**Part B: Review of Pupil Premium Strategy Outcomes for Academic Year 2022-2023**

Reception (2022-23) Autumn 2022 Wellcomm screening vs May 2023 re-screen

With continued investment in the screening and assessment tool, Wellcomm, it has enabled us to quickly assess the level of children’s receptive and expressive language, in addition to setting bespoke targets and tailored activities to enable staff to support the children’s language development in line with their age-related expectations through targeted and regular intervention. The Wellcomm screening investment continues to support staff to identify speech and language barriers, enabling the correct support to be actioned swiftly. Wellcomm works hand-in hand with the work undertaken by our Speech and Language Therapist, Betsy Vaudrey.

The Wellcomm screening of the Reception cohort (2022-2023) identified that 94% of children were below expected for their age in when first assessed in autumn term 2022. 75% scored red (well below) and 19% attained amber (just below). Of these, many were receiving SALT intervention 1:1 either via the NHS Speech and language team Independent school funded Speech and Language Therapist, Betsy Vaudrey (BV) Consequently, the SENDCo and Speech and Language Therapist continued to target the amber group with bespoke interventions and the children screened as ‘red’ have continued to be referred for further specialist screening with the Speech and Language Therapist.

When re-assessed, there were 69% who achieved green on the Wellcomm screening and the number of underachieving had reduced to 13% red and 19% amber, which highlights the benefits of the programme for the children.

Nursery were also screened using the Wellcomm screening tool. Only 25% achieved green in the first assessment, with the majority scoring amber. When re-assessed at the end of the programme in May 2023, the number of children achieving green had doubled to 50%.

Over 50% of the SALTs caseload are Pupil Premium children.

An example of the positive impact that the Speech and Language Therapist’s individual work with children can be seen below when conducting Test of Abstract Language Assessments (TALC) and Renfrew Action Picture Teat (RAPT).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | no significant improvement |  |  |  |
|  | expected improvement without intervention |  |  |  |
|  | excellent improvement  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| Name: Child B | 8.11.22 | 2.5.23 |
| Level 1 |  |  |
| Level 2 | 90 | 100 |
| Level 3 | 60 | 50 |
| Level 4 | 40 | 70 |
| Information | 21.5, <3;6 | 27, wnl |
| Grammar | 21, wnl | 26, wnl |

Reception:

|  |  |  |
| --- | --- | --- |
| Name: Child A | 12.7.22 | 10.1.23 |
| Level 1 | 100 |  |
| Level 2 | 77 | 94 |
| Level 3 | 41 | 59 |
| Level 4 | 17 | 50 |
|   |  |  |

Year 1:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name: Child C | 20.11.20 | 13.7.21 | 8.2.22 | 22.11.22 |
| Level 1 | n/a | 83 |  |  |
| Level 2 | 90 | 89 |  |  |
| Level 3 | 16 | 41 | 64 | 94 |
| Level 4 | n/a | 11 | 39 | 89 |
| Information | 22, AE <3;6 | 31, above avg |  |  |
| Grammar | 7, AE <3;6 | 17, WNL |  |  |

Year 2:

|  |  |  |
| --- | --- | --- |
| Name: KH | 30.3.21 | 2.11.21 |
| Level 1 | 83 | 100 |
| Level 2 | 94 | 94 |
| Level 3 | 65 | 88 |
| Level 4 | 55 | 77 |

|  |  |  |
| --- | --- | --- |
| Name: Pupil D | 1.10.20 | 15.6.21 |
| Level 1 | 83 | 100 |
| Level 2 | 72 | 94 |
| Level 3 | 71 | 94 |
| Level 4 | 44 | 89 |

The effective investment in Speech and Language has resulted in our children leaving the Early Years Foundation Stage at a much better standard of expressive and receptive language, which has also positively impacted on outcomes across other subjects.

Impact in Reception:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  Reception 22/23 | Autumn 22  | PP | Non-PP | Spring 23 | PP | Non-PP | July 23 | PP | Non-PP | % Progress from Autumn 22 | PP | Non-PP |
| Listening, Attention and Understanding | 53%  | 38% | 65% | 80% | 69% | 88% | 83% | 69% | 94% | 30% | 31% | 29% |
| Speaking  | 63% | 62% | 65% | 87% | 77% | 94% | 90% | 85% | 94% | 27% | 23% | 29% |
| Comprehension | 60% | 38% | 76% | 63% | 46% | 76% | 80% | 62% | 94% | 20% | 24% | 17% |
| Combined | 37% | 23% | 47% | 53% | 38% | 65% | 60% | 46% | 71% | 23% | 23% | 24% |

Across the whole Reception cohort, the percentage of children at ARE for Listening, Attention and Understanding increased by 30% from 53% at the end of Autumn term to 83% at the end of summer term 2023. In Autumn term, there was a significant difference in children at ARE between the Pupil Premium and non- Pupil Premium, with 38% and 65% respectively (27% difference). However, following the intensive SALT interventions, children in receipt of Pupil Premium made the most progress from Autumn 2022 for Listening, Attention and Understanding – 31% compared to 29% for non-Pupil Premium children. Overall, across the cohort, they made 30% progress from autumn to the end of summer term.

Across the whole Reception cohort, the percentage of children at ARE for Speaking increased by 27% from 63% at the end of Autumn term to 90% at the end of summer term 2023. By the end of the summer term, the progress made by Pupil Premium and non-Pupil Premium children was similar with 23% and 29% respectively.

Across the whole Reception cohort, the percentage of children at ARE for Comprehension increased by 20% from 60% at the end of autumn term to 80% at the end of summer term 2023. In autumn term, again, there was a significant difference in children at ARE between Pupil Premium and non-Pupil Premium, with 38% and 76% respectively (38% difference). By the end of summer term, the gap between Pupil Premium and non-Pupil Premium had narrowed a little more, with 62% of Pupil Premium children achieving ARE compared to 94% of non-Pupil Premium children (32% difference). Children in receipt of Pupil Premium funding made the most progress from autumn 2022 for Comprehension – 24% compared to 17% for non-Pupil Premium children.

The number of children attaining Combined for Listening, Attention and Understanding, Speaking and Comprehension has increased across the whole of the Reception cohort, with 37% achieving Combined at the end of autumn term and 60% achieving it at the end of summer term 2023. In Autumn term, there was a significant difference in the number of Pupil-premium and non-Pupil Premium children achieving Combined ARE, with only 23% being Pupil Premium and 47% being non-Pupil Premium (34% difference). By the end of summer term, the gap between both groups was extremely minimal, with 23% of Pupil Premium achieving Combined and 24% of non-Pupil Premium children.

Speech and Language screening and interventions have also had a positive impact on Reading and Writing in Reception and schoolwide for our Pupil Premium children.

Reception:

 In autumn 2022, only 31% of Pupil Premium children were ARE for Reading compared to 82% of non-Pupil Premium children (51% difference). 31% of Pupil Premium children were ARE for Writing compared to 53% of non-Pupil Premium children in Autumn term 2022 (22% difference). By the end of summer 2023, despite there still being a gap between PP and non-PP, the gap in Reading and Writing had narrowed. The Pupil Premium children attaining ARE in Reading had increased to 46% at the end of summer term compared to 76% for non-Pupil Premium children (30% difference). 46% of Pupil Premium children attained ARE for Writing compared to 71% of non-Pupil Premium children (24% difference). For Pupil Premium children, the number of children achieving Combined increased from 23% in autumn term to 66% at the end of summer term, which doubled.

Whole School – Reading, Writing and Combined

|  |  |  |
| --- | --- | --- |
|  | **End of Autumn Term** | **End of Summer** |
| Reading  | 57% ARE and above(9% GD) | 64% (13% GD) |
| Writing  | 50% ARE and above (2% GD) | 60%(4% GD) |
| Combined | 41% | 52% |

There has been an 11% increase in children attaining Combined ARE for Reading and Writing across the school. There has been a 7% increase in children attaining ARE and above from autumn term to the end of summer term. There has also been incremental progress in Writing, with a 10% increase in children attaining ARE and above.

Whole school Reading, Writing (Pupil Premium vs non-Pupil Premium)

|  |  |  |
| --- | --- | --- |
|  | End of Autumn | End of Summer |
|  | PP | Non-PP | PP | Non-PP |
| Reading | 51% ARE and above (47% ARE and 4% GD) | 64% ARE and above(50% ARE and 14% GD) | 57% ARE and above(49% ARE and 8% GD) | 69% ARE and above(52% ARE and 17% GD) |
| Writing  | 42% ARE | 57% ARE and above(53% ARE and 4% GD) | 51% ARE and above(50% ARE and 1% GD) | 68% ARE and above(62% ARE and 6% GD) |
| Combined | 35% | 48% | 46% | 58% |

As we can see from the table above, there was a 6% increase in Pupil Premium children attaining ARE in Reading, which increased from 51% to 57% by summer 2023. It is most pleasing to see that the number of Greater Depth readers in receipt of Pupil Premium funding had doubled form 4% to 8% by summer term.

The disparity in Writing between PP and non-PP children is still quite significant, but the percentage of PP children attaining ARE in writing increased by almost 10% from autumn to summer term. There has been slightly more progress amongst the Pupil Premium children in achieving Combined ARE, with an 11% increase from autumn to the end of summer term.

Frequent Word Aware learning walks conducted by the SENDCo has highlighted a consistency in the approach to Word Aware in classrooms. Lego Therapy sessions have been delivered by our TAs following training sessions with our Speech and Language Therapist last summer. TAs have commented that they feel more upskilled and knowledgeable and skilled in their delivery and understanding of Lego Therapy. From staff surveys, Lego Therapy has paid dividends in supporting the children’s turn-taking, communication and social interaction skills.

The Pupil Premium Grant has also been used to invest in Phonics support and additional staffing and interventions. Due to the impact of our targeted Phonics interventions and resources, we have observed Pupil Premium children across Key Stage 1 make good progress from their starting points in September 2022 to July 2023.

Year 1 Phonics – Mainstream classes

|  |  |
| --- | --- |
| **Year 1 cohort** | 73% |
| Pupil Premium | 59% |
| Non Pupil premium | 92% |

As a whole, the percentage of Pupil Premium children who passed this year has slightly decreased by 12% from last year. This cohort will complete the Government Provided Phonics Screening Check in December 2023, so there is still time for the remaining 41% of Pupil Premium children to reach the expected standard. This is owing to the high quality daily phonics teaching by our teachers, teaching assistants and intervention teachers , the quality resources that have been purchased to match the children’s phonics stage, after school Phonics Clubs 1:1 additional sessions outside of daily group teaching, periodic assessments resulting in targeted teaching and monitoring by our Phonics Lead.

Example of this success and impact for Pupil Premium children in Year 1 are:

|  |  |  |
| --- | --- | --- |
| Pupil | Spring Data | End of Summer 2023 |
| A | 21 | 35 |
| B | 21 | 32 |
| C | 23 | 34 |

Year 2 Phonics – Mainstream classes

The effectiveness of our Phonics investment continued in Year 2. At the beginning of the autumn term 2022, 6 children entered Year 2 having not achieved the Government Phonics Screening standard. 4 of the 6 children were in receipt of Pupil Premium funding and these children were put into an additional Phonics intervention group with the TA and Intervention Teacher and received daily additional Phonics throughout the year. By the end of the year in summer 2023, 2 out of the 4 of these Pupil Premium children achieved the Phonics screening, which clearly shows the positive impact of the spending on resources, staffing and bespoke Phonics interventions that resulted from this. So, by the end of KS1 in this time period, only 2 Pupil Premium children were entering KS2 without achieving the Government Phonics Screening standard. It also highlights the positive impact that the expenditure on Phonics staffing and resources had on the whole cohort of children, not just Pupil Premium children.

Here are examples of the Phonics outcomes for the 4 children in receipt of Pupil Premium referred to above:

|  |  |  |
| --- | --- | --- |
| Pupil | Summer 2022 | End of Summer 2023 |
| A | 4 | 36 |
| B | 2 | 32 |
| C | 7 | 24 |
| D | 0 | 29 |

Although Pupils C and D did not achieve a pass in the Phonics Screening, they made extremely promising progress with bespoke interventions throughout the year.

In addition to Phonics interventions, all of the children who had not passed the Phonics screening in Year 1 were also in a Target Readers intervention group in Year 2 with the Intervention teacher and TA. It is clear to see that the additional daily reading, as well as additional daily Phonics paid dividends as 4 of the 6 went on to pass the Phonics screening test by the end of KS1.

KS2 Phonics Interventions

The Pupil Premium Grant funding also enabled KS2 Phonics interventions for children who had not met the Government Phonics Screening standard at the end of KS1. The release of the Phonics Lead once a week has continue to allow for close tracking and monitoring of Phonics progress and groupings every 6 weeks has enabled the Phonics Lead and class teachers to make adjustments to groupings and interventions when necessary to better support the children. TAS and class teachers have sought further advice from Phonics Lead to improve the delivery of Phonics teaching in KS2 and Phonics Lead has used management release time to complete all Phonics assessments across all Phases to ensure consistency. Termly Learning Walks conducted by Pupil Premium Lead and Phonics Lead have ensured that the quality of teaching and learning in Phonics has been assessed and monitored termly to ensure HQT is evident and that there is consistency between groups, which has been evident. We have started to see the benefits of the previous year’s Phonics training in Fast Phonics for those children struggling to grasp it.

Child A entered Year 3 in autumn 2022 having attained a Phonics Screening score of 23 at the end of Year 2. With intensive Phonics daily interventions and Fast Phonics, they achieved a score of 32 by summer 2023, thus passed the screening. This child is in receipt of PPG funding.

The oracy CPD for staff with the Voce 21 and from our Oracy Lead has certainly been showcased this year. The Oracy Lead has delivered Oracy Assemblies on a Wednesday and class teachers have delivered Oracy class assemblies on a Thursday, which have been recorded and uploaded on Sharepoint for the Oracy Lead to better track and monitor the use of oracy in classrooms and also the different strands being used. The prominent focus on developing and enhancing oracy skills has resulted in the continuous closing of the gap between PP and non-PP within the areas of listening, attention and understanding and speaking.

We invested in interventions across Key Stage 1 and Key Stage 2 to support the progress of the Pupil Premium children. These interventions were targeted and bespoke based upon data from the previous summer term and also some baseline tests completed early in autumn term 2022, namely Phonics, Reading and SALT. Most interventions were delivered by our additional Intervention Teachers, but some interventions were undertaken by class teachers, where it was identified that the class teacher had a particular strength to deliver bespoke interventions, whilst the Intervention Teacher taught the whole class. In the mornings, the additional teachers enabled English and Maths to be streamlined in KS1 and Upper Key Stage 2, which proved highly effective and beneficial to have smaller class sizes as well as more targeted objectives and teaching strategies in those lessons.

End of KS1 results in Mainstream (Yr 2 2021-2022)

The table below shows the positive impact that interventions and additional in-class support from the additional teachers had on PP children’s progress. The percentages highlighted in green show the positive improvement in percentage increase in PP children achieving ARE at End of KS1, following the year of targeted interventions in Reading, Writing, Maths and Phonics.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **End of KS1 SATs (Yr 2 2022-2023)** | **All** | **PP** | **PP progress in Yr 2 (Aut-Sum)** | **Non-PP** | **Non-PP progress in Yr 2 (Aut-Sum)** |
| Reading – On track and above | 73% | 67% | 20% | 80% | 27% |
| Above | 13% | 7% | 0% |  | 0% |
|  |  |  |  |  |  |
| Writing – On track and above | 67% | 60% | 20% | 73% | 20% |
| Above | 7% | 0% | 0% | 13% | 0% |
|  |  |  |  |  |  |
| Maths – On track and above | 76% | 80% | 27% | 74% | 1% |
| Above | 3% | 0% | 0% | 0% | 0% |
|  |  |  |  |  |  |

The table highlights that there was a percentage increase in the number of Pupil Premium children achieving ARE at the end of KS1 in all subjects – Reading, Writing and Maths - from Autumn 2022 to the end of Summer 2023. The greatest improvements were in Reading and Maths across the year, demonstrating the positive impact that the Reading, Phonics and Maths interventions and additional teaching staff to deliver Maths lessons, making group sizes smaller and enabling lesson objectives to be more targeted to the individual needs of the children in those groups. In Maths, the Pupil Premium children made significantly more progress across the year than non-Pupil Premium children. The gap between Pupil Premium and non-Pupil Premium was narrowed in Reading and writing, with both PP and Non-PP making significant progress. Mastery Maths and bespoke Maths interventions, in addition to Writing interventions has supported this.

End of KS2 results in Mainstream (Yr 6 2022-2023)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| End of KS2 SATs (Yr 6 2021-2022 | All | PP | PP progress in Yr 6 (Aut-Sum) | Non-PP | Non-PP Progress |
| Reading – On track and above | 76% | 71% | 7% | 80% | 7% |
| Above | 28% | 7% | 0% | 47% | 34% |
|  |  |  |  |  |  |
| Writing – On track and above | 76% | 71% | 27% | 80% | 13% |
| Above | 10% | 7% | 0% | 13% | 13% |
|  |  |  |  |  |  |
| Maths – On track and above | 66% | 64% | 2% | 66% | 29% |
| Above | 21% | 7% | 4% | 33% | 30% |
|  |  |  |  |  |  |

The table highlights that there was a percentage increase in the number of Pupil Premium children achieving ARE and above at the end of KS2 in all subjects – Reading, Writing and Maths - from Autumn 2022 to the end of Summer 2023. There was great improvement in Writing for PP children, demonstrating the positive impact that the additional Intervention Teacher had, in addition to the class teacher and also Assistant Principal teaching the cohort, which enabled streamlining and bespoke and targeted support to be given to individual pupils. Writing had been a school improvement focus, so the results confirm that writing was a strength in this cohort of children. The additional teaching staff delivering Reading, Writing and Maths lessons enabled smaller class sizes and more targeted lesson objectives to meet the individual needs of the children in those groups. The results in Maths show that the gap in performance and achievement between PP and Non-PP pupils is minimal, with only a 2% difference.

Besides supporting the year groups approaching End of Key Stage and preparing them for SATs, the interventions and support from the Intervention Teachers also had far wider benefits across the other year groups and the Pupil Premium children within those cohorts.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Pupil Premium Children | Year 1 Summer 2023 | Year 1 Progress (Aut 22-Jul 23) | Year 3 Summer 2023 | Year 3 Progress (Aut 22 – July 23) | Year 4 Summer 2023 | Year 4 Progress (Aut 22- Jul 23) | Year 5 Summer 2023 | Year 5 Progress (Aut 22 – Jul 23) |
| Reading | ARE 35%GD 6% | 0% | ARE 59%GD 6% |  +12% ARE | ARE 44%GD 13% | +6% ARE-7% GD | ARE 56%GD 13% | +18%ARE+6% GD |
| Writing  | ARE 41% | +6% ARE | ARE 53% | 0% | ARE 44% | +6% ARE | ARE 56% | +6% ARE |
| Maths  | ARE 41%GD 6% | 0% ARE+6%GD | ARE 53%GD 6% | 0% | ARE 56%GD 6% | +6% ARE | ARE 44% GD 13% | +6%ARE+7% GD |
|  |  |  |  |  |  |  |  |  |

The table below shows the End of EYFS data for the Reception cohort of 20/2022, who has just completed KS1, so the End of Key Stage data can be compared for that cohort now.

|  |  |  |  |
| --- | --- | --- | --- |
| End of EYFS (2020-21) | All | Pupil Premium | Non-Pupil Premium |
| EYFS GLD | 68% Not GLD 32% GLD | 8% GLD | 53% GLD |
| Reading | ARE – 29% GD – 21% | ARE – 4 | ARE- 3GD- 1 |
| Writing  | ARE- 32%GD – 7% | ARE- 2  | ARE -5GD - 2 |
| Numbers | ARE- 50% | ARE - 4 | ARE - 5 |

This data was taken from Summer 2021 shows that 32% of the cohort achieved EYFS GLD and the Writing and Reading attainment was very low for this cohort, especially for Reading and Writing, with only 8% and 4% at ARE in these areas. However, the End of KS1 data for that same cohort shows a very different picture, which can be largely attributed to the rigorous and targeted interventions and additional in-class support that this current cohort received from Autumn 2022-Summer 2023 due to the Pupil Premium Grant expenditure. Not only have these interventions had a positive impact on Pupil Premium pupils, but their benefits have also stretched beyond this cohort of children.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **End of KS1 SATs (Yr 2 2022-2023)** | **All** | **PP** | **PP progress in Yr 2 (Aut-Sum)** | **Non-PP** | **Non-PP progress in Yr 2 (Aut-Sum)** |
| Reading – On track and above | 73% | 67% | 20% | 80% | 27% |
| Above | 13% | 7% | 0% |  | 0% |
|  |  |  |  |  |  |
| Writing – On track and above | 67% | 60% | 20% | 73% | 20% |
| Above | 7% | 0% | 0% | 13% | 0% |
|  |  |  |  |  |  |
| Maths – On track and above | 76% | 80% | 27% | 74% | 1% |
| Above | 3% | 0% | 0% | 0% | 0% |
|  |  |  |  |  |  |

Attendance

The Learning Mentor and Attendance Officer has played a pivotal role in developing very strong home-school relationships with families to ensure that school are aware of any underlying problems that may be going on outside of school, so that we can provide adequate support for the family and the children whilst they are at school. For example, one family was struggling to get the children into school as they had to move far away out of the area and were struggling to get the children in on time with their work commitments as well.

The attendance of PP children continues to be slightly lower than that of non-PP children, with 90.84 and 93.11 respectively. There has been an increase from last year’s attendance for at least 30 PP children. Over the last academic year, there have been several illnesses that have impacted attendance. There has been a number of sickness bugs (vomiting and diarrhoea), spreading through the classes and to siblings in other year groups. There have been cases of flu-like symptoms that may have been previously tested as COVID.

There have been School Attendance Service referrals. Working with persistent absentees. The Fire service 6-week long course with Beacon Trust was targeted at PP children to help with attendance issues and was very successful. 8 children attended in total. Early help has been offered and there has been support through social care. Although, not all families accept Early Help as this is at the parent’s discretion. In a few circumstances, Breakfast Club has been offered and there has been an increase of families accepting this, even for a short while. Pick-ups from home have taken place and where there has been EBSA, this has helped. Children with poor attendance have worked with the Learning Mentor for the half-term or until attendance has improved. Each morning targeted children have had the opportunity for a soft start with the Learning Mentor, where there has been a check-in for mental wellbeing. Visits to families offering support/ chats have also taken place. The Learning Mentor and Attendance Officer has made prompt morning telephone calls or a knock at home to wake the parents.

As per school attendance policy, rewards and incentives are in place, weekly class winners, 12 days of Christmas daily prize winners, incentives to tackle late arrivals. On each morning, following absence school text, call, Dojo message those parents who prefer message communication or email parents. We conduct a welfare check if we have not heard back from the parent. Pupils who have been worried or refusing to come to school have worked with the Learning Mentor. She has continued to remind parents that where possible, medical appointments are to be made around school hours and medical evidence to be provided when/where appropriate. There has been an emphasis on holidays being taken out of term time too. The work is to continue with Knowsley SAS and LM for persistent absentees and one-off calls. A new/amended attendance policy has been implemented, with a focus on whole school approach and rewards strategies. After training and visits to other schools to see good practice, the Attendance Officer and Headteacher have gathered and collated information to help Yew Tree to move forward.

The Learning Mentor and Attendance Officer has been giving Dojo points at the end of each week to all children who have 100% attendance for the week with no late marks and to those children who are making improvements. Sharing weekly class attendance winners in assembly has continued, as has the sharing on the school newsletter on Class Dojo as well as attendance information, and illness advice during outbreaks to parents. Below 90% reports have been sent out on the last day of each half term along with new letters informing parents of their child’s attendance in a RAG rated form, including missed days and lesson. Persistent Absences has been the main focus and target area.

 There has been one child who has had previous poor attendance. Mum accepted early help which then led on to social care being involved and was able to support the family through a difficult time. This child has been monitored more closely for support. Child 2 has also had very poor attendance, through school support and accessing the fire service activity, he was able to improve his attendance. This also helped with sibling as both children were able to be reached.

With the current year’s interventions, it highlights that from Autumn 2022 – end of Summer 2023, the percentage of PP children at ARE and above in Reading increased very slightly from 11% to 19%; the percentage of children at ARE and above in Writing increased by 8 % and Maths 11%. The data above shows that, although the Pupil Premium children with SEND are not currently achieving as well as Pupil Premium children without SEND, what is apparent is, that from Autumn baselines and assessments, these children have been tracked by class teachers, the Inclusion Manger and Key Stage Leads during Pupil Progress meetings and bespoke interventions have been put into place, many of which have been funded by the PPG funding. In addition, several of the children with SEND are tracked and monitored using Pivats, which has captured the many small steps of progress in the various areas. Staff are very familiar with Edukey now, sharing PPPs and interventions, which has facilitated the sharing and storage of information in one central place.

The Occupational Therapist (OT) has delivered parent workshops, where she has discussed concerns and offered support and advice to families. She has delivered some OT training to TAs to upskill them and she has provided SENDCo with new programmes and strategies to support teachers to deliver interventions to support children with fine motor skills problems. The OT has also conducted lesson observations on the caseload of children she has been allocated and has provided teachers with advice and tips afterwards.

As mentioned above, Breakfast Club has been very popular with children in receipt of PPG and has in many cases supported families when trying to improve attendance or punctuality. Half of the places have been taken up by PP children, ensuring that they have a good breakfast and are ready to learn.

Some school trips were subsidised by the PPG funding last year again to ensure that the children had the opportunity to have wow experiences at a reduced cost. This is in keeping with our mission to boost cultural capital amongst the children and families. To name but a few, the children went to Chester to learn about the Romans, Manchester Airport, The Safari Park and had some workshops on site, such as the Stone Age Village and The Ancient Egyptian workshop.