

## Pupil Premium Update *Spring 2023*

Yr	%	No	Pupil Premium Cohort - 29% (32 children)																	
N	15	3																		
Yr	%	No	Yr	%	No	Yr	%	No	Yr	%	No	Yr	%	No	Yr	%	No	Yr	%	No
R	29	4	Y1	33	4	Y2	25	2	Y3	17	2	Y4	40	4	Y5	43	6	Y6	41	7
Challenge number			Detail of challenge																	
1			Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.																	
2			Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.																	
3			Due to low starting points in communication and language, some current Year 1 and Year 2 pupils did not achieve the early learning goals at the end of reception. Also progress of Key Stage 1 pupils has been heavily impacted by the lack of social interaction and support for learning at home during the recent pandemic They have missed lots of early learning and therefore need support to catch-up.																	
4			Due to a difficult period in key stage one and the subsequent impact of COVID 19 and lockdowns, children in upper key stage 2 did not start the year at age related expectations and therefore need lots of support to catch up. All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.																	
5			A small proportion of disadvantaged pupils are persistently absent from school and therefore miss out on key aspects of their education																	
6			There are too many gaps in mathematical knowledge and concepts created by Covid 19 to be overcome just in daily maths lessons.																	
7			Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.																	
<b>Impact Report</b>																				
<b>Teaching</b>																				
Activity			Impact July 22									Update Autumn Term <i>Spring</i>								
Implement Nuffield Early Language Intervention with identified EYFS children across the year.			Paused May 22 – staff absence 5 children - 5 times a week 2 whole group sessions and 3 1 to 1 sessions per week All children made progress against baseline average of +10 on scaled score 3 out of 4 assessed as having no concerns Sept 22									5 children currently in year 1 are completing the programme this half term New reception assessed & ready to start in Autumn 2 <i>2 children made exceptional progress &amp; now have an above average standardised score</i> <i>Ave standardised score across the group increased by 7.2</i>								

		<p>Children no longer have clear concerns on assessment</p> <p>2 with slight concerns referred to C&amp;L</p> <p>Reception children started Feb 23 after a slight delay due to staffing</p>
<p>Staff to receive training from the Maths Hub to develop early numeracy approaches.</p>	<p>Impacted by staff absence – decision made not to continue involvement moving forward</p>	<p>We have made links with two academy trusts Maths Lead to join networks for Eden Academy Trust &amp; Lingfield</p>
<p>All staff to complete training to develop understanding of metacognition.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p>	<p>Pupil voice on learning walks demonstrates that chn are thinking about the way they learn &amp; are reflective learners</p>	<p>Refresher in the Spring Term</p> <p><i>Refresher scheduled for CPD day Summer Term</i></p>
<p>EYFS &amp; KS1 staff to access Phonics training to ensure consistency in this approach to phonics across the school.</p>	<p>89% of year 1 children passed phonics screening</p> <p>92% of year 2 passed phonics screening 12/13</p>	<p>Explore KS2 Phonics intervention scheme – Rapid Phonics</p> <p><i>After a delay due to supply issues assessments have been completed and intervention is in place Feb 23</i></p>
<p>All staff to complete training on adaptive teaching - stretch &amp; challenge</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p>	<p>Ongoing staff training scheduled Spring term 23</p>	<p><i>Training scheduled for CPD day Summer Term</i></p>
<p>All staff to complete training on implementing the EEF's key principles of Effective Feedback</p>	<p>Training completed, new Marking &amp; Feedback Policy in place across school</p>	<p>Impact to be monitored Autumn 2</p> <p><i>Particular impact in the teaching of Maths &amp; Writing – further monitoring needed</i></p>
<p>Employment of highly trained and experienced staff who deliver quality first teaching across school.</p>	<p>TAs are tightly timetabled and closely targeted towards need across school and quality interventions are taking place.</p>	<p>NELI, Lexia, ZoR, Numbots, Maths Catchup, Rapid Reading</p>
<p>Work with the Maths Hub to further develop the Mastery approach to Maths and to address gaps in learning</p>	<p>Impacted by staff absence – CPA resources purchased and distributed across school</p>	<p>Support from Eden Academy Trust &amp; acting Deputy Headteacher</p> <p><i>Entry &amp; Exit tests in place and showing impact</i></p> <p><i>Objectives refined – improved outcomes – learning walk PM</i></p> <p><i>Support will resume in summer term when DHT returns</i></p>
<p>Embed new phonics scheme with on-line e-readers to support reading from home. Phonics workshops for parents. Continue to resource accelerated reader, Reading Rainbow,</p>	<p>Embedded and used well in school.</p> <p>Reading is a strength</p> <p>Wide range of books purchased and in place in school</p>	<p>Reading champions appointed in each class.</p> <p>Core texts purchased for reception children each half term</p>

<p>Reading for Pleasure &amp; other reading opportunities.</p>	<p>Pupil voice demonstrates that children enjoy reading and like the books provided. Youngest children are enjoying the new phonics scheme.</p> <p>62% of KS1 EXS Reading 100% of KS1 Dis Pupils 75% of KS2 EXS Reading 67% of KS2 Dis Pupils</p>	<p>Next step - explore KS2 phonics intervention programme linked to SSP</p> <p><i>Phonics scheme in place</i></p>
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Targeted Academic Support		
Activity	Impact July 22	Update Autumn Term <i>Spring</i>
A teaching assistant familiar to our school will be tasked to provide tuition. (School Led Tutoring Grant to pay 75% of costs)	SLT delivered to Y6 as after school booster Pre-teach & catch up with Y5 and Y6	KS2 Focus – writing Edit/Improve 1 afternoon a week Maths – fluency Catchup 1 afternoon per week
Small group maths interventions to plug gaps in learning		Beat Dyslexia Numbots Catch-up
Wider Strategies		
Activity	Impact July 22	Update Autumn Term
A teaching assistant and Mental Health Lead to have specific time set aside to support children with challenging behaviour and social / emotional needs	Office Manager now trained in Mental Health First Aid and is supporting children and staff. Mental Health page in place on the website  Parents report positive impact.  Pupil voice reflects that children see this as valuable to them.	Parent questionnaire identified this support as a positive Live Well pilot worked well Mental Health Lead started further training course Some children have regular access, others as and when Support given to parents ZoR working well
Subsidising wraparound care and enrichment for disadvantaged children to ensure they start the day ready to learn and to enhance lifeskills.	1 child given free Breakfast Club  Subsidised cost of After School Clubs delivered by outside coaches Monitoring shows that all dis children from y2 to y6 have accessed at least one club this year	Subsidised cost of After School Clubs delivered by outside coaches  List of disadvantaged families who haven't accessed club – offered one free club a week  <i>There has been an increase in uptake of after school clubs with the majority of disadvantaged children having accessed at least one club for free.</i>
Attendance Audit conducted by LA Follow up recommendations HT & Office Manager work closely with families of PA children and provide support where needed. Early identification & communication with PA families.	Impacted by COVID19 – procedures in place  Watch list monitored closely  Open communication with families	Met with LA Attendance Officer Oct 22  Handful of families to be invited in to attendance meetings  Explored opportunities to support improved attendance  <i>Still ongoing particular issues with PA for EHCP children and other</i>

		<i>disadvantaged – continue to work with families</i>
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