

## Review of Provision and Outcomes for Disadvantaged Pupils 2019- 2020

### Summary of outcomes

<b>Name of school</b>	Silsoe VC Lower School
<b>Head Teacher name</b>	Sarah Boyle
<b>Chair of Governors name</b>	Mandy Reddick
<b>Reviewer(s) name(s)</b>	Sarah Boyle, Siobhan Wright, Claire Johns
<b>Date of review</b>	June 2020
<b>Date of previous review</b>	June 2019
<b>Date for next review</b>	June 2021
<b>Number of eligible pupils</b>	20 pupils 6x EYFS 2x Year 1 3x Year 2 4x Year 3 5x Year 4
<b>Total number of children on roll</b>	260
<b>Amount per pupil</b>	FSM - £1,345 SGO - £2,345
<b>Total pupil premium budget Received for 2019-2020</b>	£26,700
<b>Predicted for 2020 - 2021</b>	£29,210

### **Detailed analysis**

This year due to Covid-19 the children have not been formally assessed at the end of the school year in line with government guidance. (See link below) As a result we have chosen to complete a data analysis on the results that children were predicted to achieve based on their academic performance until the lockdown started. However, we will not be reporting or analysing the Good Level of Development (GLD) or the phonics outcomes for children because this data is not available.

<https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>

#### **Assessment outcomes**

The analysis will be of the outcomes predicted for the children in receipt of pupil premium support compared to those children who have not received the additional support. Our aim is to close the gap for those children and to allow them to make accelerated progress.

#### **Teacher Judgement**

The children have not been in school for full time education since 20<sup>th</sup> March 2020. The government have not required end of year data to be collated (see link above), however, to monitor the children's progress teachers assessed whether children were on track to achieve expected at the point that school stopped. The judgements were based on their performance on assessments completed prior to school lockdown and teacher judgement. These judgements were scrutinised, discussed and challenged as part of pupil progress checks.

#### **EYFS**

<b>Year group</b>	<b>Disadvantaged</b>	<b>Non disadvantaged</b>	<b>Commentary</b>
Early years attainment June 2020	50% expected or above in reading 50% expected or above in writing 50% expected or above in maths  1 child = 17%	82% expected or above in reading 80% expected or above in writing 75% expected or above in maths	Child A – This child did not achieve expected. They have an EHCP and 1:1 teaching assistant (TA) at all times. They have not yet started to attend school full time and has not returned to school since we reopened in June. They receive completely individualised planning in a designated learning area. They access the classroom for lessons including PE, Music and circle time with adult support. Child B – This child did not achieve expected. They have an EHCP and 1:1 teaching assistant (TA) at all times. They have not yet started to attend school full time and has not returned to school since we reopened in June. They receive completely individualised planning in a designated learning area. Has struggled to access the classroom but the staff are continuing to help them to engage with their peers. Child C – This child did not achieve expected. They have an EHCP and 1:1 teaching assistant (TA) at all times. They have not yet started to attend school full time. They have returned to school since we reopened in June but with reduced hours.

			<p>They receive completely individualised planning at a workstation but fully integrates in the classroom environment.</p> <p>Child D – This child has made good progress, achieving expected in reading, writing and maths but above in other areas including language. They are engaged in all learning and has been challenged by staff to exceed expectations.</p> <p>Child E – This child has achieved expected in all areas, they were awarded pupil premium status shortly before lockdown started. They have received additional support when returning to school because she joined later.</p> <p>Child F – This child has achieved expected in all areas, they have received interventions to support her in gaps to her knowledge and ensure good progress.</p>
--	--	--	--

### Year 1

<b>Year group</b>	<b>Disadvantaged</b>	<b>Non disadvantaged</b>	<b>Commentary</b>
Early years attainment June 2019	28 points  0% GLD	35.14 points  81.4% GLD	There is only one child in this year group who receives pupil premium. The child achieved a baseline score of 19/117 which has improved dramatically. When she first came into school, she was very immature and lacking in experiences. This has a huge effect on her communication and language. She has always been keen to please and spend time with adults which means she has fully engaged with all support offered to her. She did receive pupil premium funding in pre-school and this continued into EYFS.
Year 1 attainment March 2020	50% expected or above in reading 50% expected or above in writing 50% expected or above in maths  1 child =50%	88% expected or above in reading 86% expected or above in writing 88% expected or above in maths	Child A – This child has a number of medical issues, which has affected their attendance levels, and the conditions affect their ability to concentrate and remember new information. They have received targeted additional teaching and the school has worked in partnership with their parent to allow them to achieve the expected level across all areas of the curriculum. Child B - This child has received high levels of additional teaching and in class support. They have achieved targeted progress to close the gap on their peers but this has not yet resulted in them achieving the expected level. The focus has been on developing their number knowledge and phonics understanding.

### Year 2

<b>Year group</b>	<b>Disadvantaged</b>	<b>Non disadvantaged</b>	<b>Commentary</b>
Early years	<b>31 points</b>	<b>34.2 points</b>	In this cohort only one child has been in receipt of Pupil Premium funding. However, there are two other children who received PP funding when in the pre-school setting. Miss Bill has

attainment June 2018	0% GLD	86.2%	<p>been working with these parents to try and get the application for funding completed. As yet this has been unsuccessful. However, these children have both received significant additional intervention this year. One has achieved a good level of development in all areas except reading and writing from a very low baseline assessment and overcoming significant speech and language difficulties. The other child has severe medical needs which initially had a negative impact on his learning. His targeted support and intervention has ensured he has achieved a good level of development in all areas.</p> <p>The child who has received Pupil Premium also entered with a low baseline score and much work has been completed to ensure that she was even ready to begin to learn. She has experienced some difficult family circumstances and displayed challenging behaviour at times but has still made very good progress in the social and emotional aspects of her learning. She is now in a position where she is ready to build on her emerging judgements in Reading, Writing and Maths.</p>
Year 1 attainment June 2019	<p>50% expected in phonics</p> <p>50% expected or above in reading</p> <p>0% expected or above in writing</p> <p>50% expected or above in maths</p>	<p>94% expected in phonics</p> <p>93% expected or above in reading</p> <p>84% expected or above in writing</p> <p>93% expected or above in maths</p>	<p>There are two children in this cohort who receive pupil premium support. Both did not achieve GLD in Early years. One child has been given a SEND plan and is receiving huge levels of support to help her to develop her phonic, number and sentence writing skills. She has had a very difficult year in her home life and Miss Workman has worked very closely with the family to support them emotionally and with resources to allow them to support their child in their learning. When she first entered Willow class, she was identified as having a lack of retention and slow processing. She has received daily small group phonics intervention 1:2 with an experienced HLTA, emotional literacy, numeracy additional teaching and high levels of adult support in the classroom. There has been a lot of work with the child on her emotional and mental wellbeing due to concerns around anxiety. The second child, came into year 1 below in all areas but has made accelerated progress in reading and maths in which she has now achieved the expected level. Her family applied for pupil premium funding in Spring 1 but she had been receiving additional support all year due to Miss Bill identifying her as vulnerable in EYFS. She has received many opportunities to increase her social capital including out of school visits, cooking opportunities, adult support, small group additional teaching in phonics and maths. This has supported her developing self-confidence which has made a huge difference in her achievements at the end of year 1.</p>
Year 2 attainment March 2020	<p>33% expected or above in reading</p> <p>33% expected or above in writing</p> <p>33% expected or above in maths</p> <p>1 child = 33%</p>	<p>85% expected or above in reading</p> <p>83% expected or above in writing</p> <p>88% expected or above in maths</p>	<p>Child A – This child accesses our SEMH provision and has an EHCP. They receive individualised support to engage them in school life, encourage their access to mainstream classrooms and start to fill gaps in their education, which have resulted from their previous school experiences. Whilst they have not achieved the expected level, they have fully achieved all their personal, social and emotional targets.</p> <p>Child B – This child has been supported within the classroom with a teaching assistant providing support in all activities. They have received regular and intensive intervention to improve their literacy and numeracy skills to help them close the gap with their peers. We have worked with the family to help to upskill them to support their child’s learning and</p>

			<p>provided a number of resources. The family is being supported by school and outside organisations through difficult personal circumstances to help ensure the child was ready emotionally to learn.</p> <p>Child C - This child joined the school in year 2 and whilst there were some gaps in their learning targeted short term intervention was used effectively to ensure they were able to achieve their full potential.</p>
--	--	--	--

Year 3

<b>Year group</b>	<b>Disadvantaged</b>	<b>Non disadvantaged</b>	<b>Commentary</b>
Early years attainment June 2017	29.7 points  66% GLD	34.14 points  84%	3 pupils in the pupil premium statistics (one since left) 1 receiving SEND support and therefore emerging in some areas.
Year 1 attainment June 2018	50% expected in phonics 50% expected or above in reading 50% expected or above in writing 50% expected or above in maths	95% expected in phonics 91% expected or above in reading 87% expected or above in writing 91% expected or above in maths	<p>There are two children in the Pupil premium statistics. One has significant SEND needs and has an SEND support plan. She did not achieve the phonics standard scoring 25 (this is significantly higher than when her sister was in year 1 and demonstrates the increased understanding of the parents due to the work that has been done with them over the last few years.)</p> <p>The other child has achieved the expected level in all areas.</p> <p>Since the publication of this information a third child has been identified as disadvantaged through 'Key to success' - he achieved expected in all areas and reached the phonics standard.</p>
Year 2 attainment June 2019	100% expected in phonics retake 66% expected or above in reading 66% expected or above in writing 66% expected or above in maths	100% expected in phonics retake 91% expected or above in reading 87% expected or above in writing 93% expected or above in maths	<p>There are three children who are in receipt of pupil premium support. One has significant SEND needs and has a SEND support plan which has been in place since EYFS. Although she has not achieved the expected level in year 2, she has made significant progress in phonics passing the phonics screener with 35 correct words compared to 25 in year 1. This year the barrier to her learning has been identified as her speech and language which has a huge impact on her ability to read, write and interpret information from her teachers. There has been a referral made to Speech and Language which has been accepted and she will receive support from them beginning 1<sup>st</sup> July. This will be monitored closely and the school will provide support to the child and family. The second child has achieved the expected level in all areas of the curriculum, she has been making steady progress but has been supported to achieve more independence in her work and developing her presentation. The class teacher has worked hard with the family to develop positive relationships, encourage positive interactions and encourage Mum to attend school events such as parents evening and book looks. The final child has achieved above the expected level in all areas, this is due to the hard work of Miss North on his self-confidence and creating a growth mind-set to take on</p>

			challenges. There has been a lot of support for his family this year as the special guardianship order has caused financial strain on the family so the school has been supporting with the cost of trips and school uniform.
Year 3 attainment March 2020	50% expected or above in reading 50% expected or above in writing 25% expected or above in maths 4 child = 25%	84% expected or above in reading 84% expected or above in writing 88% expected or above in maths	<p>Child A - One child is a member of our SEMH provision and joined the school this year. We have supported this child in integrating back into school life and worked hard developing their coping and social skills. Whilst they have not achieved the expected level, the progress that has been made in their attendance and participation in school-based learning is a huge improvement. They received social and emotional targets, which they have fully achieved.</p> <p>Child B - This child has been working at the expected level but has dropped below in maths. When challenged for what has been provided to address these issues, the teacher reported that they felt that if they had been in school then they would have reached expected but although the family have received weekly phone calls and been provided with a laptop they have not engaged with google classroom. Whilst in school, they were receiving weekly additional teaching to work on their place value knowledge and an additional session to work on their multiplication knowledge.</p> <p>Child C - This child has been working below the expected level with significant support; they are on a SEND support plan and receives lots of support from adults within the room and in additional teaching. During the lockdown, they were given significant amounts of parental support due to low levels of parental education. This will be monitored closely when they return to school to quickly start to address any issues, which have developed during lockdown.</p> <p>Child D - This child is working above the expected level despite difficult personal circumstances. The school have facilitated counselling from an outside professional within school to support the child and their emotional wellbeing. They have been challenged to achieve their full potential and continue to provide high standards of work whilst also maintaining a positive relationship aware of their mental wellbeing.</p>

#### Year 4

Year group	Disadvantaged	Non disadvantaged	Commentary
Early Years attainment June 2016	34 points 100% expected or above 100% GLD	33.9 points 88.6% expected or above 88.6% GLD	The achievement of both mainstream disadvantaged children is excellent and has been based on close partnership with the parents of both families. The third disadvantaged pupil has joined Conifer Class and is gradually settling in to school.
Year 1 attainment June 2017	66% expected in phonics 66% expected or above in reading 66% expected or above in writing, 66% expected or above in maths	89% expected in phonics 85% expected or above in reading 76% expected or above in writing 76% expected or above in maths	However with the small statistical sample one pupil significantly affects the data

Year 2 attainment June 2018	50% expected or above in reading 50% expected or above in writing, 50% expected or above in maths	83% expected or above in reading 83% expected or above in writing, 85% expected or above in maths	There are four children in this cohort, one of whom is in the SEMH provision and has profound learning needs. The other child who is below the age expected level also has significant learning needs and an SEND support plan. Both have made expected progress. One of the other children has achieved greater depth in Reading, Writing and Maths and has therefore made above expected progress. The other child has made expected progress.
Year 3 attainment June 2019	50% expected or above in reading 50% expected or above in writing 50% expected or above in maths	91% expected or above in reading 76% expected or above in writing 84% expected or above in maths	There are four children in this year receiving pupil premium support. One child is part of our SEMH provision and has other learning barriers. He has been highly supported by the SEMH provision staff but is widely accessing mainstream lessons which is huge progress compared to when he entered the school. Two of the other children have additional special educational needs which have required high level of support and engaging the family. One of the four children has achieved expected across all areas of the curriculum and one child has achieved above the expected level in all core subjects.
Year 4 attainment March 2020	80% expected or above in reading 60% expected or above in writing 60% expected or above in maths  1 child = 20%	84% expected or above in reading 80% expected or above in writing 82% expected or above in maths	Child A - This child accesses our SEMH provision and has an EHCP. They receive individualised support to engage them in school life, encourage their access to mainstream classrooms and start to fill gaps in their education, which have resulted from their previous school experiences. Whilst they have not achieved the expected level, they have fully achieved all their personal, social and emotional targets. Child B - This child has been added within the last month. They have achieved the expected level across the curriculum and are on a SEND support plan to encourage this progression. They have made accelerated progress in Key Stage 2 due to quality first teaching and targeted interventions. The family have been engaging with the school for a number of years to support and encourage the child's learning and received a laptop to support his engagement at home. Child C - This child has had a challenging year due to struggling with their social and emotional well-being. Adaptions have been made to support the parents in getting their child into school and providing them with coping strategies to be able to cope with school life and challenges. Academically they were closing the gap on their peers but there have been concerns raised since lockdown that although there have been weekly phone calls from their class teacher and a laptop has been provided to the family there has been very little engagement with google classroom. Child D - This child is on a SEND support plan and receives individualised support in class. This has enabled them to achieve the expected level for year 4, since the family were provided with a laptop they have engaged with google classroom. Child E - This child has achieved above the expected level in year 4 and has been provided with a variety of social and emotional support to increase their social capital and help them to prepare for middle school.

### Contextual information

This table shows the range of challenges that face the children in our school who receive pupil premium support. As a school, we care about the whole child and enabling them to learn when in school. We work as a team with the SENDCo and teaching staff to provide quality first teaching and support for every child whilst supporting their families and emotional wellbeing.

	SEND	FSM	Highly skilled	Behavioural issues	Mental health issues	Family Support	Medical issues	Received Laptop (Laptops were offered to all children in receipt of PP)
Child A								
Child B	1:1/EHCP							
Child C						Attendance		
Child D	1:1/EHCP							
Child E	1:1/EHCP							
Child F								
Child G	SSP							
Child H								
Child I	SSP							
Child J								
Child K	EHCP							
Child L	SSP							
Child M								
Child N								
Child O	EHCP							
Child P	EHCP							
Child Q	EHCP							
Child R								
Child S	SSP							
Child T	EHCP							

### Whole School Data

	Pupils eligible for PP	Pupils not eligible for PP	Whole Cohort
	1 child = 5%	1 child = 0.42%	1 child = 0.38%
% achieving expected standard or above in reading	55%	85%	80%
% achieving expected standard or above in writing	50%	83%	78%
% achieving expected standard or above in maths	45%	84%	79%

This data demonstrates the challenges faced by our children receiving pupil premium and whilst the data set is so small that any statistical analysis would be insignificant we endeavour to analyse our data to allow for reflection and to improve outcomes for these children in their future education. The contextual data and detailed analysis (above) explain the low levels of achievement but does not reflect the progress made within assessment levels (how the gap has been closed to their peers.) or their emotional/social growth.

### Attendance

As a school we are not reporting on attendance data due to the government guidance (see link) but we continually monitor attendance. The schools aim is for all children to achieve 97% attendance or above. Following our school policy we have sent out trigger 1 letters to 3/20 children receiving pupil premium support. This explains to parents that their children's attendance has dropped below 97% and opens dialogue between the school and parents to help address any other issues. None of the children has received a trigger letter 2 indicating that their attendance has improved.

<https://www.gov.uk/government/publications/school-attendance>

### **Barriers to future attainment (for pupils eligible for PP)**

When reflecting on the pupil profiles and their results as reported at the end of March, we have targeted eight key barriers to children fulfilling their potential which are split into academic and additional barriers. These will be the focus of our ongoing support and targeted to allow children to make full progress. Each child has a pupil profile which identifies their individual barriers and identifies the strategies which will be used to address any ongoing issues. The barriers identified below are not exhaustive and there may well be other barriers identified.

#### Academic Barriers

A	Phonics – at the beginning of their academic life it is essential to establish the key skills that a learner requires to be successful. Through experience a large proportion of the children who receive pupil premium support especially in EYFS and Key Stage 1 have a lack of phonic understanding.
B	Understanding of number – children who have an insecure understanding of number have difficulty with all other areas of maths. Creating a confident base to the children's learning in the form of high quality understanding of number will support all other maths understanding further into their academic life.

C	Problem solving – children need to be given opportunities to be challenged in all areas of learning. The children who have achieved better than expected this year have all been given opportunities and additional teaching to extend their knowledge and encourage higher order thinking and problem solving skills.
D	Missed Schooling/Attendance – the attendance levels of children receiving pupil premium support is similar to those whom are not disadvantaged but we want to strive for the children to all have 97% or above. This will allow them to receive more quality first teaching and engage in their learning.

#### Additional Barriers

E	Mind-set – Some of the children in receipt of pupil premium have a fixed mind-set. They will avoid challenges, view themselves negatively, put down achievements and this can cause them to not be engaged in making progress. We have worked really hard with all children in school to develop a growth mind-set but it is especially important with vulnerable children.
F	Level of engagement from parents – this can manifest in a number of ways including not reading at home, homework not being consistently completed, not attending school events and reluctance to engage with the class teacher. This can lead to poor outcomes and relationships between these vulnerable families and the support systems offered in school.
G	Social/cultural capital – these children often lack key experiences at a young age and this manifests in a number of ways including a lack of vocabulary, understanding of the world around them and difficulties in relating school learning to their own experiences.
H	Emotional well-being – Increasingly we are having children coming to school with complex mental health issues both within our SEMH provision but also in mainstream school. These children are not able to settle and engage with their learning as a result. The school needs to help children to be ready to learn and develop coping strategies.

#### Intended outcomes/Success Criteria

	Intended outcomes	Success Criteria
A	High levels of phonic knowledge	Passing the phonics screener Fluent reading Accurate key word spellings
B	Understanding of number	Increased achievement of the expected level in numeracy Children scoring highly in ‘place value’ numeracy objectives
C	Developing problem solving skills	Evidence of problem solving in numeracy Evidence of problem solving in science Evidence of interpretation in geography, RE and history
D	Good attendance	Children all achieving 97% and above of their possible sessions Children arriving at school on time
E	Self-confidence and growth mind-set	High levels of reported happiness in school Increased level of children achieving above the expected level
F	Higher levels of parental engagement	All parents attending ‘Parent’s evening’ Children reading at home 3 times a week

		Attending additional enrichment opportunities Developing homework club to support parents
G	Increased social and cultural capital	Children achieving the expected level in foundation subjects Children taking part in enrichment activities Children writing more fluently and with broader vocabulary
H	Improved social and emotional health	Children will report positively at end of year safety questionnaire Teachers will report calmer learning environments Any issues with social and emotional mental health will be supported in school and working with the family.

#### Quality of teaching for all

Action	Intended outcome	Estimated impact	Lessons learned
Developing Pupil profiles	To focus teachers on the barriers to children fulfilling their potential	Higher levels of children achieving above expected progress Barriers reduced/mitigated	Passing the profiles on from the previous teacher will ensure a thorough hand over and it has allowed me to have a higher understanding of the individual needs of all children.
Monitoring and scrutiny	To ensure high levels of planning and identification of pupil premium on plans	Teachers have effectively differentiated for these children and identified support required	Due to the number of new staff, which are joining the school in September, we will ensure there is close monitoring and evaluation of the progress of their children and the quality first teaching being provided.

#### Targeted support

Action	Intended outcome	Estimated impact	Lessons learned
Phonics intervention	To increase the phonics understanding	Increase in phonics scores	The targeted intervention has a massive effect on their phonics knowledge but need to make sure children are also learning how to spell using phonics.
Numeracy additional teaching	To improve the understanding of number in at risk children.	Achievement of the expected level of progress for all children.	Children have all achieved expected progress in numeracy and they have reportedly increased their problem solving activities.

#### Other approaches

Action	Intended outcome	Estimated impact	Lessons learned
Forest school	To increase social/cultural capital and cross curricular skills	Children were more engaged in the eco club run in school, they grew in confidence and increased their vocabulary	Reflect on the children that may have missed out this year and ensure they are caught up. Children benefit from the sessions being two weeks in a row and this will continue to be developed.
Cooking	To increase social/cultural capital and healthy eating choices	Children are more aware of the foods they eat and being in a small group to discuss what they were eating allowed them to taste foods they never had before.	Really valuable to give children the opportunity to try new foods because this increased their social capital and encourages healthy life choices.
Shakespeare workshops	To increase social/cultural capital, vocabulary and confidence	Children are more confident when encountering challenging vocabulary and to feel positive about their performance.	Children reported higher levels of confidence in literacy and parents have enjoyed the opportunity to engage with their children's learning towards the end of year 4.

The impact of these activities will be measured using the Leven scale of engagement, this will allow us to monitor the impact on our children.

### Monitoring and assessment

This year we have undertaken a number of activities that have been carried out this year including -

- Review of current strategies to support pupils and school's analysis of the impact of these strategies.
- Review of March data for 2019 - 2020 cohort
- Work scrutiny
- Observation of specific interventions
- Meeting with Pupil premium governor
- Staff meeting with all teachers and individual meetings to reflect on outcomes

## Conclusions

The inevitable challenges of a lockdown are a huge concern regarding our disadvantaged pupils and an analysis of the data demonstrates this impact. A number of children had not achieved the expected level because they were going to miss at least 9 weeks of teaching. This is going to have an impact on the achievements of children going into the 2020 – 2021 year. Whilst the school has worked hard to engage families and support them with technology including providing laptops and computing support there has been more children not engaging with google classroom.

In the table below you can see the engagement of children on google classroom. Level of engagement has been colour coded - Red – no work submitted/Amber – little work submitted/Green – large proportion of work submitted

	Phone calls to families	Laptop provided	Level of engagement
Child A	√		Green
Child B	√		Green
Child C	√		Green
Child D	√		Green
Child E	√		Green
Child F	√		Green
Child G	√	√	Red
Child H	√		Green
Child I	√		Green
Child J	√		Amber
Child K	√	√	Amber
Child L	√		Red
Child M	√	√	Red
Child N	√		Green
Child O	√	√	Amber
Child P	√		Amber
Child Q	√		Amber
Child R	√		Green
Child S	√	√	Red
Child T	√	√	Red

As shown in the table we have been in regular/weekly contact with our families and a laptop was offered to every family but only taken by 6 of our children. Those who have not engaged and submitted work report completing work at home or struggling with children who did not want to engage with online learning.

The data from March 2020 has shown that children are very vulnerable to outside influences affecting their education and increasingly we have to support these children with their mental wellbeing. However, we have still focused on engaging children and supporting them to close the gap with their peers.

When reviewing the positive impact of pupil premium it demonstrates the impact of incisive and targeted interventions, highly trained teaching teams and enrichment opportunities to promote the most vulnerable children’s independence, sense of self-worth and positive attitudes to learning. As we commented last year for pupils of this age, the Education Endowment Foundation findings about the value of different types of interventions are useful but do not provide the full picture. Young children need to feel valued and empowered and often our most disadvantaged pupils have failed to make these kinds of secure relationships at home. This is why interventions such as emotional literacy sessions or play therapy with a trained teaching assistant and enrichment activities such as forest school and music lessons are so important. It is also worth

recording that teaching assistants delivering additional teaching in this school are well trained and this means the most disadvantaged children are not 'taught' by the least experienced staff as the research nationally might suggest. Teachers, HLTAs or specifically trained teaching assistants deliver our interventions.

This year we have continued to increase the profile of pupil premium through meetings between teacher and the pupil premium champion (Mrs Wright). Mrs Wright has increased the understanding of teachers and provided additional opportunities for our disadvantaged children. There has been a large push to monitor the barriers to potential of the pupil premium children with the creation of the pupil premium profiles. This has allowed monitoring of children to be ongoing and focused the attention of the teaching teams on those children who are in receipt of pupil premium, making expected progress but could be doing even more. The impact of this scrutiny has allowed the teachers to address the barriers for their learners, encouraging progress academically, emotionally and socially. By thinking about the whole child, we have been able to address their barriers and allow these children the best possible opportunities to be ready to learn and open to new challenges.

As part of the work of the school council we discussed with our older disadvantaged pupils their attitudes to learning and developing 'growth mind-set'. Our school council consists of year groups from EYFS up to year 4 and features 6 children who receive pupil premium support. Pupils felt proud of their achievements and proud to be part of this school. They could discuss the extra responsibilities they had been given and support they have received. They could articulate their feelings and hopes for the future. The small number of children involved makes it possible to target interventions very specifically. Particularly successful in building self-esteem have been the Forest School initiative, involvement in sporting activities and membership of the school and eco councils.

This year, we have been reviewing the opportunity of the pupil premium champion and subject leaders to complete detailed data analysis throughout the year. The current assessment systems' programming is not fit for purpose so one of the aims for next year is to move assessment onto a new system, which will allow for more detailed scrutiny of the data for all children.

#### Agreed actions for the next academic year

- To continue to develop the skills of 1:1 professionals to ensure the highest level support for our most vulnerable pupils
- The Forest School initiative will be developed to increase the willingness of targeted disadvantaged pupils to engage with learning.
- HLTA support will be used to lead high quality intervention for disadvantaged pupils.
- Successful strategies such as the development of emotional literacy intervention, therapy sessions or higher adult pupil ratios in the SEMH provision will be maintained, particularly as 62.5% of the SEMH provision are disadvantaged pupils.
- Continue to develop the pupil profiles and understanding of all members of staff regarding the barriers and possible strategies that can be used to support vulnerable children.
- To access and address the impact of Covid-19 and the amount of education that the most vulnerable children may have missed.

- Developing talking time with a trained member of staff to support the emotional and social wellbeing of our learners.
- To develop a new assessment system to allow for more detailed scrutiny.

