

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Dovers Green School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	37 children – 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Nicki Starling
Pupil premium lead	Caroline McHugh
Governor / Trustee lead	Brett Hamblin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,679
Recovery premium funding allocation this academic year	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57,624

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Dovers Green is to use the pupil premium funding to improve outcomes for our disadvantaged children and to ensure greater equity through:

- Ensuring and supporting high quality teaching
- Providing targeted interventions
- Using a wider range of strategies to overcome barriers to learning

Ensuring and supporting high quality teaching:

Our aim is to:

- Provide regular CPD to all teachers and teaching assistants, to ensure that we are delivering high quality teaching to our children. This will be focused on effectively scaffolding writing to encourage independence and on adaptive and responsive teaching.
- Improve our understanding of how to teach children with English as an Additional Language more effectively and increase the range of strategies that we use.
- Continue to develop and improve our carefully sequenced and progressive curriculum, so that it continues to be broad, balanced, engaging and exciting, and develop the skills, knowledge and attributes the children will need to be a successful learner and a confident individual.

Providing targeted interventions:

Our aim is to:

- Have a good understanding about each individual pupil premium child's barriers to learning and carefully plan targeted interventions to overcome these.
- Offer high impact interventions with a particular focus on language and literacy skills.

Using a wider range of strategies to overcome barriers to learning:

Our aim is to:

- Remove any emotional barriers for our children, so that they can fully access the curriculum and make good rates of progress.
- Engage the pupil premium children in a wider range of activities, to develop their knowledge, understanding and skills in a variety of different areas.
- Support the children to have high aspirations for themselves, which are developed through rich and varied experiences.
- Improve the levels of parental engagement, so that the children can be better supported at home and have a higher chance of success.
- Improve the levels of the attendance for our pupil premium children, so that they are more likely to succeed academically.

Challenges

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

Challenge number	Detail of challenge
1	<p>Need for accelerated progress and improved attainment in literacy</p> <p>In July 2022, data showed that:</p> <p>Y2 – 38.9% of Pupil Premium children achieved ARE in Spoken Language, 33.4% achieved ARE in Reading and 33.3% achieved ARE in Writing.</p> <p>Y1 – 61.6% of Pupil Premium children achieved ARE in Spoken Language, 53.9% achieved ARE in Reading and 53.9% achieved ARE in Writing.</p> <p>EYFS – 75% of Pupil Premium children achieved the ELG in Speaking, 56.3% achieved the ELG in Word Reading and 50% achieved the ELG in Writing.</p>
2	<p>Children with English as an Additional Language (EAL) struggling with language acquisition</p> <p>In July 2022, data showed that of the Pupil Premium children, who are also EAL:</p> <p>Y2 – 60% achieved ARE in Spoken Language, 60% achieved ARE in Reading, and 60% achieved ARE in Writing.</p> <p>Y1 – 67% achieved ARE in Spoken Language, 67% achieved ARE in Reading, and 67% achieved ARE in Writing.</p>
3	<p>High levels of speech and language needs</p> <p>In 2022-2023, we have:</p> <p>18% of children receiving SALT in Year 2, (3 PP children receiving SALT)</p> <p>16% receiving SALT in Year 1, (3 PP children receiving SALT)</p> <p>30% receiving SALT in EYFS (3 PP children receiving SALT and 4 PP children being monitored for therapy).</p> <p>In total, 35% of our Pupil Premium children are receiving or being monitored for SALT.</p>
4	<p>Increased mental health and emotional needs</p> <p>Our assessments and observations have identified social and emotional issues for many pupils, which will impact on their ability to reach their full potential and therefore their progress academically.</p>
5	<p>Lack of ‘wider experience’ of the world and the curriculum</p> <p>Through observations, and discussions during Pupil Premium meetings with teachers, these indicate that the disadvantaged children are missing opportunities which support the development of their cultural capital and overall well-being.</p>
6	<p>Lack of parental engagement</p> <p>Although progress has been made in the number of Pupil Premium parents attending events and communicating through our Seesaw app, this is still limited.</p>
7	<p>Poor attendance and punctuality</p> <p>At the end of July 2022, whole school attendance was 93.2%. Attendance for Pupil Premium children was 90% and for non-Pupil Premium children was 94.2%.</p>

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
<p>Raised attainment and accelerated progress for all pupil premium children in all areas of literacy.</p>	<p><u>KS1</u> All non-SEND pupil premium children will meet ARE in spoken language, reading and writing at the end of the school year. All pupil premium children make at least 6 steps progress across the year.</p> <p><u>EYFS</u> All pupil premium children will meet the expected level in Communication and Language, unless they have an identified speech and language need. All non-SEND pupil premium children will meet the expected level in comprehension, word reading and writing.</p> <p><u>CoIN unit</u> All pupil premium children in the CoIN unit will meet their personalised targets in all areas of literacy.</p>
<p>Raised attainment and accelerated progress for all pupil premium children, who have English as an Additional Language, in all areas of literacy.</p>	<p><u>KS1</u> All non-SEND EAL pupil premium children will meet ARE in spoken language, reading and writing at the end of the school year. All pupil premium children make at least 6 steps progress across the year.</p> <p><u>EYFS</u> All EAL pupil premium children will meet the expected level in Communication and Language, unless they have an identified speech and language need. All non-SEND EAL pupil premium children will meet the expected level in comprehension, word reading and writing.</p> <p><u>CoIN unit</u> All EAL pupil premium children in the CoIN unit will meet their personalised targets in all areas of literacy.</p>
<p>Improved speech and language skills for all identified children.</p>	<p>All identified pupil premium children will meet their personalised SALT targets throughout the year, and this will raise their spoken language levels.</p>
<p>Improved mental health for all pupil premium children and removal of any emotional barriers that they may have, to enable them to make good progress in learning.</p>	<p>The attainment and progress for all identified pupil premium children, who access support for mental health and emotional needs, will improve.</p>

Improved knowledge, understanding and skills of a wider range of experiences.	All pupil premium children will have access to wider opportunities.
All pupil premium parents are more engaged and involved in all aspects of their child's learning journey.	Children have improved support at home, which will impact on their learning in a positive way.
Improved attendance and punctuality of all pupil premium children.	Attendance of the pupil premium children will improve to be in line with mainstream attendance levels. The attendance of children identified as being persistently absent will improve. The punctuality of children identified as being persistently late will improve.

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: £12,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular, planned CPD for all teaching assistants to improve the quality of teaching and support for the children. The focus for this year is scaffolding writing and adaptive and responsive teaching. Every TA also receives phonics training every half term.	<p>The EEF is very clear about the importance of having a strong focus on high quality teaching. We believe that all children, but particularly disadvantaged children, should have permanent access to high quality teaching as minimum provision.</p> <p>Improving Literacy in KS1 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1669224023</p> <p>Supporting children with SEND https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1674206814</p> <p>The EEF states: '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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2,

<p>A planned training programme for all teachers to improve scaffolding techniques in writing and to support adaptive and responsive teaching. The intention is to improve the children's independence and progress and attainment in writing.</p>	<p>EEF – Improving Literacy in KS1 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1669324860</p>	<p>1, 2</p>
<p>EAL leader, Lucy Williams, to train staff in teaching children with EAL to improve the progress and attainment for this group of children.</p>	<p>EEF – Improving Literacy in KS1 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1669324860</p>	<p>1, 2</p>
<p>Release of subject leaders to improve the quality of teaching and learning in all subject areas, including SEND provision, so that our curriculum remains broad and balanced, and enables access for all. Retrieval opportunities to be planned in, to support the children in knowing more, and remembering more.</p>	<p>HMCI's commentary: recent primary and secondary curriculum research 'It is a risk to social mobility if pupils miss out on opportunities to study subjects and gain knowledge that could be valuable in subsequent stages of education or in later life. Restricted subject choice for low-attaining pupils disproportionately affects pupils from low income backgrounds.'</p> <p>Supporting children with SEND https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1674206814</p> <p>Metacognition and Self-Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2, 5</p>

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

Budgeted cost: £24,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium progress meetings – personalised targets and interventions planned</p>	<p>At Dovers Green, the Pupil Premium leader holds termly meetings to discuss each individual pupil premium child. In these meetings, as well as discussing attainment and progress, we think about the whole child with regards to their social and emotional needs, wider family needs, wider curriculum needs and most importantly their individual barriers to learning. Targeted support is planned and</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

	implemented for each individual and the impact is measured at each subsequent meeting. The evidence provided for our planned targeted support can be found below.	
<p>Small group interventions to support specific speech and language development, and spoken language:</p> <p>Personalised SALT therapy programme designed by SALT therapist and delivered by therapist, plus three trained teaching assistants.</p> <p>Pre-teaching of key language to pupil premium and EAL children (Word Time).</p>	<p>The EEF teaching and learning toolkit shows that the effectiveness for oral language interventions is +6 months. We know that for a variety of reasons children, particularly disadvantaged children, have a significant language deficit when they enter school and that Covid has affected the ability for many children to communicate effectively.</p> <p>The Communication Trust states that in areas of social deprivation, more than 50% of children start school with delayed language. A child who struggles with language at 5 years old is six times less likely to meet age related expectations for maths and English at the end of year 6.</p> <p>Oral Language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Collaborative learning approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Communication and Language Approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1, 2, 3
<p>Small group interventions to support reading and writing:</p> <p>Class teacher support in class – guided teaching groups and RWI phonics taught in small targeted groups.</p> <p>Daily phonics flashcards in the provision</p> <p>Additional reads</p> <p>RWI 1:1 Tutoring</p> <p>Delivery of the Better Reading Partnership (BRP)</p> <p>Precision Teaching</p>	<p>The EEF teaching and learning toolkit shows that the effectiveness for reading comprehension strategies is +6 months.</p> <p>Reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>The EEF states: ‘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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 3

ELS – Early Literacy Support Fine Motor Support Nessy intervention ISP support Sentence Writing Groups	<p>'In England, one in five children cannot read well when they finish primary school, a figure that increases to one in three of the poorest children. Children who cannot read well at the end of primary school are less likely to succeed in secondary school and in adulthood are likely to earn less than their peers' (Read On. Get On. 2014, Crawford & Cribb 2015)</p> <p>Our internal data has shown the impact of COVID on literacy skills for our children, especially those who are disadvantaged, and therefore we know we need to focus on early reading and writing.</p>	
Purchase of additional RWI resources to support phonics and reading, where needed.	<p>The EEF states: '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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1

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

Budgeted cost: £20,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly pastoral care meetings to discuss and act upon any concerns regarding individual children	At Dovers Green, we hold weekly care meetings, where any concerns about individual children are discussed. This includes safeguarding, home circumstances, attendance and any behaviour concerns. During these meetings, children may be identified for the wider strategies as evidenced below.	1, 4, 5, 6, 7
Drawing and Talking and ELSA interventions for children who are not accessing the curriculum, due to mental health or emotional needs.	<p>The research from the EEF states that: 'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment'.</p> <p>Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Impact of ELSA https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1657801</p>	1, 4
Curriculum enrichment opportunities:	<p>Life skills and enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 2, 4, 5, 7

<p>Employment of specialist staff, including music lessons and singing lessons</p> <p>Pupil premium children given priority to extra-curricular clubs</p> <p>Pupil premium children engaged in positions of responsibility such as monitors</p> <p>School Therapy Dog</p>	<p>Enrichment opportunities and aspirational interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>University of Buckingham's Ultimate Wellbeing in Education Conference, "The quickest and biggest hit that we can make to improve mental health in our schools and to make them feel safe for children, is to have at least one dog in every single school in the country,"</p>	
<p>Targeted financial support to ensure that children don't miss opportunities such as Cool Milk provision, swimming lessons and school trips.</p>	<p>Life skills and enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Enrichment opportunities and aspirational interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>1, 4, 5, 6, 7,</p>
<p>Supporting parental engagement</p> <p>Ensure all parents attend parent consultations, as well as opportunities to participate in school activities where they can, such as curriculum evenings and Forest School parent sessions. Teachers to make every effort to encourage participation.</p>	<p>Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1674207399</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>All Pupil Premium parents offered ELKLAN training, so that they are able to offer support at home.</p>	<p>Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1674207399</p>	<p>1, 2, 3, 6</p>
<p>Home learning</p> <p>Use of Seesaw to engage parents with home learning tasks. Teachers to monitor and support parents of pupil premium children, using Seesaw.</p> <p>Teachers to ensure that parents have the resources that they need to complete the home learning.</p>	<p>Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1674207399</p> <p>Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 2, 5, 6</p>

<p>Use of Home School Link Worker to specifically target the attendance and punctuality of the pupil premium children.</p> <p>Targeted financial support to be offered to improve attendance.</p> <p>Children to be funded to attend before and/or after school clubs, if it helps to improve their attendance.</p>	<p>'The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training when they leave school.' (Improving attendance in school, DfE, 2012)</p> <p>Improving School Attendance</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>This DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
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Total budgeted cost: £56,730

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended Outcomes 1: Raised attainment and accelerated progress for all pupil premium children in all areas of literacy.

Intended Outcome 2: Raised attainment and accelerated progress for all pupil premium children, who have English as an Additional Language, in all areas of literacy.

Impact - Attainment and Progress

Year Two:



Steps Attainment Summary

13 September 2022

Y3 - Pupil Premium (18 pupils)

Subject	Number of Pupils (%) assessed in each Step as at Year 2 Summer 2													
	Rec w (40-60w/P7)	Rec s (40-60s/P8)	1b	1b+	1w	1w+	1s	1s+	2b	2b+	2w	2w+	2s	2s+
Spoken Language			1 (5.6%)		2 (11.1%)		3 (16.7%)	1 (5.6%)	1 (5.6%)		3 (16.7%)	2 (11.1%)	4 (22.2%)	1 (5.6%)
Reading	1 (5.6%)	1 (5.6%)	2 (11.1%)				1 (5.6%)	1 (5.6%)	2 (11.1%)	3 (16.7%)	1 (5.6%)	1 (5.6%)	4 (22.2%)	1 (5.6%)
Writing	1 (5.6%)	1 (5.6%)	1 (5.6%)	1 (5.6%)		2 (11.1%)	1 (5.6%)			5 (27.8%)		2 (11.1%)	4 (22.2%)	

Key: Age Related Expectation for the end of the displayed half term is:

Below	At Risk	At	Above	Significantly Above
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Steps Attainment Summary

13 September 2022

Y3 'FOXES' 'RABBITS' 'SQUIRRELS' - PP not SEN (9 pupils)

Subject	Number of Pupils (%) assessed in each Step as at Year 2 Summer 2					
	1s	2b+	2w	2w+	2s	2s+
Spoken Language	1 (11.1%)		3 (33.3%)		4 (44.4%)	1 (11.1%)
Reading		3 (33.3%)	1 (11.1%)	1 (11.1%)	3 (33.3%)	1 (11.1%)
Writing		4 (44.4%)		2 (22.2%)	3 (33.3%)	

Key: Age Related Expectation for the end of the displayed half term is:

Below	At Risk	At	Above	Significantly Above
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All Pupils (18 pupils)	Spoken Language	Reading	Writing	Average
Progressed by 6 steps or more	8 (44.4%)	7 (38.9%)	6 (33.3%)	7.0 (38.9%)
Progressed by 5 steps	1 (5.6%)	4 (22.2%)	4 (22.2%)	3.0 (16.7%)
Progressed by 4 steps	4 (22.2%)	0 (0%)	3 (16.7%)	2.3 (13.0%)
Progressed by 3 steps	1 (5.6%)	5 (27.8%)	1 (5.6%)	2.3 (13.0%)
Progressed by 2 steps	2 (11.1%)	2 (11.1%)	3 (16.7%)	2.3 (13.0%)
Progressed by 1 step	2 (11.1%)	0 (0%)	1 (5.6%)	1.0 (5.6%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year Two Summary:

- The above data includes one child from the CoIN.
- In this cohort, 50% of the pupil premium children had special needs.
- Of the PP not SEND children, 56% (5 children) achieved expected or above in all areas of literacy.
- 44% made 6 or more steps of progress in Spoken Language, 39% made 6 or more steps in Reading and 33% made 6 or more steps of progress in Writing.
- EAL - Of the three children who were EAL, but not SEND, two of them achieved expected and above in all areas of literacy.

Year One:

Subject	Number of Pupils (%) assessed in each Step as at Year 1 Summer 2											
	Nur w (30-50w)	Rec b (40-60b/P6)	Rec b+ (40-60b+)	Rec w (40-60w/P7)	Rec w+ (40-60w+)	Rec s (40-60s/P8)	1b	1b+	1w	1w+	1s	1s+
Spoken Language	1 (8.3%)				1 (8.3%)		1 (8.3%)	1 (8.3%)		1 (8.3%)	5 (41.7%)	2 (16.7%)
Reading			1 (8.3%)			2 (16.7%)		1 (8.3%)	1 (8.3%)		4 (33.3%)	3 (25.0%)
Writing		1 (8.3%)		1 (8.3%)		1 (8.3%)			2 (16.7%)	1 (8.3%)	6 (50.0%)	

Key: Age Related Expectation for the end of the displayed half term is:

Below	At Risk	At	Above	Significantly Above
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Subject	Number of Pupils (%) assessed in each Step as at Year 1 Summer 2						
	Nur w (30-50w)	Rec b (40-60b/P6)	Rec b+ (40-60b+)	1w	1w+	1s	1s+
Spoken Language	1 (12.5%)				1 (12.5%)	4 (50.0%)	2 (25.0%)
Reading			1 (12.5%)	1 (12.5%)		4 (50.0%)	2 (25.0%)
Writing		1 (12.5%)		1 (12.5%)	1 (12.5%)	5 (62.5%)	

Key: Age Related Expectation for the end of the displayed half term is:

Below	At Risk	At	Above	Significantly Above
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All Pupils (12 pupils)	Spoken Language	Reading	Writing	Average
Progressed by 6 steps or more	9 (75.0%)	11 (91.7%)	9 (75.0%)	9.7 (80.6%)
Progressed by 5 steps	2 (16.7%)	0 (0%)	2 (16.7%)	1.3 (11.1%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (8.3%)	1 (8.3%)	1 (8.3%)	1.0 (8.3%)

Year One Summary:

- Of the PP not SEND children, 88% (7 children) achieved expected or above in all areas of literacy.
- 75% made 6 or more steps of progress in Spoken Language, 92% made 6 or more steps of progress in Reading and 75% made 6 or more steps of progress in Writing.
- EAL - All of the children who were EAL, not SEND, achieved expected or above in all areas of literacy.
- Badgers - the two pupil premium children in the CoIN unit made expected progress and both met their individual targets on their EHCPs.

Reception:

Aspect	Emerging	Expected
Listening, Attention and Understanding	4 (30.8%)	9 (69.2%)
Speaking	2 (15.4%)	11 (84.6%)
Comprehension	3 (23.1%)	10 (76.9%)
Word Reading	4 (30.8%)	9 (69.2%)
Writing	5 (38.5%)	8 (61.5%)
Average:	3.6 (27.7%)	9.4 (72.3%)
Expected in all displayed Aspects:	7 (53.8%)	

Aspect	Emerging	Expected
Listening, Attention and Understanding		7 (100%)
Speaking		7 (100%)
Comprehension		7 (100%)
Word Reading	1 (14.3%)	6 (85.7%)
Writing	1 (14.3%)	6 (85.7%)
Average:	0.4 (5.7%)	6.6 (94.3%)
Expected in all displayed Aspects:	6 (85.7%)	

Reception Summary:

- The results of the PP not SEND children are very strong. 100% achieved expected in both strands of Communication and Language, and Comprehension. 86% achieved expected in Word Reading and Writing.
- EAL - All children who are EAL, not SEND, achieved expected in all areas of Communication and Language and Literacy.
- Badgers - the two pupil premium children in the CoIN unit have made expected progress and have both met their individual targets on their EHCP.

Intended Outcome 3: Improved speech and language skills for all identified children.

There were nine pupil premium children across the school who received speech and language therapy this year.

- Year 2: both year 2 children who received SALT achieved ARE in spoken language at the end of the year and achieved their personalised targets.
- Year 1: there were three children in year 1 that received SALT. As well as needing SALT, two of these children were both EAL and SEND, and the other was SEND. Although, these children ended the year working below ARE, they all achieved their personalised SALT targets.

- Reception: there were four children in Reception that received SALT. Three out of the four achieved the ELG for Speaking at the end of the year. The other child has SEND as well as speech needs, and although he was emerging in Speaking at the end of year, he met his personalised SALT targets.

Intended Outcome 4: Improved mental health for all pupil premium children and removal of any emotional barriers that they may have, to enable them to make good progress in learning.

This year, our Home School Link Worker, Lisa Brewis, supported 10 pupil premium families, with various challenges that they were facing at home, which were having an impact on their overall well-being. 15 pupil premium children across the school took part in either ELSA or Drawing and Talking over the year.

- Year 2: of the five children who received support through ELSA or Drawing and Talking, all of these children continue to work below ARE, however, our observations showed improved confidence and self-esteem in all cases. Good relationships were built with the leaders of the interventions, allowing the children to have a safe space in which to talk. Improvements in behaviour were noted, where their understanding of right and wrong had increased. Other contributing factors which made learning challenge for these children included poor attendance, poor punctuality, and SEND.
- Year 1: of the six children who received emotional support, two ended the year at ARE. However, our observations showed increased confidence and independence for all of these children, and they greatly benefitted from the 1:1 time spent with an adult, to allow them time to open up, talk and release frustrations.
- Reception: of the four children who received extra support, three achieved GLD, and one achieved expected in most areas.

Intended Outcome 5: Improved knowledge, understanding and skills of a wider range of experiences.

This year, the pupil premium children were offered wider opportunities by school. In the Autumn term, the year two pupil premium children participated in a weekly tennis session. A music teacher, Catherine Nicholson ran a weekly recorder club for the year two children, and ten of these children performed with their recorders at the Summer Fayre. The children were also given priority at teacher led clubs, and across the year 69% of the pupil premium participated in a wide variety of after school clubs, including Let's Get Cooking, Forest School, choir, science and art.

Intended Outcome 6: All pupil premium parents are more engaged and involved in all aspects of their child's learning journey.

All parents were offered parent consultations with the class teacher, either in person, or via Zoom. This resulted in a higher engagement from all pupil premium parents, with 93% of parents attending. Teachers were very diligent in communicating with parents and rearranging meetings when necessary, resulting in meetings being held for all pupil premium families. Where language barriers have existed, we have paid for an interpreter to support us in sharing information.

The use of Seesaw as our home learning and communication platform has improved the engagement in learning, for some of our pupil premium families, where home learning tasks are uploaded, and messages from teachers are responded to. The use of technology has made it easier to communicate.

Intended Outcome 7: Improved attendance and punctuality of all pupil premium children.

The attendance of the pupil premium children was 90.1% at the end of the academic year. The attendance of the pupil premium children was slightly lower than the rest of the school, which was 93.2% at the end of the academic year. This is a difference of 3.2%.

Any concerns about attendance are highlighted to SLT during our weekly care meeting and attendance is monitored weekly by the Head teacher who contacts parents directly if attendance is a concern.

The attendance of the pupil premium children who were persistently absent (3 children) continued to fluctuate throughout the year, despite intervention from both class teachers and SLT. The punctuality of those pupil premium children who were persistently late (5 children) improved somewhat through the use of Early Birds Breakfast club.