

Pupil Premium Review - July 2022

Number of Pupil Premium pupils in Sept 2021	6 (with 1 of these being LAC)
Number of Service Pupils	3

Challenges identified
1. Social, Emotional and Mental Health (SEMH)
2. Gaps in reading, writing, maths and phonics
3. Attendance and punctuality

Three Year Plan

Intended Outcome	Success Criteria
<p>Social and Emotional Health To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils with improvements evident in self-esteem, confidence and resilience.</p>	<ul style="list-style-type: none"> • Pupils are in school and feel safe and ready to learn. • ELSA provision supports with the development of strategies to reduce anxiety regarding personal issues. • Case studies detail improvements and progress in the development of self-esteem, confidence and resilience. • Pupil and parent voice demonstrate that we are diminishing the difference between outcomes of PP and non PP. <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Reading, Writing and Maths Pupils will achieve age appropriate expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> • A higher percentage of PP pupils achieve outcomes in-line with, or above, national average by the end of KS2 in reading, writing and maths. • Pupils are supported to develop strategies to overcome challenges acting as a barrier. • PP pupils are receiving the correct provision and intervention to remove barriers to learning. • Incremental progress measured through the relevant intervention. • Pupil progress meetings held 3x a year will demonstrate the development of strategies to improve pupil progress and outcomes. <p>Book scrutinies will demonstrate a clear learning journey from the child's starting points.</p> <ul style="list-style-type: none"> • Pupil voice will indicate an understanding of the progress made on their learning journey.
<p>Phonics Pupils will achieve age appropriate expectations.</p>	<ul style="list-style-type: none"> • At least 90% of pupils in Y1 pass the PSC (phonics screening check)

	<ul style="list-style-type: none"> • CPD for all staff and increased experience of teaching and learning using the newly purchased phonics scheme- Little Wandle with Big Cat reading resources. • Phonics and reading resources are embedded into daily practice. • Classroom environments support pupils to become increasingly independent when reading and writing. • Provision is tailored to close any gaps in performance and understanding.
<p>Attendance To achieve and sustain improved attendance for pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Percentage of all pupils who are persistently absent being 0% and the figure among disadvantaged pupils the same as their peers. • Ensure attendance of disadvantaged pupils is above 95% • Anxiety when attending school has decreased. • Adapted timetables are used less with an increase of time spent learning in the classroom with their peer group.

Review of plan Sept 21 – July 22

Social and Emotional Health	<p>Trauma informed practice training planned for Autumn term. (ACE – adverse childhood experiences)</p> <p>Some ELSA support for pupils although limited after losing both of our very highly qualified ELSAs in 2021. Resources available to utilise for class teachers. New ELSA to be sought/trained next academic year.</p> <p>Jigsaw module – building resilience.</p> <p>Five to Thrive training for 2x teachers in Nov 21 to support LAC transition. PEP (personal education plan) written by designated LAC lead (JdS) in conjunction with Virtual Schools and social workers. Art therapy sessions provided in school to support the pupil during transition. Child is now successfully placed with her forever family. Lovely email received from social workers and Virtual School saying how Lydiard staff went above and beyond to successfully support the pupil through the adoption process.</p> <p>Buying in of EWO and Ed Psych support.</p> <p>Use of adapted timetables and alternative provision.</p> <p>Forest School provision for all classes.</p>
Reading, writing , maths and phonics	<p>Robust assessment to identify gaps in learning.</p> <p>Focussed group work, when possible with deployment of TAs to support small groups to fill gaps. This has been hindered due to the significant increase in adult absence throughout the year.</p> <p>Tutoring of small groups – Maths for KS2 in Yrs 3, 4 and 5 Phonics for KS1</p> <p>Purchase of new phonics scheme and reading books.</p> <p>Staff CPD for phonics a major focus and will continue to be next year.</p>

	Little Wandle training now rolled out to all staff to upskill at every level.
Attendance	<p>2x families in difficulties</p> <p>Buying in of EWO and Ed Psych support</p> <p>Use of adapted timetables and alternative provision. Review meetings and visits to check safeguarding of alternative provisions.</p> <p>July 2022- 1 family now home schooling.</p> <p>1 family in alternative provision at a Care Farm 2 days a week. School continues to support with the placement and other extra-curricular activities e.g. swimming and football.</p>
Others	<p>Development of high quality teaching with CPD opportunities for staff.</p> <p>Extra-curricular activities from Term 4.</p> <p>Swimming catch up – Summer term.</p> <p>Establishment of breakfast club.</p>