

Pupil Premium Academy Council Update for JULY 2023

Number of Pupil Premium pupils Summer Term	13 + 3 new pupils a month ago Total = 16
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 (Year 2)

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 22 – July 23

<p>Social and Emotional Health</p>	<p>New experienced TA appointed from Oct 22 with 2 days of ELSA style support as part of their remit. Mental wellbeing categorised on CPOMS so class teachers aware of what has happened in 1:1 sessions and can continue support in class.</p> <p>Monitoring of mental health sessions and adaptations to be in line with EHCPs.</p> <p>Sensory/calming space (old Year 3 / 4 group room) now very much in use with gradual building up of resources.</p> <p>Continued use of adapted timetables and alternative provision due to significant need. 1x PP in Yr 2 has 1:1 input from 8.45 – 10am in school but not yet in the classroom. Child and two siblings left the school in May 2023. Older sibling in year 6 still attending LM.</p> <p>Adapted timetables now in use for 2 x year 4 pupils. REP timings are shorter to accelerate more time spent in school. 2x 1:1 TAs necessary to facilitate this.</p> <p>Trauma informed practice training planned for Spring term 2023. (ACE – adverse childhood experiences)</p> <p>Teachers trained May 2023- staff meeting time given to facilitate this. Copies of certificates collated.</p> <p>Mental well-being lead role (SB from Jan 23)</p> <p>SB completed Senior Mental Well-being lead training. Time this term to be allocated for reading and planning ahead for next academic year.</p> <p>Forest School new lead in training (JdS) with £1500 grant from Waitrose to support in development of the area through FOLMS. FOLMS arranging a meeting as they have a contact to help with planning.</p>
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	<p>Resources purchased with grant and photographic evidence sent to Waitrose. All year groups experienced a taster session this term with a roll out of termly sessions for classes during 23-24 Some 1:1 FS support for adapted timetables in place. JdS completed 6 days training, a pilot program for 6 weeks with year 2 pupils and designed a forest school handbook. Assessment days, essays and portfolio to be completed in July with accreditation of Level 3 FS lead by September 2023 (hopefully!)</p>
<p>Reading, writing , maths and phonics</p>	<p>Robust assessment to identify gaps in learning. Pupil progress meetings held termly with SLT to highlight where intervention needed. TAs are not assigned to one class to aid provision where the need is greatest. Focussed group work, when possible, with deployment of TAs to support small groups to fill gaps. This continues to be hindered due to the significant increase of TA absence (particularly in KS2). Tutoring of individuals on Friday – Year 6 at present. Purchase of new phonics scheme and reading books to also support KS2. Staff CPD for phonics a major focus and will continue. Little Wandle training and updates rolled out to all staff to upskill at every level. Data for Aut 2 demonstrates LW has had significant impact upon reading in KS1. Purchase of rapid catch up and provision plans for interventions rolled out in KS2. All KS2 teachers received 1:1 CPD for half a day to support with maths planning and integration of Number Talk and Fluent in 5 with monitoring and pupil voice planned for Spring term 1. Little Wandle impact seen in KS1 and EYFS. Termly assessments to monitor progress and allow for gap filling during targeted interventions. Year 1 phonics screening results – 78% Year 2 phonics screening resits – 100% KS2 – slightly less impact due to absence but resources are now in place and children are having interventions where this is available.</p>
<p>Attendance</p>	<p>3 x children on adapted timetables. (1 of these is PP) PP child left. 1x child attending alternative provision. (PP) Safeguarding checks completed by KM due to significant SEND needs. PP left school for alternative provision in April 2023 EWO support for attendance monitoring – training for admin. New achievement certificate awarded to classes in merit assembly. Addition of attendance percentage section in the newsletter to heighten awareness across the parental community.</p>
<p>Others</p>	<p>Development of high-quality teaching with CPD opportunities for staff. Extra-curricular activities. Breakfast club provision. 2x PP use as a support for getting into school on time and we can ensure they have breakfast to start their day. Asda vouchers distributed to families in need.</p>

	<p>Subsidising of music lessons and residential to PGL. Increase of PP and EAL- Afghan and Ukrainian refugees. Resources and provision an addition for focus. Ukrainian refugee progressing well in all areas with scaffolds and small group interventions supporting this. All Afghan refugees have now been re-located.</p>
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