

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	264
Proportion (%) of pupil premium eligible pupils	32 children – 12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£51,899
Recovery premium funding allocation this academic year	£9,860
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£61,759

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:

- High quality teaching
- Providing targeted interventions
- Using a wide range of strategies to overcome barriers to learning

High quality teaching:

Our aim is to:

- Ensure that all staff are highly trained, so that they can improve the quality of teaching and learning, particularly in areas of literacy.
- Ensure that all classrooms are fully inclusive, so that all children can flourish in a calm and orderly learning environment.
- Ensure that all children, including those with dual vulnerabilities, are fully supported based on their individual needs.
- 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.
- Improve the levels of parental engagement, so that the children are supported at home and have a higher chance of success.
- Improve the levels of attendance and punctuality 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 2023, data showed that:</p> <p>Y2 – 64% of Pupil Premium children achieved ARE in Spoken Language, 57% achieved ARE in Reading and 50% achieved ARE in Writing.</p> <p>Y1 – 67% of Pupil Premium children achieved ARE in Spoken Language, 47% achieved ARE in Reading and 40% achieved ARE in Writing.</p> <p>EYFS – 82% of Pupil Premium children achieved the ELG in Speaking, 55% achieved the ELG in Word Reading and 46% achieved the ELG in Writing.</p>
2	<p>Increased number of Pupil Premium children who are also SEND.</p> <p>In 2023-2024, we have:</p> <p>Y2 – 53% of Pupil Premium children are also SEND, including 2 children with EHCPs.</p> <p>Y1 – 27% of Pupil Premium children are also SEND</p> <p>EYFS – 50% of Pupil Premium children are also SEND, including 1 child with an EHCP.</p> <p>In total, 43% of our Pupil Premium children are also SEND.</p>
3	<p>High levels of speech and language needs</p> <p>In 2023-2024, we have:</p> <p>20% (17 mainstream children) receiving SALT in Year 2 (4 PP children receiving SALT)</p> <p>18% (14 mainstream children) receiving SALT in Year 1 (2 PP children receiving SALT)</p> <p>32% (23 mainstream children) receiving SALT in EYFS (3 PP children receiving SALT)</p> <p>In total, 28% of our Pupil Premium children are receiving SALT.</p>
4	<p>Poor attendance and punctuality</p> <p>At the end of July 2023, whole school attendance was 94.8%. Attendance for Pupil Premium children was 90.8% and for non-Pupil Premium children was 95.4%.</p>
5	<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>
6	<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>

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>1. 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. <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. <u>CoIN unit</u>: All pupil premium children in the CoIN unit will meet their personalised targets in all areas of literacy.</p>
<p>2. Raised attainment and accelerated progress for all pupil premium children, who are also SEND, in all areas of literacy.</p>	<p>All pupil premium children with SEND, will meet their personalised ISP targets throughout the year. All pupil premium children with SEND will make at least 6 steps progress across the year, from their individual starting points, in all areas of literacy. <u>CoIN unit</u>: All pupil premium children in the CoIN unit will meet their personalised targets in all areas of literacy.</p>
<p>3. 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>4. Improved attendance and punctuality of all pupil premium children.</p>	<p>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.</p>
<p>5. All pupil premium parents are more engaged and involved in all aspects of their child's learning journey.</p>	<p>The attainment and progress for all identified pupil premium children will improve, as a result of increased parental engagement and support from home.</p>
<p>6. Improved emotional and mental health for all pupil premium children 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>

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: £12,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular, planned CPD for teachers and teaching assistants to improve the quality of teaching and support for the children, particularly in areas of literacy.</p> <p>Termly RWI phonics training to support reading.</p> <p>Termly Clicker training to support writing.</p>	<p>Improving Literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Early Literacy Approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</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>	<p>1, 2,</p>
<p>School Development Priority – Inclusive Classrooms.</p> <p>Regular training for all staff on improving classroom environments to support all children, including those with SEND.</p> <p>All staff to focus on this target through growth meetings.</p> <p>INSET day – training by STIPS (Specialist Teachers for Inclusive Practise)</p>	<p>Supporting children with SEND https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Inclusive Classroom Environments</p> <p>A research report from the University of Salford, Manchester, (February 2015) titled 'Clever Classrooms: https://www.cleverclassroomsdesign.co.uk/_files/ugd/902e4a_6aa724a74ba04b46b716e528b92ad7fc.pdf</p> <p>A research report from the University of Birmingham, (August 2018) titled 'Implementing inclusive education: https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf</p>	<p>1, 2, 3</p>
<p>SENCO Support – termly ISP meetings to support SEND children, including PP & SEND. Additional support available where needed, including the purchase of resources.</p>	<p>Supporting children with SEND https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1, 2, 3</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 (Amanda Spielman, 2017): 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>https://www.gov.uk/government/speeches/hmcis-commentary-october-2017#:~:text=We%20have%20seen%203%20important,the%20new%20GCSE%20assessment%20criteria.</p> <p>Supporting children with SEND https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Metacognition and Self-Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1, 2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,086

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 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>	<p>1, 2, 3, 4, 5, 6,</p>
<p>Small group interventions to support specific speech and language development, and spoken language: Personalised SALT therapy programme designed by SALT therapist and delivered by therapist, plus three trained teaching assistants.</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.</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>https://d3qiblcq3pcztlm.cloudfront.net/prod/uploads/2017/01/S_LCF_Handbook_FINAL.pdf</p>	<p>1, 2, 3</p>

<p>Pre-teaching of key language to pupil premium children (Word Time).</p>	<p>Oral Language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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>	
<p>Small group interventions to support reading and writing: Class teacher support in class – guided teaching groups and RWI phonics taught in small targeted groups. Daily phonics flashcards in the provision Additional reads RWI 1:1 Tutoring Delivery of the Better Reading Partnership (BRP) Precision Teaching ELS – Early Literacy Support Fine Motor Support Nessy intervention ISP support Sentence Writing Groups</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> <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) https://nlt.cdn.ngo/media/documents/ROGO_Reading_Englands_Future_Nov_14.pdf</p> <p>Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3</p>
<p>Purchase of additional RWI resources to support phonics and reading, where needed.</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>	<p>1, 2</p>

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

Budgeted cost: £21,788

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, punctuality and any behaviour concerns. During these meetings, children may be identified for the wider strategies as evidenced below.	4, 5, 6,
Drawing and Talking and ELSA interventions for children who are finding it challenging to access 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Impact of ELSA</p> <p>https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1657801</p>	6
Nurture group set up and run by HLTA to bridge the gap between home and school, for those who struggle to attend, separate from parents or who find the classroom environment overwhelming.	<p>Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and Emotional Learning Strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p>	4, 5, 6
Employment of Home School Link Worker for one morning per week, to support families with their individual circumstances or challenges.	<p>Behaviour Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Parental Engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5, 6

<p>School Development Priority - Restorative Behaviour. All staff trained to teach children how resolve conflicts and repair harm.</p>	<p>Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Self-Regulation Strategies https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>4, 6</p>
<p>Curriculum enrichment opportunities: All pupil premium children offered one funded place in external extra-curricular clubs each term. Pupil premium children engaged in positions of responsibility, such as monitors School Therapy Dog</p>	<p>Life skills and enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity 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>4, 5, 6</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 Aspiration interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>1, 2, 4, 5, 6,</p>
<p>Supporting parental engagement 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 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,</p>
<p>Home learning Use of Seesaw to engage parents with home learning tasks. Teachers to monitor and support parents of pupil premium children, using Seesaw. 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 Parental engagement report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1674207399 Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 2, 3, 4, 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 Education Hub (gov.uk), (May 2023) states that: 'Being in school is important to a child's achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.'</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p> <p>Working together to improve school attendance</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	<p>1, 2, 3, 4, 5, 6,</p>
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Total budgeted cost: £60,864

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 2022 to 2023 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 Y2 - Pupil Premium (13 pupils)

18 July 2023

Year 2 (13 pupils)	Number of Pupils (%) assessed in each Step as at Year 2 Summer 2									
Subject	Rec b+ (40-60b+)	1b	1w	1w+	1s	1s+	2w	2w+	2s	2s+
Spoken Language	1 (7.7%)			2 (15.4%)			1 (7.7%)		6 (46.2%)	3 (23.1%)
Reading			1 (7.7%)		2 (15.4%)		2 (15.4%)		5 (38.5%)	3 (23.1%)
Writing		2 (15.4%)				1 (7.7%)	2 (15.4%)	1 (7.7%)	6 (46.2%)	1 (7.7%)

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 Y2 - PP not SEN (7 pupils)

18 July 2023

Year 2 (7 pupils)	Number of Pupils (%) assessed in each Step as at Year 2 Summer 2					
Subject	2w	2w+	2s	2s+	3b	3b+
Spoken Language			4 (57.1%)	3 (42.9%)		
Reading	1 (14.3%)		3 (42.9%)	3 (42.9%)		
Writing	1 (14.3%)	1 (14.3%)	4 (57.1%)	1 (14.3%)		

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 (13 pupils)	Spoken Language	Reading	Writing	Average
Progressed by 6 steps or more	11 (84.6%)	8 (61.5%)	10 (76.9%)	9.7 (74.4%)
Progressed by 5 steps	0 (0%)	3 (23.1%)	0 (0%)	1.0 (7.7%)
Progressed by 4 steps	1 (7.7%)	0 (0%)	1 (7.7%)	0.7 (5.1%)
Progressed by 3 steps	0 (0%)	2 (15.4%)	1 (7.7%)	1.0 (7.7%)
Progressed by 2 steps	1 (7.7%)	0 (0%)	1 (7.7%)	0.7 (5.1%)
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%)

Diminishing Differences - Year 2

89 pupils		Missing Assessment	On Track or Higher	
Spoken Language	No. (%)	No. (%)	Aut1 22-23	Sum2 22-23
Pupil Premium	14 (15.7%)	0 (0%)	57.1%	64.3%
Not Pupil Premium	75 (84.3%)	2 (2.7%)	74.0%	84.9%
Difference (change in difference):			16.9	20.6 (3.7)

89 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Aut1 22-23	Sum2 22-23
Pupil Premium	14 (15.7%)	0 (0%)	57.1%	57.1%
Not Pupil Premium	75 (84.3%)	3 (4.0%)	73.6%	80.6%
Difference (change in difference):			16.5	23.5 (7.0)

89 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Aut1 22-23	Sum2 22-23
Pupil Premium	14 (15.7%)	0 (0%)	42.9%	57.1%
Not Pupil Premium	75 (84.3%)	3 (4.0%)	63.9%	75.0%
Difference (change in difference):			21.0	17.9 (-3.1)

Difference Key: Widening Narrowing Unchanged

Year Two Summary:

- The above data includes two children from the CoIN.
- In this cohort, 50% of the pupil premium children had special needs.
- 70% of PP children achieved expected or above in spoken language (which includes two children with SEND), 62% of PP children achieved expected or above in reading (which includes two children with SEND), 62% of PP children achieved expected or above in writing.
- Of the PP not SEND children, 100% achieved expected or above in spoken language, 86% achieved expected or above in reading and 86% achieved expected or above in writing.
- 85% made 6 or more steps of progress in Spoken Language, 62% made 6 or more steps in Reading and 77% made 6 or more steps of progress in Writing.
- EAL - Of the six PP children who were EAL, but not SEND, five of them achieved expected and above in all areas of literacy.
- When comparing PP children to non-PP children, the gap in attainment is narrowing for writing, but has widened slightly in spoken language and reading.

Year One:



Steps Attainment Summary
Y1 - Pupil Premium (15 pupils)

18 July 2023

Subject	Number of Pupils (%) assessed in each Step as at Year 1 Summer 2									
	Not Assessed	Rec w (40-60w/P7)	Rec s (40-60s/P8)	Rec s+ (40-60s+)	1b	1b+	1w	1w+	1s	1s+
Spoken Language	1 (6.7%)	1 (6.7%)				3 (20.0%)	1 (6.7%)	2 (13.3%)	6 (40.0%)	1 (6.7%)
Reading	1 (6.7%)				1 (6.7%)	1 (6.7%)	5 (33.3%)	2 (13.3%)	2 (13.3%)	3 (20.0%)
Writing	1 (6.7%)		1 (6.7%)	1 (6.7%)	1 (6.7%)	3 (20.0%)	2 (13.3%)	2 (13.3%)	3 (20.0%)	1 (6.7%)

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
Y1 - PP not SEN (6 pupils)

18 July 2023

Subject	Number of Pupils (%) assessed in each Step as at Year 1 Summer 2						
	Rec s+ (40-60s+)	1b	1b+	1w	1w+	1s	1s+
Spoken Language					1 (16.7%)	4 (66.7%)	1 (16.7%)
Reading				2 (33.3%)	1 (16.7%)	1 (16.7%)	2 (33.3%)
Writing	1 (16.7%)			1 (16.7%)	1 (16.7%)	2 (33.3%)	1 (16.7%)

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

Below	At Risk	At	Above	Significantly Above
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Progress Breakdown
Y1 - Pupil Premium (15 pupils)

18 July 2023

Aut1 2022-23 to Sum2 2022-23

All Pupils (15 pupils)	Reading	Writing	Average
Progressed by 6 steps or more	6 (40.0%)	7 (46.7%)	6.5 (43.3%)
Progressed by 5 steps	6 (40.0%)	3 (20.0%)	4.5 (30.0%)
Progressed by 4 steps	1 (6.7%)	2 (13.3%)	1.5 (10.0%)
Progressed by 3 steps	0 (0%)	1 (6.7%)	0.5 (3.3%)
Progressed by 2 steps	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	2 (13.3%)	2 (13.3%)	2.0 (13.3%)

Diminishing Differences - Year One

92 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Aut1 22-23	Sum2 22-23
Pupil Premium	15 (16.3%)	1 (6.7%)	57.1%	50.0%
Not Pupil Premium	77 (83.7%)	7 (9.1%)	90.0%	87.1%
Difference (change in difference):			32.9	37.1 (4.2)

92 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Aut1 22-23	Sum2 22-23
Pupil Premium	15 (16.3%)	1 (6.7%)	50.0%	42.9%
Not Pupil Premium	77 (83.7%)	7 (9.1%)	87.1%	88.6%
Difference (change in difference):			37.1	45.7 (8.6)

Difference Key: Widening Narrowing Unchanged

Year One Summary:

- The above data includes two children from the CoIN.
- In this cohort, 53% of the pupil premium children had special needs.
- 60% of PP children achieved expected or above in spoken language (which includes three children with SEND), 47% of PP children achieved expected or above in reading (which includes three children with SEND), 40% of PP children achieved expected or above in writing (which includes two children with SEND).
- Of the PP not SEND children, 100% (6 children) achieved expected or above in Spoken Language, and 67% achieved expected or above in reading and writing.
- 40% made 6 or more steps of progress in reading and 47% 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.
- When comparing PP children to non-PP children, the gap in attainment has widened slightly in reading and writing.

Reception:



End of Reception ELG Report
Rec - Pupil Premium (10 pupils)

18 July 2023
Reception Summer 2

Aspect	Emerging	Expected
Listening, Attention and Understanding	1 (10.0%)	9 (90.0%)
Speaking	1 (10.0%)	9 (90.0%)
Comprehension	1 (10.0%)	9 (90.0%)
Word Reading	4 (40.0%)	6 (60.0%)
Writing	5 (50.0%)	5 (50.0%)
Average:	2.4 (24.0%)	7.6 (76.0%)
Expected in all displayed Aspects:	5 (50.0%)	



End of Reception ELG Report
Rec - PP not SEN (6 pupils)

18 July 2023
Reception Summer 2

Aspect	Emerging	Expected
Listening, Attention and Understanding		6 (100%)
Speaking		6 (100%)
Comprehension		6 (100%)
Word Reading	2 (33.3%)	4 (66.7%)
Writing	2 (33.3%)	4 (66.7%)
Average:	0.8 (13.3%)	5.2 (86.7%)
Expected in all displayed Aspects:	4 (66.7%)	

Diminishing Differences - Reception

87 pupils		Missing Assessment No. (%)	On Track or Higher	
Speaking	No. (%)		Aut1 22-23	Sum2 22-23
Pupil Premium	11 (12.6%)	2 (18.2%)	55.6%	88.9%
Not Pupil Premium	76 (87.4%)	11 (14.5%)	69.2%	76.9%
Difference (change in difference):			13.6	12.0 (-1.6)

87 pupils		Missing Assessment No. (%)	On Track or Higher	
Word Reading	No. (%)		Aut1 22-23	Sum2 22-23
Pupil Premium	11 (12.6%)	2 (18.2%)	33.3%	66.7%
Not Pupil Premium	76 (87.4%)	11 (14.5%)	58.5%	75.4%
Difference (change in difference):			25.2	8.7 (-16.5)

87 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Aut1 22-23	Sum2 22-23
Pupil Premium	11 (12.6%)	2 (18.2%)	55.6%	55.6%
Not Pupil Premium	76 (87.4%)	11 (14.5%)	58.5%	73.8%
Difference (change in difference):			2.9	18.2 (15.3)

Difference Key: Widening Narrowing Unchanged

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. 67% achieved expected in Word Reading and Writing.
- There are no children in reception who are pupil premium and EAL.
- Of the two PP children who did not achieve expected, both have poor attendance.
- When comparing PP children to non-PP children, the gap in attainment is narrowing for speaking and word reading, but widening in writing.

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

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

- In Year 2, the three PP children collectively achieved 23/26 of their targets over the year.
- In Year 1, the three PP children collectively achieved 23/34 of their targets over the year.
- In Reception, the four PP children collectively achieved 24/26 of their targets over the year.

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 eight pupil premium families, with various challenges that they were facing at home, which were having an impact on their overall well-being. Ten pupil premium children across the school took part in either ELSA or Drawing and Talking over the year.

Observations from the staff leading the interventions, and class teachers were that:

- Children showed improved confidence and self-esteem in all cases.
- Good relationships and trust was built with the leaders of the interventions, allowing children to have a safe space in which to talk and share.
- The 1:1 time with an adult allowed them to open up, talk and release frustrations, which in many cases lead to improvements in behaviour.
- In many cases, the children showed increased confidence and independence.
- In many cases, these children were also impacted by poor attendance, poor punctuality and SEND.

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 our school. All children in all year groups participated in a local school trip and a wider school trip, including The British Wildlife Centre in Reception, Leeds Castle in Year One, and in Year Two, the children went on a train to London.

Our music teacher, Catherine Nicholson ran a weekly recorder club for the year two children, and these children were given the opportunity to perform with their recorders at the Summer Fayre. The children were also given priority at teacher led clubs, and across the year, 87% of pupil premium children participated in at least one or more extra-curricular club, 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 91% 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.

The use of Seesaw as our home learning and communication platform has continued 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 90.8% and the attendance of the non-pupil premium children was 95.4% at the end of the academic year. The whole school attendance figure was 94.8%. 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.