <li>• Improved communication: TEACCH can help children understand facial expressions and gestures, which can help them express their feelings.</li> <li>• Better social skills: TEACCH can help children learn how to understand others' feelings and work well with others.</li> <li>• Increased independence: TEACCH can help children become more independent and self-assured.</li> <li>• Improved motor skills: TEACCH can help improve children's motor skills.</li> <li>• Established routines: TEACCH can help children establish daily routines.</li> <li>• Reduced parental stress: Studies have shown that TEACCH can reduce parental stress.</li> <li>• Improved developmental abilities: Studies have shown that TEACCH can significantly improve children's developmental abilities.</li> <li>• Can be used alongside other approaches: TEACCH strategies can be used alongside other therapies and approaches</li> </ul> |                               |



|  |   |  |
|--|---|--|
|  | <a href="https://www.autismspeaks.org/teacch">https://www.autismspeaks.org/teacch</a> |  |
|--|---|--|

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £15,000

| Activity                             | Evidence that supports this approach  | Challenge number(s) addressed |
|--------------------------------------|---|-------------------------------|
| <i>Mental Health Wellbeing award</i> | <a href="#">WAS: Impact, Best Practice &amp; What Works   AwardPlace</a>  | 4/5                           |
| <i>Family Liaison Officer</i>        | To provide pastoral support to Two Rivers families.<br>Sleep Champion Training<br><a href="#">Information &amp; Support - The Sleep Charity</a> | 4/5                           |
| <i>Therapy Champion</i>              | To provide 3 days of therapeutic support across the school pupil population   | 4/5                           |

**Total budgeted cost: £97,470**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Two Rivers Primary School Progress Report 2023-24

#### Two Rivers Primary School Aspirations:

At School we measure progress of all children on a regular basis, we then take a termly snapshot to help us plan our learning intentions in a targeted way. This report talks about the progress using three terms:

**W = Working towards their target** – not yet achieving where we would plan – these children will be considered for intervention programmes.

**M = Meeting their target** – these children are on track to achieving their planned target – these children will be monitored and delivered new learning.

**E = Exceeding their target** – these children are progressing more rapidly than we would have predicted, they will have their targets reviewed and stretched to ensure this rapid progress remains.

Throughout the year, all identified targets through monitoring are collated and fed back to all staff – these targets are closely monitored to ensure planned learning addresses these – enabling adapted teaching to improve outcomes.

#### Pupil Premium Data

#### Communication, Spelling, Punctuation and Grammar Attainment

|        | Autumn |     |     | Spring |     |     | Summer |      |     |
|--------|--------|-----|-----|--------|-----|-----|--------|------|-----|
|        | W      | M   | E   | W      | M   | E   | W      | M    | E   |
| Year 1 |        |     |     |        |     |     |        |      |     |
| Year 2 | 0%     | 33% | 67% | 0%     | 33% | 67% | 0%     | 100% | 0%  |
| Year 3 | 0%     | 17% | 83% | 8%     | 42% | 50% | 8%     | 41%  | 51% |
| Year 4 | 0%     | 57% | 43% | 0%     | 67% | 33% | 0%     | 33%  | 67% |
| Year 5 | 0%     | 50% | 50% | 0%     | 60% | 40% | 0%     | 50%  | 50% |
| Year 6 | 11%    | 89% | 0%  | 22%    | 56% | 22% | 11%    | 55%  | 34% |

#### Reading Attainment

|        | Autumn |   |   | Spring |   |   | Summer |   |   |
|--------|--------|---|---|--------|---|---|--------|---|---|
|        | W      | M | E | W      | M | E | W      | M | E |
| Year 1 |        |   |   |        |   |   |        |   |   |

|               |     |     |     |     |     |     |     |     |     |
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|               |     |     |     |     |     |     |     |     |     |
| <b>Year 2</b> | 0%  | 33% | 67% | 0%  | 67% | 33% | 0%  | 67% | 33% |
| <b>Year 3</b> | 0%  | 50% | 50% | 8%  | 50% | 42% | 8%  | 50% | 42% |
| <b>Year 4</b> | 0%  | 86% | 14% | 0%  | 50% | 50% | 0%  | 50% | 50% |
| <b>Year 5</b> | 0%  | 70% | 30% | 0%  | 70% | 30% | 0%  | 70% | 30% |
| <b>Year 6</b> | 11% | 78% | 11% | 22% | 33% | 45% | 22% | 33% | 45% |

### Writing Attainment

|               | Autumn |     |      | Spring |      |      | Summer |      |      |
|---------------|--------|-----|------|--------|------|------|--------|------|------|
|               | W      | M   | E    | W      | M    | E    | W      | M    | E    |
| <b>Year 1</b> |        |     |      |        |      |      |        |      |      |
| <b>Year 2</b> | 0%     | 0%  | 100% | 0%     | 0%   | 100% | 0%     | 0%   | 100% |
| <b>Year 3</b> | 0%     | 50% | 50%  | 17%    | 50%  | 33%  | 17%    | 50%  | 33%  |
| <b>Year 4</b> | 0%     | 87% | 13%  | 0%     | 100% | 0%   | 0%     | 100% | 0%   |
| <b>Year 5</b> | 0%     | 90% | 10%  | 30%    | 60%  | 10%  | 30%    | 60%  | 10%  |
| <b>Year 6</b> | 11%    | 78% | 11%  | 0%     | 96%  | 11%  | 0%     | 96%  | 11%  |

### Mathematics (NUMBER)

|               | Autumn |     |     | Spring |     |     | Summer |      |     |
|---------------|--------|-----|-----|--------|-----|-----|--------|------|-----|
|               | W      | M   | E   | W      | M   | E   | W      | M    | E   |
| <b>Year 1</b> |        |     |     |        |     |     | W      | M    | E   |
| <b>Year 2</b> | 0%     | 33% | 67% | 0%     | 33% | 67% |        |      |     |
| <b>Year 3</b> | 0%     | 50% | 50% | 0%     | 17% | 83% | 0%     | 100% | 0%  |
| <b>Year 4</b> | 0%     | 86% | 14% | 0%     | 83% | 17% | 8%     | 50%  | 42% |

|               |    |     |     |     |     |     |     |      |     |
|---------------|----|-----|-----|-----|-----|-----|-----|------|-----|
| <b>Year 5</b> | 0% | 90% | 10% | 20% | 60% | 20% | 0%  | 100% | 0%  |
| <b>Year 6</b> | 0% | 78% | 22% | 11% | 56% | 33% | 20% | 60%  | 20% |

### Mathematics (Shape Space and Measure)

|               | Autumn |     |     | Spring |     |     | Summer |     |     |
|---------------|--------|-----|-----|--------|-----|-----|--------|-----|-----|
|               | W      | M   | E   | W      | M   | E   | W      | M   | E   |
| <b>Year 1</b> |        |     |     |        |     |     |        |     |     |
| <b>Year 2</b> | 0%     | 33% | 67% | 0%     | 33% | 67% | 0%     | 33% | 67% |
| <b>Year 3</b> | 0%     | 50% | 50% | 0%     | 42% | 58% | 8%     | 17% | 75% |
| <b>Year 4</b> | 0%     | 86% | 14% | 0%     | 83% | 0%  | 0%     | 50% | 50% |
| <b>Year 5</b> | 0%     | 67% | 33% | 0%     | 70% | 30% | 20%    | 60% | 20% |
| <b>Year 6</b> | 0%     | 69% | 33% | 11%    | 44% | 45% | 33%    | 56% | 11% |

### Mathematics (Using and Applying)

|               | Autumn |     |     | Spring |     |     | Summer |     |     |
|---------------|--------|-----|-----|--------|-----|-----|--------|-----|-----|
|               | W      | M   | E   | W      | M   | E   | W      | M   | E   |
| <b>Year 1</b> |        |     |     |        |     |     |        |     |     |
| <b>Year 2</b> | 0%     | 67% | 33% | 0%     | 33% | 67% | 0%     | 67% | 33% |
| <b>Year 3</b> | 0%     | 25% | 75% | 0%     | 17% | 83% | 8%     | 17% | 75% |
| <b>Year 4</b> | 0%     | 57% | 43% | 0%     | 67% | 33% | 0%     | 50% | 50% |
| <b>Year 5</b> | 0%     | 80% | 20% | 0%     | 40% | 60% | 10%    | 40% | 50% |
| <b>Year 6</b> | 0%     | 89% | 11% | 11%    | 56% | 33% | 11%    | 33% | 56% |

### Science

|  | Autumn | Spring | Summer |
|--|--------|--------|--------|
|--|--------|--------|--------|

|               | W  | M   | E   | W   | M   | E   | W   | M    | E   |
|---------------|----|-----|-----|-----|-----|-----|-----|------|-----|
| <b>Year 1</b> |    |     |     |     |     |     |     |      |     |
| <b>Year 2</b> | 0% | 66% | 34% | 0%  | 67% | 33% | 0%  | 100% | 0%  |
| <b>Year 3</b> | 0% | 83% | 17% | 17% | 41% | 42% | 8%  | 34%  | 58% |
| <b>Year 4</b> | 0% | 86% | 14% | 0%  | 67% | 33% | 0%  | 100% | 0%  |
| <b>Year 5</b> | 0% | 90% | 10% | 10% | 60% | 30% | 30% | 20%  | 50% |
| <b>Year 6</b> | 0% | 67% | 33% | 0%  | 33% | 67% | 11% | 33%  | 56% |

### SMSC

|               | Autumn |     |     | Spring |     |     | Summer |     |     |
|---------------|--------|-----|-----|--------|-----|-----|--------|-----|-----|
|               | W      | M   | E   | W      | M   | E   | W      | M   | E   |
| <b>Year 1</b> |        |     |     |        |     |     |        |     |     |
| <b>Year 2</b> | 0%     | 33% | 67% | 0%     | 33% | 67% | 0%     | 33% | 67% |
| <b>Year 3</b> | 0%     | 42% | 58% | 8%     | 59% | 33% | 8%     | 50% | 42% |
| <b>Year 4</b> | 0%     | 57% | 43% | 0%     | 83% | 17% | 0%     | 50% | 50% |
| <b>Year 5</b> | 0%     | 50% | 50% | 0%     | 10% | 90% | 0%     | 10% | 90% |
| <b>Year 6</b> | 0%     | 89% | 11% | 0%     | 33% | 67% | 0%     | 11% | 89% |

### Computing

|               | Autumn |     |     | Spring |     |     | Summer |      |     |
|---------------|--------|-----|-----|--------|-----|-----|--------|------|-----|
|               | W      | M   | E   | W      | M   | E   | W      | M    | E   |
| <b>Year 1</b> |        |     |     |        |     |     |        |      |     |
| <b>Year 2</b> | 0%     | 33% | 67% | 0%     | 33% | 67% | 0%     | 100% | 0%  |
| <b>Year 3</b> | 0%     | 67% | 33% | 8%     | 25% | 67% | 17%    | 25%  | 58% |
| <b>Year 4</b> | 0%     | 71% | 29% | 0%     | 67% | 33% | 0%     | 50%  | 50% |
| <b>Year 5</b> | 0%     | 90% | 10% | 0%     | 40% | 60% | 0%     | 20%  | 80% |

|               |    |     |     |    |     |     |    |     |     |
|---------------|----|-----|-----|----|-----|-----|----|-----|-----|
|               |    |     |     |    |     |     |    |     |     |
| <b>Year 6</b> | 0% | 55% | 45% | 0% | 22% | 78% | 0% | 33% | 67% |

## End of Keystage Targets

### End of Year progress measure for Key Stage 1 (Year 2) 2023 – 2024:

This information is from their Endeavour Continuum Achievements (which we have married with the end of key stage expectations). This data demonstrates how many children achieved or exceeded their target – calculated and moderated across schools in relation to their starting point.

|  |  |                         |   |                               |
|--|--|-------------------------|---|-------------------------------|
| Context  | Total number in year:<br>12 Children<br>4 girls and 8 boys |                         | Total number of pupil premium:<br>5 children<br>3 girl and 2 boys |                               |
| Subject  | Total Girls<br>On Target                                   | Total Boys<br>On Target | Girls who are Pupil<br>Premium                                    | Boys who are Pupil<br>Premium |
| Reading  | 100%   | 100%                    | 100%  | 100%                          |
| Writing  | 100%   | 100%                    | 100%  | 100%                          |
| S&L  | 100%   | 100%                    | 100%  | 100%                          |
| <b>Percentage of Literacy Targets<br/>achieved or bettered</b> | <b>100%</b>  | <b>100%</b>             | <b>100%</b>   | <b>100%</b>                   |
| Number   | 100%   | 100%                    | 100%  | 100%                          |
| Measures   | 100%   | 100%                    | 100%  | 100%                          |
| Statistics   | 100%   | 100%                    | 100%  | 100%                          |
| <b>Percentage of Numeracy Targets<br/>achieved or bettered</b> | <b>100%</b>  | <b>100%</b>             | <b>100%</b>   | <b>100%</b>                   |

## Attendance 23/24

- Pupils in receipt of Pupil Premium (59 pupils) have an average attendance of 91.3% - This is better than the national figure (all schools 23/24) for FSM of 88.9%.
- This year we have 72 pupils who are not in receipt of the pupils premium funding their attendance figure is 93%. The average percentage for pupils not eligible FSM according to national data (for all schools 23/24) is 94.2%.
- These results are extremely positive and demonstrate the collaborative working of all parties to ensure good attendance at Two Rivers.

## 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                     |
|---------------------|------------------------------|
| Neli                | Speech and Language          |
| Pegs to Paper       | Fine Motor Skills            |
| Lego story building | Comprehension tool from Lego |
| Bug club            | Pearson Education            |
| Dyslexia Scanner    | Assessment Tool              |
| Words First         | Words First                  |

|                       |                     |
|-----------------------|---------------------|
| Equal Schemes of Work | Equals              |
| Espresso              | Discovery Education |
| Purple Mash           | Discovery Education |
| Education City        | Edmentum            |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | To intention is for this money to be spent to ensure this pupil receives a comprehensive school offer including horse-riding, therapeutic support and intervention activities. |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

