

Woodlands Infant School Pupil premium strategy statement 2021-2024



This statement details our school's use of pupil premium funding to help improve the attainment of our 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	Woodlands Infant School
Number of pupils in school September 2023 192 (October 2022) 173 (October 21) 217-July 2022 (was 198 21-22)	207
Proportion (%) of pupil premium eligible pupils	20 (10.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) (Year 3) 2023-2024 October 2022 Census: 20 (10.4%) eligible children (£29100.00). (Year 2) 2022-2023 October 2021 census: 17 (9%) eligible children (£23545.00) (£1385 per eligible student). This increased to £1455 from April 23. (which is £70 per student). LAC was £2410 and increases to £2530 from April 23 which is an increase of £120. (Year 1) 2021-2022 £17485.00 October 2020 Census (13=7.5%) See P5 for review of approaches and data from 22-23. See P8 for review of approaches from 21-22. P11 Review from 20-21 (before national strategy and during Covid)	2023-2024 2022-2023 2021-2022
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024.
Statement authorised by	Anthony Waters
Pupil premium lead	Gaynor Knowles
Governor / Trustee lead	Kelly Hunter

Funding overview 23-24

Detail	Amount
Pupil premium funding allocation this academic year; £1455.00 per eligible pupil; October 2022 census numbers: 20 (10.4%) children.	£29100.00
Total budget for this academic year	£29100.00

Part A: Pupil premium strategy plan/ Statement of intent

This strategy plan reflects our school and the context of our community within it. We will use research from the [EEF \(Education Endowment Foundation\)](#) and recognised wider reading (such as [Addressing Educational Disadvantage by Marc Rowland](#) and [Narrowing the Attainment Gap by Daniel Sobel](#) and [The Inclusive Classroom by Daniel Sobel and Sara Alston](#))

For our SEND/ Pupil premium, EAL and lowest 20% pupils we aim to:

Practise and refine automaticity in motor skills (pencil grip and control) and letter formation for enhanced writing and spelling.

Continue to develop vocabulary and language of learning through reading, talking and play facilitation.

Develop learning and its associated vocabulary through independent play opportunities.

Maintain an accessible learning environment for pupils; taking in to account potential physical and behavioural barriers and communication and processing difficulties as well as social demands of working with or being with peers.

What is the disadvantage within our own school? Always looking to improve attendance, enhanced monitoring of progress and attainment.

Challenges: This details the key challenges to achievement that we have identified among our disadvantaged pupils 2023-2024.

Challenge number	Detail of challenge – Barriers to learning and what we want to do for all pupils:
1 SIP	To raise standards of writing through school to increase the numbers of pupils achieving the expected standard and greater depth in writing. EEF: Improving literacy : Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. Pupils' writing can be improved by teaching them to plan and monitor their writing. Strategies include: pre-writing activities; drafting, editing and revising and sharing. These strategies introduced using modelling and structured support. Link to Jane Considine training. Evidence link- (P62) -floor based activities for enhanced motor development as this uses arms and legs to build core strength (especially where children are not developmentally ready for sitting at tables). Adaptive teaching Linked interests/ scaffolds-dual coding for phoneme and grapheme support. Link to phonics training and support. Clicker as additional way to record learning- Links to EEF Meta-cognitive strategies , p75 , (modelling, verbalising, visualising with resources) alongside feedback . Both as low cost and high impact for learning. Links to out of school clubs for developing interests and skills. NELI and attendance (p89).
2 SIP	To further develop play facilitation in the foundation stage to enhance learning through play and utilising strategies to support known gaps in learning. (Evidence link- (P62) -floor based activities for enhanced motor development as this uses arms and legs to build core strength (especially where children are not developmentally ready for sitting at tables). Executive Function skills:
3 SIP	Embed and sustain curriculum developments in foundation subjects; continue to develop whole school curriculum to ensure there is clear progression in pupils' knowledge skills and vocabulary in all subject areas across EYFS and KS1. Access to after school clubs to promote children's interests (cooking, gym, dance, football, science and drama). Link to Insight for subject tracking and provision mapping for interventions.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (21-24)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve national average progress scores (or better) in KS1 Reading, Writing, Maths and speaking. Achieve national average (or better) in EYFS GLD Through: Developing automaticity in motor skills, vocabulary, language development and knowledge. Enhanced play facilitation to support learning.	Achieving at/better than for local and national other. Increase the attainment of vocabulary and language. Achieving greater depth. Enhance transcriptional skills Our monitoring process identifies that all children experience lessons and good progress can be made.

Embed and sustain curriculum developments for progression in knowledge, skills and vocabulary. To maintain good levels of attendance Attendance for EOY 22 is: EOY 2021= 96.7%	Retrieval practise and retention of learning, developing memory strategies. Understanding behaviour as a form of communication. Address barriers and accessibility to learning and within social contexts. Attendance showing a consistent level at (or better than) national averages. Attendance is within 96%. Regular monitoring will address any dips.
Our Cultural capital: wider opportunities for curriculum enrichment: Parental engagement- communicate and support. All pupil premium children invited to clubs (morning clubs, after school clubs\ enrichment clubs).	All invited pupils accessing an after school club Parental workshops/ meetings. Dojo/ modelling of skills Link to school trips, uniform.

Menu of approaches: 60%-High quality teaching/ CPD=£17460		
Activity	Approaches and evidence to support	Challenge number(s) addressed
High-quality teaching		
Subject leaders development and knowledge based curriculum High quality teaching Skill and learning strategies: Readiness to learn: Feedback to pupils: assessment/ attainment data Pupil voice: Language skills: CPD; Insight Jane Considine training. ECT training and support.	Adapted teaching; threaded through every day translates into high quality teaching- This links to CPD on Inset day 27/10. All staff to read chapters 1 and 2 of Inclusive classroom. Jane Considine 'The Wright stuff' training implemented across KS1. Pupil voice Listening to our children. Increase pupil voice for children. P74 pupil feedback- Instant verbal feedback and via written opportunities to revisit/ practise skills. This is shown within EEF guidance to be of high impact and low cost. Reports to Governors and more communications to PP parents. Direct dojo messages, letters and opportunities to attend Governor meetings to reach wider PP allocated Governor. Model skills to parents- key to success- if they are unsure then the children will be unsure- This makes explicit links to our planned parental workshops and how we feedback to children. Linked to EEF research. Learning skills and language and vocabulary (giving context of meaning over definitions/ Metacognitive strategies. Linked to EEF research around NELI and wider reading around Educational disadvantage (p67/ 68). Provision mapping from Insight: Interventions woven into learning/ link to resources for increased independence. Skill or knowledge based and whole class revisiting learning or specific keep up opportunities. Soft data- know our students and their knowledge acquisition ability- This links to our subject leader development and retrieval and retention of learning. This tells us what pupils really need- each as individuals Our summative and formative Data tells us where we are on progress and achievement and how this compares to ARE. Pupil progress meetings and new Insight assessment platform. (P80) Understanding our attainment gap within our school cohort- link to learning plans and provision mapping from Insight. Phonics training and support to benefit all pupils. Insight: Improve ability for all staff to monitor PP and all pupils across all subject areas. Utilised from January 24 and all children's records to be added here. Readiness to learn- / school pocket principle/ Link to skill development- Evidenced within EEF research alongside wider reading around Educational disadvantage and CPD relating to Executive functioning skills (p66/ 116/ EEF/ P34). A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school/ p67 language development. Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills.	1 2 3

	They can be contrasted with approaches that focus explicitly on the academic or cognitive dimensions of learning- Estimated 3 months progress	
Menu of approaches: 25%-Interventions=£7275		
Activity Targeted academic support	Approaches and evidence	Challenge number(s) addressed
Intervention support- CPD: Alternative to phonics to support children- alphabet arc Technology- Clicker Insight: Learning plans and provision mapping to track interventions.	Understanding our gaps in learning and knowing if these are linked to skill deficit, knowledge deficit or language around the learning. Shared knowledge organisers for families to be aware of the skills, knowledge and vocabulary we are using Dojo and school website. Positive parental engagements to support all children and those where additional tasks/ targets can support gaps via workshops and curriculum meetings Knowing what inspires our children and how we can incorporate interests into learning gaps- This links to the opportunities to access clubs. NELI to continue for at least a further 12 months. Previous years has shown impact on language development in school and reinforced with evidence. Share common vocabulary errors to whole school to address these misconceptions- Evidenced within EEF research and in wider reading around educational disadvantage (NELI; EEF/ p67). Role of TA within interventions and working alongside teachers in supporting most vulnerable learners. Interventions linked to gaps to close- Wider reading around different intervention approaches (P116). Clicker CPD November 2023 alongside a 1-hour refresher CPD for November 2023 as alternative way to create word banks/ alternate ways to record and log understanding of learning and sequences in learning. GK on training November 23 for Alphabet Arc as an alternative where children may struggle with phonics for reading/ writing	1 2 3

Menu of approaches: 15%-Wider opportunities=£4365.00		
Activity Wider strategies	Approaches and evidence to support	Challenge number(s) addressed
Access to clubs Trips Uniform	All children on Pupil premium list offered a place at a before or after school club; linked to their interests. This started in second autumn half term. All families given a letter stating our offer for those wider opportunities; support with good quality uniform and trips paid (where other contributions may be requested).	1 3
Sensory resources to support any children with enhanced sensory needs and/ or autism.	Use of individual and specific sensory resources: Wobble cushions, ear defenders, fidget resources to manipulate and for focus, weighted cushions.	1 2

Review 3: 23-24

Challenge number	Detail of challenge – Barriers to learning and what we want to do for all pupils:
1	<u>We have identified gaps with motor skills which impact upon writing that will continue to be monitored for impact. We aim to: develop automaticity in motor skills (pencil grip) and letter formation and application of skills for extensive and purposeful practise.</u> <u>Link to technology for alternative ways to record.</u> 23-24 Transcriptional skills-Spelling and handwriting;
2	Learning language and loving it and NELI: <u>We aim to: Build upon vocabulary and language skills by addressing gaps within vocabulary development and acquisition and language comprehension skills. EEF-Communication and language approaches.</u>

	23-24 Play facilitation- Develop learning through independent play opportunities.
3	Curriculum- <u>We aim to continue to build upon retrieval practise and develop retention of learning (long term memory) to embed learning across the curriculum.</u>
4	23-24 Autism: <u>We aim to consider the accessibility of the learning environment for pupils by taking in to account potential physical and behavioural barriers and communication and processing difficulties as well as social demands of working with or being with peers. An on-going approach seamed into all classrooms.</u>

Activity High quality teaching	Approaches we have implemented	Challenge number(s) addressed
Motor skills development Formation practise Extensive and purposeful writing. Explicit spelling teaching Language and vocabulary development, Oracy skills P100/ p67/ 85 Challenge barriers to potential across the curriculum, behaviourally and within communications; p41, 53,55,58/ P72,74/ 148/ 15 CPD; Retrieval of learning, retention of learning, strategies to enhance memory skills. P12/142 Play facilitation: P60-62/ p61	Gross and fine motor activities for where/ when required to continue the development of automaticity of the skills. Opportunities for formation practise. Staff meeting CPD around transcriptional skills. Continue to deliver NELI vocabulary and language programme. Learning language and loving it programme. Talking in sentences, building on sentences. Continue to deliver NELI vocabulary and language programme. Learning language and loving it programme. Pocket Principles for behaviour curriculum: Children Ready to learn, being kind, being respectful and responsible. Understanding behaviour as a form of communication. Communication and interaction barriers. Children being ready to learn (p34) liked to new Pocket Principles for Behaviour. High frequencies of retrieval sessions in all lessons. Aware of processing needs, quizzes. EYFS training and play facilitation staff meetings.	1 2 3 4
23-24: Our challenge: 1: We have identified gaps with motor skills which impact upon writing that will continue to be monitored for impact. We aim to: develop automaticity in motor skills (pencil grip) and letter formation and application of skills for extensive and purposeful practise. <u>Link to technology for alternative ways to record.</u> We achieved: Enhanced focus upon transcription skills and formation practise with handwriting. Opportunities for fine motor within all provision and also within play facilitation times. 23-24: Our challenge: 2: Learning language and loving it and NELI: We aim to: Build upon vocabulary and language skills by addressing gaps within vocabulary development and acquisition and language comprehension skills. EEF-Communication and language approaches. We achieved: Our students who were supported by our language intervention made exceptional progress. 12 children had been identified as requiring language support and 10 of these children completed the year where their language skills were no longer of a concern. 23-24: Play facilitation- Develop learning through independent play opportunities. We achieved: We maximised play facilitation opportunities to explore and build on children's interests. Within this we also had opportunities to expand language and talking, vocabulary development and problem solving and reasoning skills. 23-24: Our challenge: 3: Curriculum- We aim to continue to build upon retrieval practise and develop retention of learning (long term memory) to embed learning across the curriculum. We achieved: Subject leaders have strived to ensure retrieval of learning and building upon skills within each year group is key in each subject area. Cross curricular links support retrieval opportunities so they are not in isolation to specific subjects. As an example; art skills will transfer into fine motor skills, R.E and PSED combine in developing respect and tolerance. 23-24: Our Challenge: 4: Autism: We continued to consider the accessibility of the learning environment for pupils by taking in to account potential physical and behavioural barriers and communication and processing difficulties as well as social demands of working with or being with peers.		

We achieved: Working with our autism team and CPD from autism team to further embed understanding around autism and the adjustments and adaptations we can make in support of our students. Each year group and each student with un and diagnosed autism is unique but we continue to use, retrieve and share strategies in school. This is combined with individual support from named specialist teacher. Whole school Making sense of autism planned for September 2024.

Activity Targeted academic support	Approaches we have implemented	Challenge number(s) addressed
Interventions to support motor skills; grip and control	Gross and fine motor activities across school. Staff meetings on transcriptional skills.	1,2
Vocabulary and language interventions. P100/ p67/ 85	Continue to deliver NELI vocabulary and language programme. Learning language and loving it programme.	2,3

23-24: Our challenge: 1: Motor skill development to support gross and then fine motor skills to develop transcriptional skills.

We achieved: higher than national levels within writing but we still have work to do. Motor skills and strategies to support early gross and fine motor development underpin our transcriptional skill development and we aim to continue to ensure automaticity builds to sustain the progress we are making. This links within play facilitation opportunities

23-24: Our challenge: 2: Build upon vocabulary and language skills by addressing gaps within vocabulary development and acquisition and language comprehension skills.

We achieved: Our students who were supported by our language intervention made exceptional progress. 12 children had been identified as requiring language support and 10 of these children completed the year where their language skills were no longer of a concern. This also linked within the practise and development of retaining learning (within long term memory) to embed learning and skills across the curriculum.

23-24: Our challenge: 3: Curriculum- We aim to continue to build upon retrieval practise and develop retention of learning (long term memory) to embed learning across the curriculum.

We achieved: Subject leaders have strived to ensure retrieval of learning and building upon skills within each year group is key in each subject area. Cross curricular links support retrieval opportunities so they are not in isolation to specific subjects. As an example; art skills will transfer into fine motor skills, R.E and PSED combine in developing respect and tolerance. This also builds upon the language and vocabulary development across school.

Activity Wider strategies	Approaches we have implemented	Challenge number(s) addressed
Offers to attend School-Led clubs P28 Support for families P49	Half termly invites to clubs before or after school to widen opportunities for children linked to their interests and in developing social interactions with peers. Parental workshops across EYFS/ KS1 in reading writing and maths. Access to resources, signpost to Holiday Access clubs. Coffee mornings p90.	1,2,3,4

23-24: Our challenge: Developing support for our school community that links extended provision for children and extra-curricular opportunities for children. In addition; we also invite parents into school to see how retrieval and retention of learning, skill development, language and vocabulary development happens for their children.

We achieved: Hosting curriculum workshops to share how the children in our school learn with opportunities to engage in these with own children. Sharing how language and vocabulary are developed through learning opportunities. Coffee mornings to widen our families network within our school community.

Children who are on our Pupil premium list are invited to access 1 after school club each half term at no charge to the family. Trips are also offered to be covered for PP children. Families are signposted to the HAF clubs. Pre-loved uniform sales. We collect pupil voice to listen to the views of children.

Whole school Data overview 23-24-Funded for 19 children (increased to 27 eligible children)

Measure	Whole school	PP (27- to include 3 EYPP) 8 EYFS/ Y1-7/ Y2-9
Reading: EYFS KS1:	78% Greater Depth- 15%	74% Greater Depth 11%
Phonics KS1	Y1-76 % GDS: Y2-86 % GDS:	67% GDS
Writing: KS1:	71% Greater Depth- 7%	59% Greater Depth 4%
Maths: KS1:	76% Greater Depth- 11%	70% Greater depth 4%
EYFS: GLD	69%	75%

Review 2: 22-23 Review of approaches and challenges

Challenge number	Detail of challenge – Barriers to learning and what we want to do for all pupils:
1	<u>We have identified gaps with motor skills which impact upon writing that will continue to be monitored for impact. We aim to: develop automaticity in motor skills (pencil grip) and letter formation and application of skills for extensive and purposeful practise.</u> <u>Link to technology for alternative ways to record.</u> 2022-23 Transcriptional skills -Spelling and handwriting; 80% KS1 to ARE
2	Learning language and loving it and NELI: <u>We aim to: Build upon vocabulary and language skills by addressing gaps within vocabulary development and acquisition and language comprehension skills. EEF-Communication and language approaches.</u> 2022-23 Play facilitation - Develop learning through independent play opportunities.
3	Curriculum- <u>We aim to continue to build upon retrieval practise and develop retention of learning (long term memory) to embed learning across the curriculum.</u>
4	22-23 Autism: <u>We aim to consider the accessibility of the learning environment for pupils by taking in to account potential physical and behavioural barriers and communication and processing difficulties as well as social demands of working with or being with peers.</u>

Activity High quality teaching	Approaches we have implemented	Challenge number(s) addressed
Motor skills development Formation practise Extensive and purposeful writing. Explicit spelling teaching Language and vocabulary development, Oracy skills P100/ p67/ 85 Challenge barriers to potential across the curriculum, behaviourally and within communications; p41, 53,55,58/ P72,74/ 148/ 15 CPD; Retrieval of learning, retention of learning,	Gross and fine motor activities for where/ when required to continue the development of automaticity of the skills. Opportunities for formation practise. Staff meeting CPD around transcriptional skills. Continue to deliver NELI vocabulary and language programme. Learning language and loving it programme. Talking in sentences, building on sentences. Continue to deliver NELI vocabulary and language programme. Learning language and loving it programme. Pocket Principles for behaviour curriculum: Children Ready to learn, being kind, being respectful and responsible. Understanding behaviour as a form of communication. Communication and interaction barriers. Children being ready to learn (p34) liked to new Pocket Principles for Behaviour.	1 2 3 4

strategies to enhance memory skills. P12/142 Play facilitation: P60-62/ p61	High frequencies of retrieval sessions in all lessons. Aware of processing needs, quizzes. EYFS training and play facilitation staff meetings.	
<u>Our challenge: 1: We have identified gaps with motor skills which impact upon writing that will continue to be monitored for impact. We aim to: develop automaticity in motor skills (pencil grip) and letter formation and application of skills for extensive and purposeful practise.</u> <u>Link to technology for alternative ways to record.</u> <u>We achieved:</u> higher than national levels within writing but we still have work to do. 61% of our KS1 pupils achieved ARE or above. Motor skills and strategies to support early gross and fine motor development underpin our transcriptional skill development and we aim to continue to ensure automaticity builds to sustain the progress we are making. <u>Our challenge: 2: Learning language and loving it and NELI: We aim to: Build upon vocabulary and language skills by addressing gaps within vocabulary development and acquisition and language comprehension skills. EEF-Communication and language approaches.</u> <u>We achieved:</u> Our students who were supported by our language intervention made exceptional progress and all children completed the year where their language skills were no longer of a concern 2022-23 Play facilitation- Develop learning through independent play opportunities. <u>We achieved:</u> We maximised play facilitation opportunities to explore and build on children's interests. Within this we also had opportunities to expand language and talking, vocabulary development and problem solving and reasoning skills. <u>Our challenge: 3: Curriculum- We aim to continue to build upon retrieval practise and develop retention of learning (long term memory) to embed learning across the curriculum.</u> <u>We achieved:</u> Subject leaders have strived to ensure retrieval of learning and building upon skills within each year group is key in each subject area. Cross curricular links support retrieval opportunities so they are not in isolation to specific subjects. As an example; a history topic around The Great Fire of London will cross over into geography learning for locations and science around properties of materials. <u>Our Challenge: 4: 22-23 Autism: We aim to consider the accessibility of the learning environment for pupils by taking in to account potential physical and behavioural barriers and communication and processing difficulties as well as social demands of working with or being with peers.</u> <u>We achieved:</u> Working with our autism team and CPD to further embed understanding around autism and the adjustments and adaptations we can make in support of our students. Each year group and each student with un and diagnosed autism is unique but we continue to use, retrieve and share strategies in school.		

Activity Targeted academic support	Approaches we have implemented	Challenge number(s) addressed
Interventions to support motor skills; grip and control	Gross and fine motor activities across school. Staff meetings on transcriptional skills.	1,2
Vocabulary and language interventions. P100/ p67/ 85	Continue to deliver NELI vocabulary and language programme. Learning language and loving it programme.	2,3

<u>Our challenge: 1: Motor skill development to support gross and then fine motor skills to develop transcriptional skills.</u> <u>We achieved:</u> higher than national levels within writing but we still have work to do. 61% of our KS1 pupils achieved ARE or above. Motor skills and strategies to support early gross and fine motor development underpin our transcriptional skill development and we aim to continue to ensure automaticity builds to sustain the progress we are making. This links within play facilitation opportunities <u>Our challenge: 2: Build upon vocabulary and language skills by addressing gaps within vocabulary development and acquisition and language comprehension skills.</u> <u>We achieved:</u> Our students who were supported by our language intervention made exceptional progress and all children completed the year where their language skills were no longer of a concern. This also linked within the practise and development of retaining learning (within long term memory) to embed learning and skills across the curriculum. <u>We achieved:</u> Subject leaders have strived to ensure retrieval of learning and building upon skills within each year group is key in each subject area. Cross curricular links support retrieval opportunities so they are not in isolation to specific subjects. As an example; a history topic around The Great Fire of London will cross over		
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into geography learning for locations and science around properties of materials. This also builds upon the language and vocabulary development across school.

Activity Wider strategies	Approaches we have implemented	Challenge number(s) addressed
Offers to attend School-Led clubs P28 Support for families P49	Half termly invites to clubs before or after school to widen opportunities for children linked to their interests and in developing social interactions with peers. Parental workshops across EYFS/ KS1 in reading writing and maths. Access to resources, signpost to Holiday Access clubs. Coffee mornings p90 / Snack boxes for classes,	1,2,3,4

Our challenge: *Developing support for our school community that links extended provision for children and extra-curricular opportunities for children. In addition we also invite parents into school to see how retrieval and retention of learning, skill development, language and vocabulary development happens for their children.*

We achieved: Hosting curriculum workshops to share how the children in our school learn with opportunities to engage in these with own children. Sharing how language and vocabulary are developed through learning opportunities. Coffee mornings to widen our families network within our school community.

Children who are on our Pupil premium lost are invited to access 1 before/ after school club at no charge to the family. Trips are also offered to be covered by PP. We have snack boxes where these may be required across school. Families are signposted to the HAF clubs.

Pre-loved uniform sales.

Whole school Data overview 2022-2023

Measure	Whole school	PP (16)	National	National PP
Reading: KS1:	71% Greater Depth- 32%	56% Greater Depth 31%	68% Greater Depth- 19%	54%
Phonics KS1	Y1- 66% Y2- 93%	No Y2 PP needed to re-sit phonics Y1 2 (12.5%) children to re-sit in 2024	79% National resit data unknown.	67%
Writing: KS1:	61% Greater Depth- 17%	25% Greater Depth 12.5%	60% Greater Depth- 8%	44%
Maths: KS1:	68% Greater Depth- 31%	50% Greater depth 19%	71% Greater Depth- 16%	56%
EYFS: GLD	65%	50%	67%	51..6%

Review 1: 21-22: (and includes the recovery premium for the 2021 to 2022 academic year)

Part B: Review of approaches 2021-2022: This reviews our approaches for this **2021-2022**.

Teaching (for example, CPD, recruitment and retention): Budgeted cost: £ £7988.85 (50%)

Activity High quality teaching	Approaches we have implemented	Challenge number(s) addressed
Teaching: Ongoing CPD to improve phonics teaching,	Ensure all relevant staff (including new staff) have received training to deliver the Rocket phonics scheme effectively and to include new phonic books to send home/ share in class.	1 2 p85

reading fluency and comprehension. Include phase 1 strategies-early reading skills. Wider communication and language approaches using NELI (Nuffield Early Language Intervention) Outdoor learning After school club (autumn 1 half term) for phonics, reading, writing and maths	This cascades to include TA's and appropriate wraparound staff. English Lead out of class for 1 year (21-22) to embed phonics and reading teaching and learning. EEF guidance documents: Meta-cognition/ self-regulation (+7 months' impact), Oral feedback (+7 months' impact)- synthetic phonics interventions (EEF+4 months' impact) to sound out/ blend sounds: reading comprehension strategies (EEF+6 months' impact) to teach approaches and techniques to improve reading fluency and comprehension of written texts. *This links to wider strategies and ensuring our pupils are rich in knowledge.	3 5
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Our challenge: *High quality teaching with high expectations We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. **Challenge 1-5.** Phonics results are lower than their peers and that expected nationally.*

We aim to: Build on phonics skills and the application of phonics skills to develop reading fluency, reading comprehension and develop vocabulary acquisition.

We achieved: All staff are having on-going phonics support from curriculum lead. Y2 children sat phonics test December 21 with 91% pass rate. The children who did not pass will retake the test with Y1 cohort in May 22.

Y1 phonics pass rate was 87%

Children supported with morning and lunch time phonics clubs delivered by Teachers.

Our challenge: *Overcome barriers to learning and develop oral language and communications skills via vocabulary building and language comprehension (this includes the NELI programme). **Challenge 3***

We recognise that language skills are lower than their peers and that expected nationally.

We aim to: Build upon vocabulary and language reasoning skills; Addressing gaps within vocabulary development and acquisition and language comprehension skills.

We know the current Nursery and Reception cohorts have been most affected by the national lockdowns.

We aim to: Look at our Early Years' cohort and their school readiness and monitor Personal development and characteristics of learning alongside the communication targets.

We achieved: Vocabulary development is becoming embedded within teaching/ learning opportunities.

NELI assessments completed for Reception cohort and children within low scoring levels and those identified by staff as benefitting from small group intervention do so 2x weekly during learning time. This is led by Reception TA and in liaison with Inclusion lead.

Our challenge: *Offer increased reading opportunities via reading books matched to phonics and reading for pleasure (challenge 1).*

We achieved: Implementation plans to support reading, writing, phonics are becoming established to support low 20% of children.

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

Budgeted cost: £7988.85 (41%) (41%) Plus £478.09 Academic Mentoring, Plus £1012.50 School led tutoring =£9479.44. **Actual spend**=£20,889.15. Senior leaders, teachers and after school provision were leading on before school, lunchtime and after school interventions. Academic mentor interventions were in lessons to maximise in the moment / same day learning.

Activity Targeted academic support	Approaches we have implemented	Challenge number(s) addressed
Reading for pleasure-Academic mentoring School led tutoring	Purchase of new books. Meta cognition skills, <i>retrieval practise</i> . Ensure access to high quality adult support via targeted/ specific interventions. Meta-cognition/ self-regulation (+7 months' impact), Shared reading to model/ extend vocabulary. 1:1 reading to practise comprehension/ phonic skills. Pre-reading for class based texts, reading comprehension strategies (EEF+6 months' impact) to teach approaches and techniques to improve reading fluency and comprehension of written texts.	1 p67 3 p67 5
Reading, Writing and Maths mastery Pre-teach/ same day/ specific skill based intervention. Targeted in-school tuition for Reading, phonics, maths, writing	Establish small group interventions for disadvantaged pupils falling behind age-related expectations: Pre-teaching/ Same day/ specific skills practise. Maths greater depth (fewer topics in more depth) (EEF+2 months' impact). In school tutoring: Small group tuition (EEF+ 4 months impact). English Lead out of class for 1 academic year (21-22) to embed CPD. Inclusion lead out of class for 1 year (21-22) to embed intervention structure/ ethos	1 2 3 5
Vocabulary and language enhancements	Continue to implement NELI language intervention for increased vocabulary development (EEF+6 months impact). This has led to an increase in talking, vocabulary development and	1/ 3/ 5

Our challenge: Targeted interventions in specific skill gaps; knowing and responding to our data and what skill gaps to fill and close. Challenge 1-5 We have identified gaps with basic numeracy skills and motor skills which impact upon writing that will be monitored for impact. We aim to: Build independence, aspirations and Meta-cognition skills (retrieval practice and application of skills) Promote an ethos of attainment for all by meeting identified and individual needs of: weaker motor skills; gaps in basic numeracy skills and lack of 1:1 reading opportunities. We will address this by: Challenge 1-2 We achieved: Autumn: Senior leaders ran phonics, reading, writing and maths groups for 1 hour after school once a week for 6 weeks in autumn term. 91% Y2/ 85% Y1 Additional support via Academic Mentoring scheme (Laura Webb) in school. This was to support vulnerable learner within KS1 during spring and summer terms. After school interventions (School led Tutoring) in wraparound to support children who attend who have been identified as benefitting from support. Additional before school phonics clubs in first summer half term and lunch time phonics groups in autumn term for 20 minutes x 5 days delivered by teachers. Continued support from Curriculum lead around phonics and reading. Clicker software to support learners with alternative ways to access/ record work. Further training arranged for September 2022. Half termly pupil progress meetings to discuss learners.	
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Wider strategies (our Cultural Capital opportunities): Budgeted cost: £ 3507.30 (18%)

Activity Wider strategies	Approaches we have implemented	Challenge number(s) addressed
Engaging with families SIMS PARENT APP	Using Seesaw platform to share communication, targets and achievements and encourage parental engagement. On-going dialogues to maintain good attendance, Parental workshops- Parental confidence, involvement in learning, re-establish connections to education settings.	1/ 2/ 3/ 4/ 5
Access to support: Half-termly well-being meetings invites to parents. Sign post to Ordinary magic, Offers of uniform, Pay for trips, clubs etc.	Half termly invites for parents to access Well-being/ Inclusion support. This increases parental engagement. Regular (and more immediate) parental engagement either face to face or via seesaw. All PP children invited to clubs.	4/ p75/85 5
Improving attendance and readiness to learn for the most disadvantaged pupils. Be mindful of children who accessed school vs children who were learning on-line.	Using Seesaw platform to share communication, targets and achievements. On-going dialogues to maintain good attendance, Parental workshops- Parental confidence, involvement in learning, re-establish connections to education settings. Half termly invites for parents to access Well-being/ Inclusion support. This increases parental engagement. Regular (and more immediate) parental engagement either face to face or via seesaw. Spring 2022: Regular attendance updates from School office. Attendance celebrated in school.	1/ 2/ 3/ 4/ 5

Our challenge: We recognise that anxiety and self-regulation skills need support.

We aim to: Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs; including pupil voice. Cultivate positive relationships with families. Address self-regulation skills (increased independence, responsibility, motivation) Meta cognition skills (retrieval practice and application of skills) and target consistent attendance. It may also be necessary to access additional family support from the well-being team

We achieved: To support Social, Emotional and Mental Health needs within our bespoke well-being offer. To promote Self-regulation strategies to provide the tools to help children flourish. **Challenge 4/ 5:** Responses to parent concerns around anxieties (especially those moving to Y3); We ran a Calm club for the children we felt would benefit (supported by our SISS specialist Teacher).

We achieved: From Autumn 1/ 2 and summer 1/ 2; all PP children invited to clubs.

During spring some children decided not to attend/ some parents not realised funding available (limited opportunity to keep up due to impact of severe staff shortages due to covid).

Trips are covered by school for PP children.

Continuing to use SEESAW as our platform to send messages, targets, learning successes.

Total budgeted cost: £ 19485.00

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield Foundation Early Language Intervention.

Academic mentoring	School pay 5% costs (£478.09)/ DfE subsidise by 95% (£9083.78)
School Led Tutoring	School received £885 (increased to £1012.50) to use for out of school interventions.

Data overview 2021-2022

Measure	Score	National
Reading: KS1:	83% Greater Depth- 43%	67% Greater Depth- 18%
Phonics KS1	Y1- 85% Y2- 92% - Resits- 40%	76%
Writing: KS1:	65% Greater Depth- 27%	58% Greater Depth- 8%
Maths: KS1:	82% Greater Depth- 48%	68% Greater Depth- 15%
EYFS: GLD	76%	65%

Part C: Review of outcomes 2020-2021

Aim	Outcome
Quality First Teaching, Individualised pre-teaching, same day, targeted and challenge interventions with instant feedback to provide all children with the best chance to achieve their full potential.	<u>We achieved:</u> Same day interventions target gaps in learning from previous lessons-linked to basic skills in literacy and numeracy. Pre teaching interventions provide opportunities to rehearse skills in advance. Effective gap tasks and next steps that are reviewed. Half termly pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ lower 20%) between inclusion lead and teachers. All vulnerable (SEN and this includes 2 PP) children offered a school place during national lockdown January to 8th March. Higher involvement with parents (over Teams/ Seesaw) during lockdown. This linked to reading books refreshed and other resources either offered or requested made available to families each week during lockdown.

Ensure that all school adults access high quality CPD. This will provide effective interventions, assessments mentoring, transitions and well-being support	<u>We achieved:</u> In house training and support from SMT. English Lead: New Rocket Phonics scheme, Maths Lead: using mathematics and assessing the impact; Computing/ Home learning lead: New on line SEESAW platform. Inclusion Lead (IL) on inclusivity- identifying needs and increasing independence for learning within the classroom, ranges of interventions to include all PP plus children within bottom 20%, collaborative work with Rachael Russell for IL/ HT Supporting NQT. Assessments of pupils, Pupil progress meetings, NICE notes from SMT.
Use new high quality resources eg: Seesaw/ Mathletics to support home learning. In addition: resources utilised / purchased to support pre teaching so additional books for use at home.	<u>We achieved:</u> Learning walks Evidence scrutiny in books and working with children Home school communications via Teams and Seesaw Link to Home learning lead in school Seesaw utilised in localised and national lockdown periods within school. Materials uploaded provided a range and balance of practical and work based opportunities for pupils with necessary challenge. Additional copies of texts purchased to support pre teaching or home learning for PP children. Copies of other learning materials. Laptops were loaned. Increased communication with parents closes the gaps in learning. Gap tasks and next steps were shared via seesaw where children uploaded these.
Ensure pupils are given equal opportunities to fully engage with the curriculum	<u>We achieved:</u> Learning walk Curriculum review Links between club leaders PP pupils are invited to join a range of in- school clubs/ before/after school clubs. Trips and events are offered with no expectation of parents to pay. Lunches were made available during lockdown/ home learning. All KS1 PP children offered places at Holiday club for Easter 2021

2020-2021

Measure	Score
Reading: KS1:	73%
Writing: KS1:	63%
Maths: KS1:	62%
EYFS: GLD	58%

Further information (optional)

2020-2021:

School Governors approved match funding (using some school reserves) to exceed government funding to enable us to accomplish all of the above