

Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance and Punctuality

Attendance for our vulnerable families was a focus for our school during the year. A Welfare Officer was appointed, and processes around poor attendance became much stronger and more robust. EBSA work was carried out with some of our most vulnerable families, which resulted in a dramatic increase in attendance for some children. Close monitoring of target families was maintained, ensuring parental engagement with their children's attendance at school, alongside more efficient issuing of notices and penalties where appropriate.

Parental engagement

Parental engagement continued to improve. There were positive turnouts from parents at the Spring and Autumn parents' evenings, and parental feedback was sought, with the vast majority of parents commenting positively on their experience of the school. Additional events were planned to bring parents into school to further increase engagement, such as writing outcomes sessions and coffee mornings.

Social, emotional and mental health

We had a dedicated Nurture Provision, which effectively targeted SEMH needs within the school. Emotional support groups, such as social skills and friendship groups, were established and feedback from the children was very positive. Use of the afternoon Nurture Room was carefully timetabled to ensure the needs of all children requiring emotional support were met. Our therapy dogs, Toffee and Betsey, were a valuable addition to the school and worked with some children with SEMH needs, having a positive impact on many pupils. Our work on SEMH needs resulted in more vulnerable children positively accessing classroom learning and making progress.

Language/communication barriers

Support was in place for children with language and communication barriers. A robust phonics system was implemented, ensuring our commitment that all children left Knights Enham able to read. Group and individual phonics interventions were delivered to support identified needs.

Interventions were running effectively, with regular assessment ensuring that all disadvantaged children were receiving the support they needed in school.

Low expectations and weak progress

We had very low KS1 and KS2 outcomes in the previous year. Since the start of the year, expectations were set very high and this was a key theme throughout the INSET days at the beginning of the school year.

The writing curriculum was adapted to address sentence structure and vocabulary. Teachers engaged positively with these changes, and more positive outcomes in writing were already evident across the school.

Children who were struggling with reading and phonics were carefully monitored and regularly assessed to ensure maximum progress, particularly those in KS2 who were not yet confident readers.

