

# 3-year pupil premium strategy

## SUMMARY INFORMATION

Pupil premium strategy

## CURRENT PUPIL INFORMATION 2022-23

Total number of pupils:	277	Total pupil premium budget:	£40,000
Number of pupils eligible for pupil premium:	49	Amount of pupil premium received per child:	£1385

## COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	23	47%
Girls	26	53%
SEN support	4	8%
EHC plan	2	4%
EAL	9	18.4%

## Assessment data

EYFS					
	Pupils eligible for pupil premium	All pupils	National average	Data from previous years	
				2017/18	2018/19
Good level of development (GLD)	27%	34%	65%	54.55%	60%
Comprehension	87%	71%	n/a	n/a	n/a
Word Reading	60%	61%	n/a	54.4%	80%
Writing	53%	45%	n/a	63.64%	70%
Number	80%	63%	n/a	81.82%	70%
Numerical Pattern	73%	58%	n/a	n/a	n/a

YEAR 1 PHONICS SCREENING CHECK				
Pupils eligible for pupil premium	All pupils	National average	Data from previous years	
			2017/18	2018/19
52.6%	62.2%	75.5%	73.68%	56.25%

END OF KS1					
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years	
		School average	National average	2017/18	2018/19
% achieving expected standard or above in reading, writing and maths	18%	15.6%	53.4%	64.8%	64%
% making expected in reading	23%	60%	66.9%	62.5%	76.4%
% making expected in writing	18%	15.6%	57.6%	43.75%	65.2%
% making expected in maths	41%	55.6%	67.7%	56.25%	76.4%

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	Girls who are eligible for FSM have a higher % attendance than none	Boys who are eligible for FSM have a lower % attendance than none
Behaviour data	Without complex SENDi children incidents of PP children's behaviour is lower than those who are not eligible for PP.	There is a higher rate of incidents of children who are eligible for PP (Most of these are from one child with complex SENDi)

Safeguarding referrals	SLT have excellent relationships with parents and families and are	
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**LONG-TERM PLAN (3-YEAR TIMESCALE):**

- 1) TO RAISE THE COMMUNICATION AND LANGUAGE SKILLS OF ALL PUPIL PREMIUM CHILDREN IN THE EARLY YEARS.  
 RATIONALE: OUR PUPIL PREMIUM CHILDREN ENTER NURSERY WITH A LOWER LEVEL OF LANGUAGE COMPARED TO THOSE WHO ARE NOT. RESEARCH SHOWS THAT CHILDREN WHO HAVE LOWER LEVELS OF LANGUAGE AT FOUR ARE LESS LIKELY TO SUCCEED LATER IN LIFE AND THIS IS SOMETHING THAT WE WANT TO PREVENT.
  
- 2) TO ENSURE THAT ALL CHILDREN WHO ARE ELIGIBLE FOR PUPIL PREMIUM HAVE A POSITIVE ATTITUDE TOWARDS LEARNING AND ARE MENTALLY HEALTHY. AFTER THE PANDEMIC A HIGHER PROPORTION OF CHILDREN HAVE STRUGGLED WITHIN OUR SCHOOL WITH HAVING A POSITIVE ATTITUDE TO LEARNING AND WITH THEIR EMOTIONAL WELLBEING - FOR THIS REASON WE HAVE BECOME AN ATTACHMENT AND TRAUMA AWARE SCHOOL. BY SUPPORT CHILDREN WITH THEIR EMOTIONAL WELLBEING AND EMOTIONAL LITERACY AT AN EARLY AGE.
  
- 3) TO RAISE THE ATTAINMENT OF PUPIL PREMIUM CHILDREN IN WRITING TO BE EQUAL TO NATIONAL. OUR PUPIL PREMIUM HAVE FALLEN BELOW THE NATIONAL STANDARD AT THE END OF KS1. TO SUPPORT THIS WE WILL BE IMPLEMENTING A RANGE OF STRATEGIES TO SUPPORT PP TO CHILDREN TO ACHIEVE IN WRITING.

PRIORITY 1 - TO RAISE THE COMMUNICATION AND LANGUAGE SKILLS OF ALL PUPIL PREMIUM CHILDREN IN THE EARLY YEARS.

Member of staff responsible: Andrew Craig (EYFS Lead)

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
1. To ensure most PP children have accelerated progress in Wellcomm and Communication and Language Listening and Attention and Speaking.	100% of PP children make at least expected progress and 80% make expected progress in both Nursery and Reception	-Assessments to be completed on entry and 6 weekly -Targeted groups to be arranged by EY lead -Progress to be monitored ½ termly	C&L approaches +6 months  TA interventions +4 months	Mr Craig, Mrs Dowding, Mrs Woolridge and Mrs Spencer	Reviewed termly by EYFS lead and SENco	-Wellcomm resources -TA time to run intervention groups	
2. To develop staff knowledge of the progressive milestones and child development linked to communication and language.	Planning and lesson observations show that children's developmental stage is taken into account when teaching all activities.	-All staff to have child development training -Support from SaLT	C&L approaches +6 months	Mr Craig Mrs Naffati	-Training by end of Autumn term 2022 -Implemented and monitored termly	-Training resources and full day for CPD -Time to monitor	

<p>3. To improve the wider vocabulary of pupil premium children through enhanced experiences</p>	<p>Increase in children achieving age related speaking in Nursery and Reception when compared to entry data. Children are able to talk about a range of experiences that they have had both in school and out of school using higher level language.</p>	<p>-Highly trained level 3 TA to run outdoor classroom once a week and to be in charge of ensuring that it is well resourced for all areas of EYFS -Extra trip to support children's speaking and listening skills focused on a new experience.</p>	<p>Play based learning +5 months</p>	<p>Mr Craig, Mrs Woolridge</p>	<p>-Improvements in outdoor environment to be implemented in the Autumn term 2022 -Specific planned activities to run starting in the Spring term -Extra trips to be arranged in Summer term</p>	<p>-Resources to support the outdoor environment -Level 3 TA two days a week</p>	
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PRIORITY 2: TO ENSURE THAT ALL CHILDREN WHO ARE ELIGIBLE FOR PUPIL PREMIUM HAVE A POSITIVE ATTITUDE TOWARDS LEARNING AND ARE MENTALLY HEALTHY

Member of staff responsible: Anita Hughes (Attachment and Trauma Lead)

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
1. All staff to be attachment and trauma aware trained including spotting trauma behaviours in play and developmental milestones linking to Social and Emotional development	-Lesson observations show that staff use techniques taught to support children -Every class environment includes a regulation station to give children a 'safe space.' -Planning and lesson observations show that staff take into account the developmental stages of children in their class	Attachment and trauma lead to train all staff Regular updates, refreshers and reminders All staff to be trained on child development	Social and emotional learning +4 months Self-regulation +6 months	-Mrs Hughes  -All staff  -Mr Craig to monitor	-Reviewed on a termly basis during SLT meetings -All classes to have regulation stations by end of September	-Resources for regulation stations in each classroom including fidgets, calming toys and emotions resources -In-house training on child development	
2. Children who have an identified need are supported by our attachment and trauma lead or play therapist to create a range of strategies to support their needs.	-Lesson observations and monitoring of cpoms show that PP children are fully supported. -Children who attend the play therapist make progress towards their targets and are supported to transition back into the classroom.	-Any child who is PP with a need is prioritised for support from the play therapist. -Standing agenda item on staff meeting	Social and emotional learning +4 months Self-regulation +6 months	-Mrs Hughes and Mrs Spencer	-Cpoms monitored half-termly at the last SLT meeting of the term	-Release time for Attachment and trauma lead to work with children (Once a fortnight) -Play therapist in school one day a week	

PRIORITY 3: TO RAISE THE ATTAINMENT OF PUPIL PREMIUM CHILDREN IN WRITING TO BE IN LINE WITH NATIONAL

Member of staff responsible: Louise Westbury (Curriculum lead)

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
1. Raise children's phonics knowledge to support them in writing	All Pupil Premium children make accelerated progress through our school phonics scheme.	-HT and AHT to teach lowest 20% of children in year one and two to accelerate progress and reduce class sizes. -Extra phonics interventions for those children who have gaps in learning due to COVID from experienced phonics teacher	Small group tuition +4 months Quality first teaching from our most experience teaching staff Phonics +5 months	Mrs Naffati, Mrs Westbury	-Phonics groups will run throughout the year  -During the Autumn term of each year	-SLT time to teach phonics groups of lowest 20% -Strategic planning time to ensure phonics is being taught progressively and with pace.	

<p>2. Improve the fine motor skills of all pupil premium children to support their handwriting</p>	<p>All Pupil Premium children to make accelerated progress in fine motor and handwriting</p>	<p>-Specific early handwriting and fine motor scheme to be created and interventions planned to support PP children who are not at expected level. -Training for all staff on early movement and how this develops into writing</p>	<p>TA interventions +4 months Physical Development approaches +3 months</p>	<p>-Mr Craig and Mrs Westbury  -Mr Craig</p>	<p>Autumn term</p>	<p>-Research time into different schemes of work to help develop our own scheme  -£1000 to buy schemes to use resources to develop our scheme.</p>	
<p>3. Develop the fluency of all Pupil Premium children's writing.</p>	<p>All Pupil Premium children to make accelerated progress in writing</p>	<p>-Training for staff to develop writing to be delivered by Curriculum lead -AHT to take top 10% of children into intervention group to reduce class sizes.</p>		<p>-Mrs Westbury</p>	<p>Spring Term</p>	<p>-AHT wages for intervention group times -Training time</p>	