



Pupil premium strategy statement June 2024 review for year 2023-24

This statement details our school's use of pupil premium for the 2022 to 2023 academic year and the impact of the 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.

Detail	Data
School name	Fairview Community Primary School
Number of pupils in school	625 pupils Year R-6
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023, 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Karin Tillet Headteacher
Pupil premium lead	Kelly Brown Deputy Headteacher
Governor / Trustee lead	SEN/PP Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£68, 601
Recovery premium funding allocation this academic year	£6,235 – reported separately
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £1502 not allocated in 2023-4
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,836

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is that **all** children irrespective of their background, family circumstances or challenges they face make good progress and achieve high attainment across all subject areas. We are committed and focused to develop young people who are confident, feel valued and are able to thrive in our strong community. Our school ethos promotes a balance of both challenge and nurture, and enables our children to have a clear understanding of what they need to do to reach their full potential, developing well-rounded children who are inspired and happy.

We are committed to providing a stimulating and motivating learning environment, one that equips and prepares our pupils for an exciting future. We have a dedicated team that strives to reach high standards in everything we do, and this is further embedded through our relationships with parents and the local community.

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

Our Curriculum intent is based on children exploring and learning about their local community, the UK and then the world– ‘home, near, far’. We feel this enables all children to see their learning in context and have the knowledge and experience to compare and contrast other cultures and the diverse world we live in.

The tiered approach is embedded to ensure that all children have high quality teaching, targeted academic support and interventions and wider strategies such as attendance, behaviour and SEMH interventions whilst working with external professionals when appropriate. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The key principles to our strategy are that disadvantaged children have high quality teaching, early intervention to support any emerging learning needs, challenge for children working at Greater Depth, passionate teachers who champion them and the opportunity to experience wider curriculum opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Maths – our 2019 published data shows that our progress in maths from KS1 to KS2 is below the LA and National data. Observations show that reasoning knowledge and application is weaker in disadvantaged children than non-disadvantaged children. 0% disadvantaged children achieved GDS in Reading/Writing/Maths combined compared to 13% of all children Nationally.
2	Vocabulary – some of our disadvantaged children have under developed language skills and vocabulary gaps compared to non-disadvantaged children. This is evident particularly in

	EYFS and KS1. This may be due to the limited time in Nursery and EYFS during lockdowns.
3	Reading – our reading data demonstrates that not enough progress is made from KS1 to KS2. This is particularly true for Greater Depth progress and attainment for disadvantaged children.
4	Diversity – Our school is predominantly 'White British' and therefore the diversity and culture experiences are limited for some children. This limit to other cultures and diversity has caused social and emotional needs for some disadvantaged children.
5	Social/economic challenges – our observations and communication with children's parents/carers indicate that some disadvantaged children have experienced a lack of enrichment activities
6	Year 1 – Through observations, formative assessment and wellbeing activities, it is evident that some children are not academically, physically or socially ready for the National Curriculum due to the limited time in EYFS because of National lockdowns.

Intended Outcomes

Intended outcome	Success criteria	July 2022 review	July 2023 review	July 2024 review
Maths attainment and progress for disadvantaged children at the end of KS2, including children working at GDS, will have improved from 2019 data.	-KS2 maths outcomes in 2024/25 will show that the gap between disadvantaged and non-disadvantaged children has narrowed. -Disadvantaged children, who are working at teacher assessed GDS, will achieve this in KS2 maths SATs	-IXL support teacher working with up to 75 learners per week. Over 350 teaching hours completed by pupils in 5 terms. -Has enabled pre-teaching of skills to improve confidence, improvement seen in pupil's confidence when applying arithmetic skills. -Training for TAs to use within	-Maths leader of learning has directed staff to follow a mastery approach. All children have a challenge at their level through check it, think it, solve it. IXL Interventions completed with Years 1-5. -Fluent in 5 and flash backs are used regularly as are	-Members of the Maths Hub (sustaining) maths mastery. -Check it, think it, solve it embedded in planning and resourcing. -White Rose not the only resource used, fluent in 5, flash back 4, I see reasoning and problem solving. -Mastering number at KS1 to be a focus from Sept 2024.

		<p>class moving forward.</p> <p>-More of a focus on skill gaps to close these quickly next year 2022-23.</p>	<p>arithmetic recall activities.</p> <p>Results in July 2023 for KS2 tests Fairview 79% National 73% expected.</p>	<p>-Results in July 2024 Fairview 78% predicted National 73%</p>
<p>Oral language skills and vocabulary amongst disadvantaged children improves and is in line with non-disadvantaged children.</p>	<p>-Improved vocabulary will be evident in adult directed learning opportunities, child initiated observations and formative and summative assessments.</p>	<p>-Curriculum adaptations to expose children to richer vocabulary (English and curriculum lead PDM) working walls within classrooms to support this.</p> <p>-Richer vocabulary based texts and whole class guided reading to expose all pupils to oral vocabulary often above their reading level.</p>	<p>Language is embedded within literacy teaching units, books are chosen from the Literary curriculum so are all high quality texts.</p> <p>-Whole class reading ensures all children, what ever their reading level, are exposed to vocabulary that challenges.</p>	<p>Maths, reading and writing units are robustly planned with an element of discrete vocabulary teaching each week. From September 2024 a vocabulary spine will be rolled out school wide to include non core subjects.</p>
<p>Reading attainment and progress for disadvantaged children at the end of KS2, including children working at GDS, will have improved from 2019 data.</p>	<p>-KS2 reading outcomes in 2024/25 will show that the gap between disadvantaged and non-disadvantaged children has narrowed.</p> <p>- Disadvantaged children, who are working at teacher assessment GDS will achieve this in their KS2 reading SATS.</p>	<p>-Teacher focus on supporting PP children to achieve GDS closing skills gaps.</p> <p>-Whole class Guided reading exposes all children to higher level texts and vocabulary.</p> <p>-Planning sequences embed this – training for 2022-23 year.</p>	<p>-Focus on whole class reading to ensure all children are exposed to richer vocabulary and the skills to comprehend.</p> <p>-YARC assessments from term 6 2022-23 to identify gaps in a child's reading profile and interventions daily to close thee.</p>	<p>The focus remains on whole class reading. Planning has developed comprehension skills and the YARK program has supported the lowest readers to close their gaps. Phonics teaching at KS1 is secure. The focus from 2024 will be developing reading speed and fluency.</p>

			-GDS PP challenged with texts.	
Children's knowledge and tolerance of diversity, including different cultures, religions and beliefs is evident in children's learning.	-Children are immersed in other cultures through teaching and learning in the curriculum.	-Curriculum intent focuses on home, near, far. Cultural opportunities in our community are drawn out through this. Children have external religious speakers from different cultures and key festivals celebrated through R.E teaching and assemblies. Children's heritage celebrated. -Pupils to have opportunities to visit places of worship 2022-23 R.E curriculum	-Curriculum intent continues to draw out children's understanding from their own experiences to broader world wide themes. -Key religious festivals covered in assembly timetables - Equality and diversity day June 2023 which enabled community members to come into school. -Places of worship visited through R.E.	The curriculum intent remains embedded, cross curricular links are drawn out through questioning and wider opportunities. Diversity day was held again in 2024. Assemblies and acts of collective worship allow current social issues, 9 characteristics and equality to be explored. Links with local community groups and the church are strong.
Disadvantaged children attend wider curricular opportunities and enrichment activities in school. They have a presence when representing the school in sporting events, leadership responsibilities and external clubs.	-There is improved attendance at sporting events/after school clubs amongst disadvantaged children. -Disadvantaged children have leadership roles and responsibilities and attend all trips and visits.	-PP children have funding available for travel to educational visits, residential stays etc. -PP funding for external sports/music clubs. -Equal representation on school council, eco squad and mini youth games.	PP pupils have funding for educational visits, swimming and Y6 residential. -PP places funded in after school sports club. -PP pupils invited to clubs (library, band, sports) and spaces held for them. -Equal representation in all school activities including librarians, Go kart project.	PP pupils have been funded to ensure they have equal opportunities to attend the Year 6 residential visit, swimming and priority places are given to PP pupils in teacher led after school clubs such as books club, sports clubs, cooking and choir. Equal opportunities for all children to represent the school in

				community events.
Children in Year 1 are able to access the National Curriculum through a continuous provision.	<ul style="list-style-type: none"> -End of Year 1 outcomes improve for all children including disadvantaged children. -Children make good progress from their starting points through a continuous provision environment. 	<ul style="list-style-type: none"> -CP planning sequences embedded for children to practice and rehearse learning. -Sequences slimmed down to focus on key L.I statements from NC. -2022-23 new furniture and resources to improve learning environment both inside and out so children can access resources to rehearse their learning independently. 	<ul style="list-style-type: none"> -CP firmly embedded in Year 1 practice. -CP opportunities carefully planned-- Classrooms modified for areas of learning including a new outdoor classroom. -Children demonstrating increased independence in learning. 	<ul style="list-style-type: none"> -CP firmly embedded in Year 1 and outcomes remain good with pupils demonstrating the taught skills in their own play. -outdoor provision fully resourced and established. -CP to be widened to include Year 2 from September 2024.

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: £9697

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments including training for all teaching staff	https://www.gov.uk/government/organisations/standards-and-testing-agency Standardised tests can provide reliable information for gap analysis to improve teaching and learning. It can highlight the need for targeted interventions for disadvantaged children. New FS baseline tasks completed for all pupils.	1 and 3
July 2023 Review NFER tests re-purchased and rigorous assessment cycle remains embedded for years 1-6. This also includes pupil progress meetings where staff can discuss their class profiles and attainment gaps. FS continue baseline assessment and ELG observations.		

<p>Interventions to close gaps delivered in class by teaching staff as part of planning sequence within class.</p> <p>B Squared program to be purchased to track smaller step progress for learners. September 2023</p>		
<p>July 2024 Review</p> <p>NFER tests re-purchased and rigorous assessment cycle remains embedded for years 1-6. This also includes pupil progress meetings where staff can discuss their class profiles and attainment gaps and can ensure that pupils receive targeted support in areas identified by assessment.</p> <p>FS continue baseline assessment and ELG observations.</p> <p>Interventions to close gaps delivered in class by teaching staff as part of planning sequence within class.</p> <p>B Squared program purchased and configured to in school assessment system and will be used to track smaller step progress for learners from September 2024.</p>		
<p>Add 'bolt on' to SIMS for assessment and provision mapping</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Evidence based research shows positive effects have been found in studies where teaching assistants deliver high-quality, structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p>	<p>1, 2, 3 and 6</p>
<p>July 2023 Review</p> <p>Add on provision mapping software wasn't felt necessary as this is already part of our paid SIMS package. The effectiveness of this was explored in 2022-23 and a separate provision mapping package will be brought into for September 2023. Teaching assistants have been delivering structured interventions to close gaps in classroom teaching and areas of weakness identified from NFER testing. Additional evidence based interventions have been delivered such as IXL, Third Space and NELI. These have been over a finite course of time and have linked to classroom teaching and identified gaps.</p>		
<p>July 2024 Review</p> <p>Provision mapping software has been in place since December 2023. Teaching staff have received training and are able to use this to log provisions in place for children and to create school based plans. Teaching assistants have been delivering structured interventions to close gaps in classroom teaching and areas of weakness identified from NFER testing. Additional evidence based interventions have been delivered such as NESSY, Power of 2, Toe by Toe, NELI and speech and language link. These programs generate interventions specific to the needs of the child. These are then delivered and progress is regularly reviewed.</p>		
<p>Language interventions. Staff training and iPads to deliver interventions. NELI Speech</p>	<p>https://www.teachneli.org/what-is-neli/</p> <p>NELI is a programme for children in Reception (4- 5 years) which has been found to improve children's language and early literacy skills</p> <p>Speech and Language Link - support for SLCN</p> <p>Speech link and language link enable teachers, TAs and senco's to have a clear indication where further support may be needed for a child. The</p>	<p>2</p>

link/language link.	programme includes screening, intervention and support materials to enable interventions to be planned and delivered and gaps to quickly close.	
July 2023 Review School access to NELI has been purchased and NELI remains embedded in practice and a structured teaching approach has been developed across 5 sessions to teach and then enable learners to embed the teaching. This has been led by a specialist teaching assistant. Assessments have shown NELI to have had a positive impact on pupil's early literacy skills. Pupils in Year 1 and Year 3 access language link and results determine discrete interventions. Set of teacher ipads to enable assessments to be completed and 'yellow' ipads – KS1 for speech link/nessy		
July 2024 Review School access to NELI continues and NELI remains embedded in practice and a structured teaching approach has been developed across 4 sessions to teach and then enable learners to embed the teaching. This has been led by a specialist teaching assistant. Assessments have shown NELI to have had a positive impact on pupil's early literacy skills. Pupils in Year 1 and Year 3 continue to access language link and results determine discrete interventions. 'Yellow' ipads in place for– KS1 to use for speech link/NESSY.		
Children's books match their Phonic Stage and or reading age. Purchase books that reflect diversity and children's interests.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000989/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_4_.pdf There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Oxford Owl subscription for online reading books for home and school access to match phonic stage.	2, 3 and 4
July 2023 Review. In class reading areas continue to be a focus to enable children to develop a love of reading for pleasure. English lead has delivered PDM sessions to train staff and a budget issued to each class to replenish reading areas ensuring key texts are present. Library has high quality texts available to readers at all levels. Our phonic scheme is ELS and embedded across FS, KS1 and as an intervention in KS2 where necessary. Texts are available electronically which closely match the child's phonic stage and a paper text is available to promote an enjoyment of reading and comprehensions skills. Book buddy scheme where older pupils are paired with a younger class for reading for pleasure.		
July 2024 Review. High quality reading areas remain an expectation in all classrooms to allow children the opportunity to read for pleasure. English lead has delivered PDM sessions to train staff on the keys texts that should be covered and a reading spine established across the school to promote reading for please and to expose the children to a wide variety of genres and authors. The school library has high quality texts available to readers at all levels. Our phonic scheme is ELS and embedded across FS, KS1 and as an intervention in KS2 where necessary. Texts are available electronically which closely match the		

<p>child's phonic stage and a paper text is available to promote an enjoyment of reading and comprehensions skills.</p> <p>Book buddy scheme where older pupils are paired with a younger class for reading for pleasure is embedded and happening weekly.</p>		
Enhancement of maths teaching including regular teaching and learning of reasoning. CPD for teachers including maths mastery	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Evidence based research shows that the impact of mastery learning approaches add an additional five months progress, on average, over the course of a year	1
<p>July 2023 Review.</p> <p>Maths lead is part of the maths mastery hub and has delivered mastery based PDMs to staff and disseminated material that can be used to support and develop mastery from a range of providers. White Rose mastery continues to be the main basis for planning sequences and material from Third Space, I see Reasoning and NCETM. Additional fluency through flashback 4 and fluent in 5 daily. Regular arithmetic practice in class. Identified gaps closed through targeted interventions with class TA.</p>		
<p>July 2024 Review.</p> <p>Maths lead is part of the maths mastery hub and has delivered mastery based PDMs to staff and disseminated material that can be used to support and develop mastery from a range of providers. White Rose mastery continues to be the main basis for planning sequences and material from Third Space, I see Reasoning and NCETM is used with pupils. Lessons follow a check it, think it, solve it sequence building pupil skills during the lesson and enabling them to apply their learning. Additional fluency through flashback 4 and fluent in 5 daily. Regular arithmetic practice in class. Identified gaps closed through targeted interventions with class TA.</p>		
Release time for Reading and Maths lead to monitor teaching and learning, progress and attainment in their subject	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814685/Inspecting_the_curriculum.pdf Ofsted Framework Deep Dive: involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects. This is done in collaboration with leaders, teachers and pupils. The intent of the deep dive is to seek to interrogate and establish a coherent evidence base on quality of education.	1 and 3
<p>July 2023 Review.</p> <p>Maths and English leads released for 5% teaching timetable weekly to monitor their subjects in terms of teaching and learning, attainment and progress. Curriculum lead released weekly to assist teachers in the development of their subject. Curriculums have been amended and adapted to ensure they are skills based against the NC</p>		

statements and are progressive – building on prior learning and that they give pupils opportunities to embed their learning.

July 2024 Review.

Maths and English leads released for 5% teaching timetable weekly to monitor their subjects in terms of teaching and learning, attainment and progress. Curriculum lead released 5% weekly to assist teachers in the development of their subject.

Curriculums regularly reviewed for impact and progression and adapted to ensure they are skills based against the NC statements and are progressive – building on prior learning and that they give pupils opportunities to embed their learning. Greater depth opportunities have been explicitly planned into sequences and regular check point opportunities allow pupils to retrieve and explain previous learning. Teachers have been creating retrieval spread sheet quizzes with content from their year group as well as content from the year groups below to support children to recall more.

ELSA supervision for the pastoral team and targeted TAs

<https://www.elsa-support.co.uk/>
Evidence based research shows that the areas covered on the training support children's outcomes. Areas are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship

All

July 2023 Review.

Two members of staff are now fully trained in the ELSA program and they work as part of the wider pastoral team. ELSA interventions for identified children to provide support and strategies. In addition to this the school continues to employ a trained counsellor to support pupils. The NELFT team work with pupils and parents to offer support. The school is a member of the dog mentor program and the therapy dog is onsite working with pupils daily.

July 2024 Review.

Two members of staff are fully trained in the ELSA program and they work as part of the wider pastoral team. ELSA interventions take place over 6-8 weeks for identified children to provide support and strategies they can take back to class/home. ELSA sessions have specific targets to work towards and these are communicated with parents at home. In addition to this the school continues to employ a trained counsellor to support pupils. The NELFT team work with pupils and parents to offer support. The school is a member of the dog mentor program and the therapy dog is onsite working with pupils daily both in discrete interventions and wider in classroom support.

Use of clickr to record to enable children to show their understanding

[Clicker - Support pupils with special needs | Crick Software](#)
Clicker purchased and installed on all school mobile devices to enable to use of speech and type technology for disadvantaged pupils or those with an SEN need to record their understanding where writing may be a barrier to learning.

All

July 2023 Review.

TAs and teachers trained on the use of clicker. This has been installed on all school Ipads and children are using this to record their ideas. More accurate assessment is possible as this shows their understanding where written recording of ideas may have been a barrier to them demonstrating their knowledge and understanding.

July 2024 Review.

TAs and teachers trained on the use of clicker. This has been installed on all school laptops and children are using this to record their ideas. More accurate assessment is possible as this shows their understanding where written recording of ideas may have been a barrier to them demonstrating their knowledge and understanding.

Pupils are independently able to record their work and to print this. The school also uses Vocaroo voice recorder to gather pupil understanding and for this to be played back via a QR code.

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

Budgeted cost: £5942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of IXL to support maths gaps in Years 1 – 4. TA/Teacher to deliver	https://uk.ixl.com/?partner=google&campaign=81146728&adGroup=129630719167&gclid=Cj0KCQiAys2MBhDOARIsAFf1D1dbUrPyXusskgMICsurl9omWX2rAmf3_MGvjcqOcb2Yfwz3JFePoNUaAgMHEALw_wcB Evidence based research shows that IXL helps students master essential skills at their own pace through fun and interactive questions, built in support and motivating awards https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
July 2023 Review. 110 IXL user licences in use on iPads to support the use of this program. 75 identified pupils use this program each week under the direction of a teacher/TA. Pupils have enjoyed using the program and progress has been seen in fluency and confidence. Program available in classrooms to ensure class teachers are using the support to close clearly identified gaps in pupil's skills and knowledge as well as for pre-teaching.		
July 2024 Review. IXL is no longer used as a specific targeted intervention. Gaps in maths learning and fluency are closed in class through the use of focused groupings and additional adult interventions.		
Additional Year 5 maths interventions, TA facilitating delivery of interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average	1

July 2023 Review.

TA support for groups of learners in targeted interventions to close gaps identified in lower KS2 programs of study. Progress has been seen in those pupils who were part of the intervention as measured by their standardised scores in NFER assessments related to their starting points. Program is closely tailored to each individual pupil.

July 2024 Review

TA support for groups of learners continues through targeted interventions to close any gaps identified in lower KS2 programs of study. Improvement in progress as measured by their standardised scores in NFER assessments. Programs continue to be closely tailored to each individual pupil's gaps and needs and delivered by las/year group Tas who know the pupils well and can support learning to be transferred from the intervention to the whole class environment.

Fund clubs/music tuition/trips/visits/visitors to school for disadvantaged children

Children irrespective of their background will be able to access all wider curriculum offers and be represented fairly in school activities

5

July 2023 Review.

School has ensured that pupils in receipt of PP have funded educational visits, swimming lessons and the including Year 6 residential. Music and sports sessions where requested are funded. Musical instrumental tuition is funded for PP pupils. School has funded school photos for Year 6 pupils and leavers hoodies to ensure no disadvantaged child misses out. Mini youth games have a mixed representation of children from different backgrounds, cultures and ethnicities including those in receipt of PP.

July 2024 Review.

School has ensured that pupils in receipt of PP have funded educational visits, swimming lessons, including Year 6 residential. Music and sports sessions where requested are funded are offered to PP pupils with their places paid for. Musical instrumental tuition is funded for PP pupils. School has funded school photos for Year 6 pupils and leavers hoodies to ensure no disadvantaged child misses out. Mini youth games have a mixed representation of children from different backgrounds, cultures and ethnicities including those in receipt of PP. STEM project has included PP children.

Funding a TA led book club (years 1-3 and years 4-6)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000989/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_4_.pdf

A vocabulary rich book club for pupils (all PP pupils specifically invited) children have copies of the text and this is read and discussed weekly together alongside writing and art and craft activities.

2 and 3

July 2023 Review.

Successfully attended by a range of children. PP pupils were specifically invited. Pupils were able to read texts from varying genres, show an enjoyment of reading and discuss the text at a greater level. They were exposed to a vast range of vocabulary and had the opportunity to discuss the book beyond simply reading it through art, writing and drama.

July 2024 Review.

Continues to be successfully attended by a range of children including PP pupils. Pupils were able to read texts from varying genres, show an enjoyment of reading and discuss the text at a greater level. Increased vocabulary and extended outcome related to the text.

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

Budgeted cost: £51,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased capacity in the pastoral team – Family Liaison Manager and Learning Mentor	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions	All
July 2023 Review. Family support manager's hours are across 4 days a week. Learning mentor works full time and is available to support pupils at lunchtime. Both members of staff are fully ELSA trained and these interventions are in place for identified pupils. The NELFT have worked with groups of children and parents. TAs have been trained on the use of big picture work and have been provided with ELSA style materials to provide emotional support at a classroom level where necessary. 2023-24 to increase awareness of zones of regulation to support pupil's in managing and regulating their own emotions		
July 2024 Review. Family support manager's hours are across 4 days a week. Learning mentor works full time and is available to support pupils at lunchtime. Both members of staff are fully ELSA trained and these interventions are in place for identified pupils. The NELFT team have worked with groups of children and parents. TAs continue the use of big picture work and 'light touch' ELSA to provide emotional support at a classroom level. September 2024 will see us introduce zones of regulation to support pupil's in managing and regulating their own emotions and having the language to use around this.		
Employ the services of a qualified counsellor 1x week	https://www.bacp.co.uk/ Testimonies state that a counsellor will help a child to find their own solutions – whether that's making effective changes in their life or finding ways of coping with their problems	All
July 2023 Review. School counsellor has been employed 1 day per week in 2022-23. Identified pupils have been supported and school based support such as ELSA will be in place to		

provide targeted support in the first instance. Meeting with professionals and parents forms part of this for a joined up approach.		
July 2024 Review. School counsellor continues 1 day per week in 2023-24. Identified pupils have been supported and school based support such as ELSA will be in place to provide targeted support in the first instance. Meeting with professionals and parents forms part of this for a joined up approach. Counsellor has worked with a number of LAC pupils this year. counsellor has worked as part of Early Help teams where school has led.		
Team Teach training for teaching staff and TAs working with vulnerable children	https://www.teamteach.co.uk/ Evidence based research states that the training will equip individuals and teams to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships	All
July 2023 Review. All teaching staff, SLT, family support manager and learning mentor have been fully trained in the use of Team Teach strategies. The use of de-escalation techniques have been written into the behaviour policy to enable teachers to have a 'tool kit' in terms of dealing with behaviour that challenges. Vulnerable pupils have individual risk assessments. De-escalation behaviour training has been delivered to TAs and play leaders. TAs working with vulnerable pupils have had Team Teach training.		
July 2024 Review. All SLT, family support manager and learning mentor have been fully trained in the use of Team Teach strategies. De-escalation techniques form part of the behaviour policy to enable teachers to have a 'tool kit' in terms of dealing with behaviour that challenges. Vulnerable pupils have individual risk assessments and individual behaviour plans/ nurture opportunities. De-escalation behaviour training has been delivered to all teachers, TAs and play leaders. TAs working with vulnerable pupils have had Team Teach training.		
To become a Dog Mentor School	https://www.thedogmentor.co.uk/ The Dog Mentor Programme has built upon the benefits of the human-animal bond by providing children with positive experiences with dogs that can help them educationally, developmentally, emotionally and socially	All
July 2023 Review. The school is a gold member of the Dog Mentor Programme, 4 staff members are fully trained. Lenny, the therapy dog, is supporting pupils with anxiety, challenging behaviour and pupils struggling to engage. The therapy dog is used primarily for outside interventions. 2023-24 to develop his use inside classrooms.		
July 2024 Review. The school continues to be a gold member of the Dog Mentor Programme and has passed the yearly inspection. 4 staff members are fully trained. Lenny, the therapy dog, is supporting pupils with anxiety, challenging behaviour and pupils struggling to engage. The therapy dog is used for specific interventions, desensitisation, rewards and forms part of individual behaviour support plans. Lenny also spends time in each of the classrooms to enable all children to access his support. September 2024 will see staff at all levels dog mentor trained for Lenny to be used more widely across the whole school		

In school strategies to support the mental well-being of pupils.	https://www.annafreud.org/schools-and-colleges/resources/supporting-mental-health-and-wellbeing-in-schools/ Evidence base research strongly suggests that your mental health affects how you feel, think and act. This tool kit helps children develop their resilience and manage their thoughts, feelings and behaviour. https://www.bing.com/search?pglt=41&q=trauma+informed+schools+uk&cvid=3654965a77b64c78b6a875dbbb06deea&gs_lcrp=EgZjaHJvbWUqBggDEAAYQDIGCAAQABhAMgYIARBFGDkyBggCEAAYQDIGCAMQABhAMgYIBBAAGEAyBggFEAAYQDIGCAYQABhAMgYIBxAAGEAyBggIEAAYQNIBCDUzNjhqMGoxqAIAAsAIA&FORM=ANNTA1&DAF0=1&PC=U531 Trauma informed training for teaching staff	All
July 2022 Review. Anna Freud wellbeing tool kit was purchased and employed in 2021-22 but the results were ineffective and very vague not offering insights or supportive strategies. Mental health strategies have been developed within school through 2022-23. Mental health surveys conducted and pupils supported by existing school systems – TA's big picture work ELSA, dog mentor, counsellor, learning mentor, NELFT practitioner.		
July 2024 Review. Mental health strategies continue to be developed within school through 2023-24. Pupils are supported by existing school systems – TA's big picture work ELSA, dog mentor, counsellor, learning mentor, NELFT practitioners and referred for additional external support such as Early Help, Young Carers, Bereavement charities where necessary. All teaching staff attended Trauma informed training to inform their responses to behaviour in school. September 2024 will see the introduction of Zones of Regulation training.		

Total budgeted cost: £ 77130

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 2023 to 2024 academic year.

We still have some year groups disproportionately affected by Covid-19 than other year groups specifically the current Year 3 cohort. Our assessments and observations indicate that pupils in this year group have lower starting points than we would normally have seen and therefore accelerated progress is necessary to close the gap to ARE. This year group also display a high level of SEMH need.

Our intake of Year R pupils in September 2023 continued to show an increased need for speech and language support and support. Speech and language link assessments were completed with all pupils during the first term in school and interventions put in place. NELI has been used as a structured program with a small group of learners and delivered by a specialist teaching assistant.

Pupil premium funding is used to provide emotional wellbeing support for pupils to ensure that they are supported and in an emotionally stable position to learn. Children are part of targeted interventions such as the ELSA programme delivered by the pastoral team. The team also supports Internal nurture provision during lunchtime, and the Dog Mentor program to support pupils emotional well being. Pupils also benefit from intervention groups delivered by teachers/TAs including some private tuition. Our overriding aim is to improve outcomes for our disadvantaged pupils and to increase their rate of progress from their individual starting points.

Internal data for 2023/24 shows that there remains a gap between disadvantaged and non-disadvantaged children's progress and attainment. This was evident in disadvantaged children working at GDS and continues to be addressed through the SIP and challenge check points.

Early identification of an underlying SEN barrier continued to be a focus in 2023-24 as timescales for external agencies and professionals are now exceeding 24 months from triage. A robust system of plan, do, review cycles and school based plans ensures that those identified as having a possible SEN barrier receive in school support quickly and that there are SMART targets in place to support. We have invested in software such as clicker and Vocaroo to enable pupil voice to be captured.

Externally provided programmes

Programme	Provider
National Tutoring Provider	TES
Online Reading and Spelling Intervention	Nessy
Speech and Language Link	EEF

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This relates to four children (Two year 6 leavers) across the school and funding was added to the same initiatives as listed above.
What was the impact of that spending on service pupil premium eligible pupils?	These children made the expected level of progress and were part of intervention groups to secure expected for one pupil and GDS for another. Funding was also used for spaces in after school science clubs.

Further information

Review July 2023

Additional information to improve outcomes for all children, including those who are disadvantageded.

- Behaviour Policy –There is now a consistent approach to a positive behaviour management across the school linked to our school values. De-escalation strategies used within classrooms. Further training for TAs and Play leaders was delivered in 2023 and further training is planned for early 2024 on trauma informed practice.
- Feedback Policy – feedback policy embedded in classroom practice to ensure that consistent feedback to accessible to all children and ensures progress. This is 'live' marking and enables teachers to assess in the lesson and then to deploy TAs to close gaps, pre teach or support where objectives have not been met.
- SEN provision – Robust system of plan do review cycles/school based plans against Medway's core standards enable early identification of any possible learning barriers.
- Use of teaching assistants to deliver speech and language support programs. Use of NELI in EYFS to support early identification and support speech and communication. Delivered within a vocabulary rich environment.
- Sports Premium funding –MYG events entered to included competitive sports. EYFS and KS1 TAs have had access to balance bike training to support with gross motor skills. All disadvantageded children have the opportunity to join after school clubs and represent the school in external sporting events
- Specialist teachers in PE, Music and Forest school – all children are taught by a specialist teacher to improve outcomes in these subjects so children know more, remember more and can do more.
- Library – purpose built learning environment to foster a love of reading. A variety of books to support all children's reading levels, interests and varying cultures. Books are high quality texts with adventurous vocabulary.

Review July 2024

Additional information to improve outcomes for all children, including those who are disadvantageded.

- Behaviour–There is a consistent approach to a positive behaviour management across the school linked to our school values. De-escalation strategies are used within classrooms and staff have received training in The Trauma informed approach and how and why we see certain behaviours. SENCO leads of trauma informed strategies. These are incorporated into individual behaviour plans for the most vulnerable children.
- Feedback– feedback policy embedded in classroom practice to ensure that consistent feedback is accessible to all children and ensures progress. This is 'live' marking and enables teachers to assess in the lesson and then to deploy TAs to close gaps, pre teach or support where objectives have not been met. Pupils benefit from timely interventions of misconceptions and gaps are closed faster through targeted use of adult support.
- NFER assessments give teachers information in regards to next step teaching and allow for tracking related to scaled score. These assessments feed into

pupil progress meetings led by the AHT for assessment and other SLT members.

- SEN provision – Robust system of plan do review cycles/school-based plans against Medway's core standards enable early identification of any possible learning barriers. In school emotional well being support allows for strategies to be implemented to support the pupil at an early stage. Adaptive technology ensures SEN needs are not a barrier to children showing their understanding. B Squared assessment and provision mapping software enable small step learner progress to be identified -This will be further developed from September 2024.
- Use of teaching assistants to deliver speech and language support programs. Use of NELI in EYFS to support speech and communication. Intensive interaction training for EYFS practitioners to deliver high quality interactions. Delivered within a vocabulary rich environment. Speech link and language link assessments are completed with R, 1 and 3 to identify areas of weakness and close gaps.
- Sports Premium funding – Lunchtime sports clubs delivered by external professionals to support social development-targeted children. MYG events entered to included competitive sports and open to all groups of learners including disadvantaged and PP pupils. EYFS and KS1 TAs have had access to balance bike training to support with gross motor skills. All disadvantaged children have the opportunity to join after school clubs and represent the school in external sporting events
- Specialist teachers in PE, Music and Forest school – all children are taught by a specialist teacher to improve outcomes in these subjects so children know more, remember more and can do more.
- Library –environment which continues to foster a love of reading. Investment in a variety of books to support all children's reading levels, interests and varying cultures. Books are high quality texts with adventurous vocabulary. Includes low skill, high interest books.