



Yew Tree Primary Academy

Pupil Premium Grant Review

Academic Year 2021-2022

DREAMBIG

(Determined – Resilient – Empowered – Adventurous – Motivated – Beautifully Behaved – Inclusive – Generous).

Part A: Intended Outcomes

School Context

Total number of pupils eligible for PPG as of July 2022:

| Year | Total Number of children | % PP |
|---------------|--------------------------|----------|
| DSP 1 (Ash) | 10 | 10% (1) |
| DSP 2 (Birch) | 9 | 56% (5) |
| DSP 3 (Cedar) | 10 | 50% (5) |
| Nursery | 20 | 0% |
| Reception | 30 | 50% (15) |
| Year 1 | 30 | 47% (14) |
| Year 2 | 25 | 68%(17) |
| Year 3 | 27 | 59% (16) |
| Year 4 | 30 | 53% (16) |
| Year 5 | 30 | 47% (14) |
| Year 6 | 30 | 47% (14) |

Number of pupils and PPG received 2021-2022

Pupils on roll 5th September 2021

Reception - Year 6 and DSP = 227

September 2021 - PPG Eligible - 107

Amount PPG per pupil: 105 at £1,345 2 at £2,345

Total PPG received £143,915.00

£19,638 carried forward

As of July 2002 -

117 children are eligible for PPG - 46.6%

24.1% above National (22.5%).

Intended Outcomes

- 1) Well-developed Speech, Language and Communication skills and outcomes for Pupil Premium pupils via the EYFS curriculum due to embedded strategies, thus diminishing the gap between them and non-Pupil Premium pupils by the end of Reception (end of EYFS).
- 2) Diminish the gap in attainment between Pupil Premium pupils and non-Pupil Premium pupils by the end of EYFS
- 3) Increase the percentage of Pupil Premium pupils achieving the expected standard in Phonics by the end of Year 1 and at least by the end of KS1, thus diminishing the percentage gap between Pupil Premium pupils.
- 4) Well-developed oracy skills of Pupil Premium pupils, which supports the closing of the gap between them and non-Pupil Premium pupils. All pupils who are eligible for Pupil Premium will be exposed to high-quality vocabulary that impacts upon English progression throughout the school.
- 5) Diminish the gap by the end of KS1 and the end of KS2 in Reading, Writing and Maths attainment between Pupil Premium and non-Pupil Premium pupils, in addition to the national average.
- 6) More able Pupil Premium eligible pupils are making good or better progress between EYFS and KS1, and KS1 and the end of KS2.
- 7) Support available for Pupil Premium parents and carers to become fully involved in school life. Families will be supported through identification of needs in order to help them support their children more effectively.
- 8) Improved attendance rates for Pupil Premium pupils, becoming more in line with non-Pupil Premium pupils and others nationally. The most vulnerable pupils in each class are targeted using specific interventions.
- 9) Pupil Premium pupils, who are also in other vulnerable groups (SEND), are tracked and receive the best opportunity to improve and make progress from their starting points.
- 10) Low aspirations and expectations are addressed through the schools PSHE curriculum, the embedded ethos of DREAMBIG and Growth Mindset education. All children have high aspirations and ambitions for their futures, and a positive attitude to learning.
- 11) Identification of Social, Emotional and Mental Health and poverty needs of vulnerable Pupil Premium pupils and the provision of personalised, targeted pastoral support has a positive impact on pupils' learning, learning outcomes and emotional wellbeing.
- 12) Provision of an array of educational and

Chosen Actions / Approaches

Speech and Language

Speech and Language Therapist (SALT) – 1 day per week

Weekly sessions with SALT – Betsy Vaudrey. Assessing and reviewing children and setting bespoke plans for each child. Training staff how to deliver each plan. Working with 'high priority' children. Regularly reporting on progress.

Wellcomm screening and interventions (SALT)

At the beginning of Autumn term 2021, Reception class had their Wellcomm screening, which was undertaken by our Speech and Language Therapist, Betsy Vaudrey. They were re-screened in April 2022.

Gap analysis completed by SENDCo and Reception teacher, which informed the Wellcomm intervention groups.

In January 2022, Nursery were screened using Wellcomm, but were not in receipt of Pupil Premium funding at the time. Nonetheless, they benefitted from the screening and bespoke provision and interventions, advised by our Speech and Language Therapist, which followed the screening, and which prepared them for Reception the following year.

This Nursery cohort were re-screened early in September 2022, when in Reception.

Gap analysis completed, which informed the Wellcomm intervention groups.

HLTA interventions –

Autumn term – delivering daily 1:1 SALT interventions for EYFS children on caseload.

Interventions were then put in place to address the gaps in learning and to quickly get more children meeting ARE.

From the amber target sheet, it was identified that the areas where a number of children all had the same gap was in vocabulary or understanding. The SENDCo and Reception teacher/EYFS Lead also planned for this to be reinforced in provision time too. Word Aware strategies, as advised by the SALT, proved very useful. Karen Ellis then worked with the amber group and had a meeting with the SENDCo to discuss planned interventions, how to deliver them and how to fit them around the 1:1 work. 1:1 work with the children was daily from 9-9.30am and Wellcomm interventions were carried out from 11-11:30am daily following the session plans from the Wellcomm book.

Spring term onwards, continued 1:1s plus Wellcomm 'Amber' Reception and Nursery groups.

Those children who were 2 or more sections below, were assessed by Betsy to check whether they had an underlying need. This was 4 children and 50% were PP and 50% non-Pupil Premium.

Interventions for the children in the red groups included SALT sessions with Betsy, our Speech and Language Therapist, 1:1 sessions with the HLT A and PECS for the Reception child in the DSP.

Of the 25 children who attained below ARE, 12 (48%) were children in receipt of Pupil Premium funding. Thus, 52% were non-Pupil Premium children.

In the amber group, of the 13 children, 4 (31%) were children in receipt of Pupil Premium funding.

Whole School approach -Word Aware. Multi-sensory approach. Class dictionaries. Working Word Walls in each classroom.

CPD and support from SALT, Betsy, around provision development to ensure we have a communication rich environment to support the children's language development.

Reading comprehension used as an indicator.

44 children from Nursery - Year 6 on a SALT caseload with individual targets (19% mainstream and 25% of EYFS/KS1 children).

EYFS curriculum -

Vocabulary strategy built around Wellcomm and Word Aware objectives. Planning identifies key vocabulary. Vocabulary prominent in classroom. Adults model and encourage children to use and understand target vocabulary. New vocabulary taught via a multi-sensory approach.

Partnership working -

Strong relationships with NHS SALT - excellent work within DSP where AAC devices have been funded.

Lego Therapy - training delivered by Betsy Vaudrey to TAs (May 2022).

Phonics

Intervention and TA Support-

Intervention teacher (MC) has delivered additional 1:1 and small group Phonics sessions, in addition to the daily Phonics sessions in Year 1 and Year 2.

Intervention Teacher (MC) has also delivered Target Readers sessions in Year 2 and another Reading Intervention group in Year 2.

The Intervention teacher has also delivered daily Phonics interventions to Year 3 and Year 4 children, who haven't yet passed the Phonics Screening or completed the Phonics programme.

Additional TAs- These have released class TAs to deliver bespoke Phonics intervention sessions. Additional TAs have also delivered daily Phonics sessions to specific groups of children. TAs in Year 1 and Year 2 have been employed in the afternoons to deliver additional Phonics interventions to children that have been identified.

Release of EYFS and KS1 Manager 1 day per week – Phonics Lead has used management time to track and monitor Phonics progress and groupings every 6 weeks. Phonics assessments have been checked over by Phonics Lead to ensure bespoke Phonics curriculum has been targeted at the appropriate level.

Phonics Lead has delivered Phonics CPD to staff in Autumn 2021 around delivery of Phonics and also in Spring 2022 around streaming of groups and Fast Phonics. Used management time to undertake learning walks to ascertain the quality and consistency of Phonics teaching. Parent Phonics workshops have been delivered by the Phonics Lead in school during management release time.

Oracy

Intervention Teachers -provided the cover for Oracy Lead to have CPD time to develop oracy progression of skills document to ensure progression within and across the phases.

Oracy Lead has been released from class termly for CPD with Voice 21 and to plan for Oracy CPD for staff. He arranged for an oracy consultant from Voice 21, Rachel Dove, to visit early in Autumn term 2021.

Subject Leadership time covered by Intervention teacher (JJ) to enable Oracy Lead to prepare for staff CPD on how to use oracy successfully in the classroom.

Oracy Lead in conjunction with teachers has planned an oracy presentation every half-term in an array of subjects and added it into the scheme of work for every year group.

Oracy assemblies organised by Oracy Lead.

Whole school strategies e.g. Word Aware via recommendations from our SALT.
Debate Club offered by Oracy Lead.

Intervention and TA Support

In KS1, Intervention Teacher (MC) has delivered the following daily interventions: Yr 2 Phonics; 2x Yr 2 Reading intervention groups; Yr 2 Target Readers group; Yr 2 Writing in-class support; Yr 2 Writing intervention group; Yr 2 Maths intervention group; Yr 1 Phonics.

In KS2, Intervention Teacher (MC) has delivered the following daily interventions: Y3 Phonics; Yr 4 Phonics.

In KS2, Intervention Teacher (JJ) has delivered the following interventions: Daily in-class support / teaching in Yr 6 (5 focus children - 3 were PP); Yr 5 SPLD PPP work with 6 children - 5 were PP; Yr 5 Reading intervention group with 6 children - all PP; Yr 5 in-class support Writing with group of 8 - 4 were PP; Yr 5 Writing intervention with 4 children - 3 were PP; Yr 4 Writing intervention with 4 children - 2 were PP; Yr 3 Writing intervention with 5 children - 4 were PP; Maths intervention with 5 children - 3 were PP.

Release of EYFS and KS1 Manager 1 day per week - prepared and delivered Phonics parent workshops and resources.

Release of Oracy Lead

Enrichment opportunities for parents - Growth Mindset training has been funded and online videos shared with families.

HLTA/Acting Learning Mentor- continued meeting s and phone calls to support families.

School Attendance Officer to support families with attendance and acute need, thus impacting on improved attendance.

Alternative specialist provision (pupil in Yr 2 2021-2022)

Additional TAs - carry out interventions throughout the whole school day and one additional TA is working as a 1:1 for a child with an EHCP.

PSHE days are celebrated e.g. Hello Yellow Day, Children In Need, Walk to school days, etc and the profile has been raised by use of Class Dojo to share this with the families.

Pupil Voice interviews - Pupil Premium children actively involved

CPD - Growth Mindset training, coaching and online videos to share with the children, as well as workshops for parents.

Magic Breakfast Club - offered for free to struggling families

HLTA/Acting Learning Mentor- supporting families and children.

Funding of Educational Psychologist

Funding of Occupational Therapy support

Children's University SLA

Music And Performing Arts Service (MAPAS) Clubs

School trips and visitors subsidy

Part B: Review of Pupil Premium Strategy Outcomes for Academic Year 2021-22

Reception (2021-22) Autumn 2021 Wellcomm screening vs April 2022 re-screen

Continuing to invest in the screening and assessment tool, Wellcomm, 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 (2021-2022) identified that 86.7% of children were below expected for their age in October 2021. Of these, 31% were receiving SALT intervention 1:1 either via the NHS Speech and language team Independent school funded Speech and Language Therapist, Betsy Vaudrey (BV) or Karen Ellis our HLTA (via targets set by NHS or BV). Consequently, the SENDCo and Speech and Language Therapist advised that, initially, there needed to be a focus on the 43% who were working just 1 Wellcomm section below age-related expectations (Amber target group). Any children screened as 'red' have continued to be referred for further specialist screening, which has yielded more detailed and personalised targets and they have received 1:1 support to facilitate more rapid progress to narrow the gap.

| |
|-------------------------------|
| 86.7% below ARE |
| 13% - ARE |
| 43% - up to 1 year below ARE |
| 16.7% - 1-1.5 years below ARE |
| 6.7% - 1.5-2 years below ARE |
| 10% - 2.5-3 years below ARE |
| 6.7% - 4+ years below ARE |

Results from Autumn 2021 Wellcomm screening in Reception:

| | Green (Age-related) | Amber (Working just below - group interventions needed) | Red - Significantly below age-related (Referral to SALT made) | Working with SALT | % of children not meeting age-related expectations |
|-----------|---|---|---|--|--|
| Reception | 4 (13.8%) PP:2 (50%) Non-PP:2 (50%) | 6 (20.7%) PP:3 (50%) Non-PP:3 (50%) | 19 (65.5%) PP:10 (52.6%) Non-PP: 9 (47.4%) | 13 (44.8%) PP:8 (62%) Non-PP:5 (38.5%) | 25 = 86.7% PP: 13 (52%) Non-PP:12 (48%) |

Overall, the screening identified that there was almost the same amount of Pupil Premium and non-Pupil Premium children not meeting age-related expectations, but there was more Pupil Premium children performing significantly below expectations and scored "red".

Results from Reception re-screening April 2022:

| | Green (Age-related) | Amber (Working just below - group interventions needed) | Red - Significantly below age-related (Referral to SALT made) | Working with SALT | % of children not meeting age-related expectations |
|-----------|--|---|---|--|--|
| Reception | 17 (59%) PP:5 (17%) Non-PP: 12 (41%) | 0 (0%) PP: 0 Non-PP: 0 | 12 (41%) PP: 8 (28%) Non-PP: 4 (13.8%) | 12 (41%) PP: 8 (28%) Non-PP: 4 (13.8%) | 12 (41%) PP: 8 (28%) Non-PP:4 (13.8%) |

The re-screening results show that post-intervention, 59% were ARE and only 41% were working below as opposed to 86.7% at the time of screening in Autumn term.

Nursery Jan 2022 Welcomm screening and September 2022 re-screening outcomes.

Of the 16 children in Nursery 2021-22, the Wellcomm screening identified that only 3 (18 %) of the children were at age-related expectations, so 82% of Nursery children were below ARE in January 2022. 8 children (50%) were in the red, where they attained 2 or more sections below.

Results from Nursery January 2022 Wellcomm screening:

| | Green (Age-related) | Amber (Working just below - group interventions needed) | Red - Significantly below age-related (Referral to SALT made) | Working with SALT | % of children not meeting age-related expectations |
|---------|---------------------|---|---|-------------------|--|
| Nursery | 3 (19%) | 4 (25%) | 9 (56%) | 12 | 13 (81%) |

Results from Nursery Wellcomm re-screening 2022:

| | Green (Age-related) | Amber (Working just below - group interventions needed) | Red - Significantly below age-related (Referral to SALT made) | % of children not meeting age-related expectations |
|---------|---------------------|---|---|---|
| Nursery | 3 (19%) | 10 (63%) | 3 (19%) | 13 (81%) |

The Wellcomm re-screening results for the Nursery cohort demonstrate that, although 13 children, or 81%, are still not meeting age-related expectations, the majority of children are now in the amber group and are working just below. Following intense daily Wellcomm interventions and 1:1 sessions, in addition to 1:1 sessions with our Speech and Language Therapist, the 9 children (56%) in "red" diminished to only 3 children (19%) following re-screening several months later. The number of children now only performing at just below in the "amber" has more than doubled from 25% to 63% following these interventions and re-screening.

Speech and Language Progress Data using TALC assessment

*TALC = Test of Abstract Language Comprehension

From the table below, the positive impact of the spending on the Speech and Language Therapist to deliver 1:1 SALT sessions and to undertake regular assessments can be seen across several cohorts of children on caseload:

| Year group | % children on caseload making progress | % children on caseload making excellent progress |
|------------|--|--|
| Reception | 85.70% | 71.40% |
| Year 1 | 85.70% | 85.70% |
| Year 2 | 83.30% | 66.60% |
| Year 3 | 100% | 80% |

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.

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

Reception

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

Year 1

| | | | |
|----------------------|-----------|--------|---------|
| Name: Pupil B | 15.10.20 | 5.5.21 | 9.11.21 |
| Level 1 | | | |
| Level 2 | | | |
| Level 3 | | | 100 |
| Level 4 | | | 72 |
| Information | 33, WNL | | 32, WNL |
| Grammar | 16 AE 4;0 | | 23, WNL |

Year 2

| | | | |
|----------------------|----------|--------|---------|
| Name: Pupil C | 22.10.20 | 5.5.21 | 2.11.21 |
| Level 1 | n/a | | |
| Level 2 | n/a | | |
| Level 3 | 90 | 65 | 94 |
| Level 4 | 70 | 72 | 83 |

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 :

| | % On Track (ARE) | | | | | | | | | | | | | |
|--|------------------|-----------|-----|--------|-----------|-----|--------|---------|-----|--------|-----------------------|---------------------------|-----|--------|
| Reception 21/22 | Entry | Autumn 21 | PP | Non-PP | Spring 22 | PP | Non-PP | July 22 | PP | Non-PP | % progress from entry | % progress from Autumn 21 | PP | Non-PP |
| Listening, Attention and Understanding | 31% | 45% | 29% | 60% | 60% | 43% | 75% | 77% | 71% | 81% | 46% | 32% | 42% | 21% |
| Speaking | 38% | 41% | 21% | 60% | 57% | 36% | 75% | 70% | 57% | 81% | 32% | 29% | 36% | 21% |
| Comprehension | 38% | 41% | 29% | 53% | 57% | 36% | 75% | 67% | 57% | 75% | 29% | 26% | 28% | 22% |
| Combined | 31% | 31% | 14% | 47% | 57% | 36% | 75% | 57% | 43% | 69% | 26% | 26% | 29% | 22% |
| <u>Wellcomm Screening</u> | 13% | | | | 57% | | | | | | | 44% | | |

Across the whole Reception cohort, the percentage of children at ARE for Listening, Attention and Understanding increased by 32% from 45% at the end of Autumn term to 77% at the end of summer term 2022. In Autumn term, there was a significant difference in children at ARE between the Pupil Premium and non- Pupil Premium, with 29% and 60% respectively (31% difference). However, following the intensive SALT interventions, by the end of the summer term, the gap between Pupil Premium and non- Pupil Premium had diminished significantly, with 71% of Pupil Premium children achieving ARE compared to 81% of non-Pupil Premium children (10% difference). Pupil Premium children made the most progress from Autumn 2021 for Listening, Attention and Understanding - 42% compared to 21% for non-Pupil Premium children.

Across the whole Reception cohort, the percentage of children at ARE for Speaking increased by 29% from 41% at the end of Autumn term to 70% at the end of summer term 2022. In Autumn term, again, there was a significant difference in children at ARE between Pupil Premium and non-Pupil Premium, with 21% and 60% respectively (39% difference). By the end of the summer term, the gap between Pupil Premium and non-Pupil Premium had reduced, with 57% of Pupil Premium children achieving ARE compared to 81% of non-Pupil Premium children (24%). Pupil Premium children made the most progress from Autumn 2021 for Speaking - 36% compared to 21% for non-Pupil Premium children.

Across the whole Reception cohort, the percentage of children at ARE for Comprehension increased by 26% from 41% at the end of Autumn term to 67% at the end of Summer term 2022. In Autumn term, again, there was a significant difference in children at ARE between Pupil Premium and non-Pupil Premium, with 29% and 53% respectively (24% difference). By the end of Summer term, the gap between Pupil Premium and non-Pupil Premium had

narrowed a little more, with 57% of Pupil Premium children achieving ARE compared to 75% of non-Pupil Premium children (18% difference). Pupil Premium made the most progress from Autumn 2021 for Comprehension - 28% compared to 22% 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 31% achieving Combined at the end of Autumn term and 57% achieving it at the end of Summer term 2022. In Autumn term, there was a significant difference in the number of Pupil-premium and non-Pupil Premium children achieving Combined ARE, with only 14% being Pupil Premium and 47% being non-Pupil Premium (33% difference). By the end of Summer term, the gap between both groups had reduced a little more, with 43% of Pupil Premium achieving Combined compared to 69% of non-Pupil Premium children (26%).

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 2021, only 21% of Pupil Premium children were ARE for Reading compared to 67% of non-Pupil Premium children (46% difference). 21% of Pupil Premium children were ARE for Writing compared to 73% of non-Pupil Premium children in Autumn term 2021 (52% difference). By the end of Summer 2022, 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 36% at the end of Summer term compared to 75% for non-Pupil Premium children (38% difference). 36% of Pupil Premium children attained ARE for Writing compared to 69% of non-Pupil Premium children (33% difference).

For Pupil Premium children, the number of children achieving Combined increased from 14% in Autumn term to 36% at the end of Summer term, which more than doubled.

Whole school - Reading, Writing and Combined

| | End of Autumn | End of Summer |
|----------|---|--|
| Reading | 60% ARE and above (48% ARE and 12% GD) | 62% ARE and above (46% ARE and 16% GD) |
| Writing | 53% ARE and above (50% ARE and 3% GD) | 56% ARE and above (53% ARE and 3% GD) |
| Combined | 47% | 52% |

There has been a 5% increase in children attaining Combined ARE for Reading and Writing across the school. There has been a 2% 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 3% 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 | 57% ARE and above (47% ARE and 10% GD) | 62% ARE and above (48% ARE and 14% GD) | 61% (47% ARE and 14% GD) | 63% ARE and above (45% ARE and 18% GD) |
| Writing | 40% ARE and above (38% ARE and 2% GD) | 63% (59% ARE and 4% GD) | 46% (43% ARE and 3% GD) | 63% ARE and above (60% ARE and 3% GD) |
| Combined | 38% | 55% (4% at GD) | 47% | 57% (3% at GD) |

As we can see from the table above, the gap between Pupil Premium and non-Pupil Premium in Reading has diminished, with only a 2% difference by the end of Summer term 2022. It is most pleasing to see that the number of Greater Depth readers has increased from 10% to 14% by the end of Summer.

The disparity in Writing between both groups was more significant in Autumn term, with 23% more non-Pupil Premium children attaining ARE and above. Despite the gap still being prevalent in Summer 2022, it has narrowed to 17% difference.

It is promising to see that Reading is relatively in line, which will consequently filter into the children's writing, thus potentially raising the percentage of children attaining ARE and above in Writing.

There has been most progress amongst the Pupil Premium children in achieving Combined ARE, with a 9% increase from Autumn to the end of Summer term.

To measure general KS1&2 impact of SALT interventions and Word Aware whole-class strategies, Reading Comprehension was used as an indicator of the effectiveness of whole class vocabulary teaching (Word Aware), as well as individual SALT interventions. As evidenced below, substantial progress has been made by all but especially those children receiving daily SALT interventions. This is an early indicator that class teachers' focus on language, alongside the intervention programmes, is a contributing factor to improved progress in reading comprehension.

As a comparison, data was compared from the same point last academic year - 19% of children were not making expected progress, compared with 5% now.

PROGRESS IN READING OF CHILDREN RECEIVING SALT INTERVENTION. JUNE 21- DECEMBER 21

■ Below ■ Expected ■ Above Expected



Word Aware learning walks conducted by the SENDCo/Inclusion Manager highlighted a consistency in the approach to Word Aware in classrooms.

TAs were trained and supported to deliver Lego Therapy by our Speech and Language Therapist ready to deliver in the Autumn term 2022. The TAs and HLTA, who received the training commented that they felt more knowledgeable and skilled in their understanding of the benefits of Lego Therapy and also in their capabilities to deliver the programme to the children.

Speech-generating devices (AAC devices), also known as voice output communication aids, are electronic augmentative and alternative communication systems that have been used to supplement or replace speech or writing for individuals with severe speech impairments, enabling them to verbally communicate. The DSP Manager and DSP Class Teachers have reported to the SENDCo/Inclusion Manager and PP Lead that they have been an invaluable tool in supporting the children to communicate their ideas, thoughts and feelings, and they have noticed how they have reduced negative behaviours linked to the frustration generated by communication barriers.

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 2021 to July 2022.

Year 1 Phonics - mainstream classes

| | |
|-------------------|-----|
| Year 1 Cohort | 80% |
| Pupil Premium | 71% |
| Non Pupil Premium | 88% |

As a whole, the percentage of Pupil Premium children who passed this year has increased by 11% from last year. In 2020-21, 73% of the Year 1 cohort passed the screening check, with only 60% of Pupil Premium children passing in comparison to 100% of non-Pupil Premium children. There is still a gap in

attainment between Pupil Premium and non-Pupil Premium Phonics attainment, but it has diminished; last year 40% less Pupil Premium children passed in comparison to 100% of Non PP children, whereas the difference has diminished to 17% this year.

This cohort will complete the Government Provided Phonics Screening Check in December 2022, so there is still time for the remaining 29% 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 | Autumn Baseline | End of Summer 2022 |
|-------|-----------------|--------------------|
| A | 15 | 33 |
| B | 12 | 36 |
| C | 22 | 35 |

Case studies from MCs additional Phonics in Yr 1

8 children (5/8 are PP) = 63% in Yr 1 Additional Phonics group.

3 didn't pass Phonics screening - 38% 2/3 are PP) So, 2 out of 5 PP children passed Phonics after interventions.

Pupil A in Autumn baseline scored 12. By the end of Summer 2022, they scored 36.

Pupil B in Autumn baseline scored 15. By the end of summer they scored 33.

Year 2 Phonics - mainstream classes

The effectiveness of our Phonics investment continued in Year 2. At the beginning of the Autumn term 2021, 5 children entered Year 2 having not achieved the Government Phonics Screening standard. All 5 of these children were in receipt of Pupil Premium funding.

4 of these children were put into an additional Phonics intervention group with the Intervention Teacher (MC) and received daily additional Phonics throughout the year. The other child received 1:1 additional Phonics teaching.

By the end of the year in Summer 2022, 4 out of the 5, or 80% 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 1 Pupil Premium child was 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, with only 1 child not meeting the required standard in Phonics.

Here are examples of the Phonics outcomes for the 4 children referred to above:

| Pupil | Autumn Baseline | End of Summer 2022 |
|-------|-----------------|--------------------|
| A | 21 | 33 |
| B | 23 | 36 |
| C | 23 | 32 |
| D | 26 | 35 |
| E | 13 | 23 |

Even Pupil E, who did not pass the Phonics Screening by the end of KS1, still made lots of progress with the additional targeted interventions:

In addition to Phonics interventions, 3 of the 5 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 (MC). All 3 were in receipt of Pupil Premium funding. As we can see above, the additional daily reading, as well as additional daily Phonics paid dividends as 2 of the 3 went on to pass the Phonics screening test by the end of KS1. As outlined above, significant progress was made by all 3 children.

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. This cohort of children were significantly impacted during Covid, with chunks of time out of school in Year 1 and Year 2.

Despite only 1 of the 7 KS2 children (the non-Pupil Premium child) reaching the Government Phonics Screening standard at the end of Summer 2022, they all made significant progress.

| Pupil | Autumn Baseline | End of Summer 2022 |
|---------|-----------------|--------------------|
| A (PP) | 3 | 16 |
| B (PP) | 14 | 22 |
| C (NPP) | 28 | 37 |

Pupil C was non-Pupil Premium, but their progress demonstrates the positive impact that the additional daily Phonics interventions had on others in the cohort.

The release of the Phonics Lead once a week has proved necessary and very beneficial from the results and outcomes shown above. Rigorous 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. Phonics assessments have been checked over by Phonics Lead to ensure bespoke Phonics

curriculum has been targeted at the appropriate level and adjustments have been made appropriately where necessary. CPD delivered to staff by the Phonics Lead has resulted in improved staff confidence and competence in the delivery of Read Write Inc Phonics, as evidenced by the excellent progress, outcomes and attainment above. 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.

Phonics parent workshops were fairly well attended, but this will be a continued focus moving forward. Parental engagement and understanding of the Phonics curriculum is paramount for continued and sustained progress in this area. Reinforcement at home will further strengthen the children's Phonics skills, so the EYFS/KS1 Manager and Phonics Lead will continue to engage in Phonics CPD and communicate this to parents via regular parent workshops. Moving forward, Phonics Lead will use management release time to complete all Phonics assessments across all Phases to ensure consistency.

EYFS/KS1 Manager and Phonics Lead successfully provided CPD for KS1 staff around Fast Phonics and streaming in Spring and Summer 2022, which we will begin to see the benefit of in the 2022-2023.

The Oracy Lead has utilised Subject Leadership time and CPD time, covered by the Intervention Teacher, to develop a highly effective progression of skills document in order to ensure progression in oracy within and between key stages across the whole school. This has supported staff with identifying and understanding the skills and strategies that they need to be using and teaching the children to use in each particular year group. It has supported staff by identifying prior oracy skills that the children will have already embedded the year before and also the next year's oracy skills. Teachers feel that it puts their delivery of the oracy curriculum into greater context.

The oracy CPD for staff with the Voce 21 consultant, Rachel Dove, was highly effective for all staff involved and for the Oracy Lead to audit the children's use of oracy and the teacher's delivery of oracy skills to the children. Then, it was possible for the Oracy Lead to work alongside the oracy consultant to identify the next steps and how to approach them for the school as a whole and also the bespoke next steps for individual teachers in their delivery of oracy. On the consultancy day, Rachel Dove completed a Learning Walk to see how classes were delivering the oracy skills that the Oracy Lead had taught staff during staff CPD earlier in Autumn term. They looked at how classes were using oracy skills within lessons, through hand gestures, listening and spoken skills. Following lesson visits, the Oracy Consultant then delivered one to one training with staff to help and support them to further include oracy in their lessons. Following the consultancy, staff feedback highlighted that they felt more confident with delivering oracy skills and how to approach the new skills, such as Talk Detectives. There has been a very positive impact from the additional Oracy CPD and training; from subsequent Learning Walks and evidence of Oracy on Sharepoint, teachers have been incorporating more Oracy exploratory and presentational tasks in their lessons. During Oracy Assemblies on a Wednesday, it is evident to see that children are confidently using oracy gestures when communicating their opinions and ideas. In Spring 2022, the Oracy Lead worked with teachers to plan oracy presentations every half-term in a variety of subjects, which were then added into their long-term curriculum plans. There is evidence of this on Sharepoint to verify that the Pupil Premium children are being exposed to and using high quality vocabulary.

However, this is still an area for continuous development. Moving forward, the Oracy Lead will develop Oracy Assemblies on a Thursday to be 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. Further CPD can then be gauged from using the evidence.

The prominent focus on developing and enhancing oracy skills has resulted in the gap closing between PP and non-PP within the areas of listening, attention and understanding and speaking. As mentioned previously, this has been facilitated by our Speech and Language Therapist undertaking regular assessments of the children on caseload and advising staff about strategies and interventions to support the children with their communication, speech and language. Wellcomm screening has been invaluable for identifying and tracking the needs and progress of the children over a period of time. This has been primarily in EYFS, but has extended to KS1, KS2 and the DSP. The work of our HLTA, carrying out daily SALT and Wellcomm interventions and undertaking regular assessments, has also facilitated the rapid progress in the area of speech, language, communication and oracy.

Whole school strategies, such as the use of Word Aware via recommendations from our SALT, have had a very positive impact. Word Aware learning walks conducted by the SENDCo/Inclusion Manager highlighted a consistency in the approach to Word Aware in classrooms. It was highlighted how Word Aware was being used across a range of subjects in the curriculum, which was evident from the Word Aware Walls and class dictionaries.

Book scrutiny and learning walks in various subject Deep Dives in Autumn 2021 to Summer 2022 captured lots of evidence of high-quality vocabulary in English reading and writing, in addition to other Foundation subjects.

To address the needs of the Pupil Premium children, we effectively invested in interventions across Key Stage 1 and Key Stage 2. These interventions were targeted and bespoke based upon data from the previous summer term and also some baseline tests completed early in Autumn term 2021, namely Phonics, Reading and SALT. These interventions were in place throughout the year. 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 2021-2022) | All | PP | PP progress in Yr 2 (Aut - Sum) | Non-PP | Non-PP progress in Yr 2 |
|-------------------------------------|-----|-----|---------------------------------|--------|-------------------------|
| | | | | | |
| Reading - On track and above | 68% | 65% | +15% | 75% | +12% |
| Above | 0% | 0% | | 0% | |
| | | | | | |
| Writing - On track and above | 56% | 47% | +3% | 75% | +25% |
| Above | 0% | 0% | | 0% | |
| | | | | | |
| Maths - On track and above | 64% | 59% | +15% | 75% | 0% |
| Above | 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 2021 to the end of Summer 2022. 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 Reading and Maths the Pupil Premium children made more progress across the year than non-Pupil Premium children, despite there still being a gap in attainment of ARE between both groups. The gap between Pupil Premium and non-Pupil Premium was narrowed the most in Reading, with 10% difference in the number achieving ARE. Despite significant improvements, there is still a gap in attainment between both groups for Maths.

Moving forward, Pupil Premium Lead will discuss future possible Maths and Writing interventions with Curriculum/English Lead and Maths Lead. They will gather research evidence on some different and highly effective intervention strategies and programmes to further boost the percentage of Pupil Premium children achieving ARE and above.

Below, the data shows the successful outcomes of interventions for Pupil Premium children that the PPG funded:

KS1 Yr 2

Phonics Yr 2(MC): 4 children in total - all 4 were Pupil Premium

By the end of KS1, all 4 Pupil Premium children passed their Phonics Screening Check.

Reading Intervention group 1 (MC) : 4 children in total – 3 out of 4 were Pupil Premium

The 3 Pupil Premium children achieved ARE by the end of KS1.

Reading Intervention group 2 (MC) – 3 children in total – 2 out of 3 were Pupil Premium

1 Pupil Premium and 1 non-Pupil Premium attained ARE at the end of KS1.

Target Readers Yr 2 (MC) : 5 children in total – 4 out of 5 were Pupil Premium

1 of the 4 Pupil Premium children reached ARE by the end of KS1.

Maths intervention Yr 2 (MC): 5 children in total – 4 out of 5 were Pupil Premium.

By the end of KS1, 2 of the Pupil Premium children, or 50%, attained ARE.

As mentioned above, Writing interventions continue to be an area of continuous development. From the Writing interventions below, 8% of Pupil Premium children benefitted and attained ARE by the end of KS1 as a result of having this additional intervention and support. The in-class support may have benefitted other Pupil Premium children, besides the 4 targeted children, because the additional teacher enabled the class teacher to support more of the other children and work more closely with those children to firmly secure ARE.

English Writing in class support Yr 2 (MC): 4 children in total – 3 were Pupil Premium

1 child attained ARE and they were non-Pupil Premium.

Writing Intervention Yr 2 (MC): 6 children in total – 4 were Pupil Premium

1 Pupil Premium child and 1 non-Pupil Premium child reached ARE at the end of KS1.

End of KS2 results in Mainstream (Yr 6 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 and GD at End of KS2.

| End of KS2 SATs (Yr 6 2021-2022) | All | PP | PP progress in Yr 6 (Aut - Sum) | Non-PP | Non-PP progress in Yr 6 |
|----------------------------------|-----|-----|---------------------------------|--------|-------------------------|
| | | | | | |
| Reading - On track and above | 73% | 71% | +9% | 75% | 0% |
| Above | 20% | 21% | +13% | 19% | +13% |
| | | | | | |
| Writing - On track and above | 66% | 57% | 0% | 75% | 0% |
| Above | 3% | 7% | +7% None in Aut | 0% | None in Aut |
| | | | | | |
| Maths - On track and above | 73% | 64% | +18% | 82% | +44% |
| Above | 10% | 7% | +7% None in Aut | 13% | +13% None in Aut |

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 2021 to the end of Summer 2022. The greatest improvements were in Reading and Maths across the year, 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. 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.

In Reading, the Pupil Premium children made more progress across the year than non-Pupil Premium children and the gap in was significantly diminished between Pupil Premium and non-Pupil Premium children, with 71% and 75% respectively.

In Maths, the Pupil Premium children made great improvements across the year, despite the gap being just under 20% between Pupil Premium and non-Pupil Premium children attaining ARE and above.

Moving forward, Pupil Premium Lead will discuss future possible Writing interventions with Curriculum/English Lead and Maths Lead. They will gather research evidence on some different and highly effective intervention strategies and programmes to further boost the percentage of Pupil Premium children achieving ARE and above. The performance of both groups, Pupil Premium and non-Pupil Premium, remained stagnant across the year.

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

The table below show the positive impacts on the percentage of Pupil Premium children achieving ARE and GD at the end of Summer 2022 in the other year groups:

| Pupil Premium children | Year 1 Summer 2022 | Year 1 progress (Aut 21-Sum 22) | Year 3 Summer 2022 | Year 3 progress (Aut 21- Sum 22) | Year 4 Summer 2022 | Year 4 progress (Aut 21-Sum 22) | Year 5 Summer 2022 | Year 5 progress (Aut 21-Sum 22) |
|-------------------------------|---------------------------|--|---------------------------|---|---------------------------|--|---------------------------|--|
| Reading | 43% ARE 14% GD | +7% ARE 0% increase | 44% ARE 13% GD | -6% (new child in summer term at just below, so impacted ARE %) +6.3% ARE - excluding this. 0% GD increase | 44% ARE 25% GD | -6% ARE +12% GD | 57% ARE 7% GD | +7% ARE +7% GD |
| Pupil Premium children | Year 1 Summer 2022 | Year 1 progress (Aut 21-Sum 22) | Year 3 Summer 2022 | Year 3 progress (Aut 21- Sum 22) | Year 4 Summer 2022 | Year 4 progress (Aut 21-Sum 22) | Year 5 Summer 2022 | Year 5 progress (Aut 21-Sum 22) |
| Writing | 36% ARE 0% GD | +7% ARE | 38% ARE 6% GD | +9% ARE -1% GD | 50% ARE 6% GD | +6% ARE 0% increase | 50% ARE 0% GD | +7% ARE |
| Maths | 36% ARE 14% GD | + 15% ARE -7% GD | 63% ARE 6% GD | +6% ARE +6% GD | 63% ARE 6% GD | +19% ARE -13% GD | 64% ARE 0% GD | +14% ARE 0% GD |

The data below demonstrates that the more able Pupil Premium children are making good or better progress between Key Stages.

In 2017-2018, at end of KS1, only one child (Child A) was GD and that was in Maths and he was non-Pupil Premium:

By end of KS2 in 2021-22, these are the results for that same cohort:

Reading - 6 attained GD.

Writing - 1 attained GD.

Maths - 3 attained GD - child A from End of KS1 is still attaining GD.

The table below shows the End of EYFS data for the Reception cohort of 2019/2022, who have just completed KS1, so the End of Key Stage data can be compared for that cohort now.

| End of EYFS (2019-2020) | All | Pupil Premium | Non-Pupil Premium |
|-------------------------|---|---------------|-------------------|
| EYFS GLD | 100% - Not GLD | 0% | 0% |
| Reading | Below- 15 / 26 (58%) Just Below - 7 (27%) ARE- 2 (8%) | ARE : 1 (4%) | ARE: 1 (4%) |
| Writing | Below- 17 (65%) Just below - 8 (31%) ARE- 1 (4%) | ARE: 1 (4%) | ARE: 0 |
| Numbers | Below- 14 (54%) Just below- 8 (31%) ARE- 4 (15%) | ARE:3 (11.5%) | ARE: 1 (4%) |

This data was taken from Spring 2020, since the cohort didn't complete the summer term due to the Lockdown during Covid-19. It shows that at that point, nobody 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 2021-Summer 2022 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 TA (Yr 2 2021-2022) | All | PP | PP progress in Yr 2 (Aut - Sum) | Non-PP | Non-PP progress in Yr 2 |
|-------------------------------------|-----|-----|---------------------------------|--------|-------------------------|
| | | | | | |
| Reading - On track and above | 68% | 65% | +15% | 75% | +12% |
| Above | 0% | 0% | | 0% | |
| | | | | | |
| Writing - On track and above | 56% | 47% | +3% | 75% | +25% |
| Above | 0% | 0% | | 0% | |
| | | | | | |
| Maths - On track and above | 64% | 59% | +15% | 75% | 0% |
| Above | 0% | 0% | | 0% | |

The release of the EYFS/KS1 Manager and Phonics Lead once a week, using PPG, has proved necessary and very beneficial in the preparation and delivery of Phonics parent workshops. They were fairly well attended, but this will be a continued focus moving forward. Parental engagement and understanding of the Phonics curriculum is paramount for continued and sustained progress in this area. Reinforcement at home will further strengthen the children's Phonics skills, so the EYFS/KS1 Manager and Phonics Lead will continue to engage in Phonics CPD and communicate this to parents via regular parent workshops.

Moving forward, we endeavour to invite parents in for EYFS stay and play and reading time with the children for the parents to experience this first-hand and for teachers to model the good practice, so that this can be reinforced at home.

The PPG expenditure has also enabled Growth Mindset Lead to organise Growth Mindset training with Grow Your Mindset for parents. Workshops were delivered in Spring 2022 and were reasonably well-attended. We also ensured that online video workshops were distributed to families to ensure they were accessible to all. Grow Your Mindset also delivered Growth Mindset training several times to staff, so this ensured consistency in school and at home for the children.

From Learning Walks and Pupil Voice interviews conducted by Growth Mindset Lead, Pupil Premium Lead and the Grow Your Mindset Consultant in early Autumn term 2021, it was very visible that Growth Mindset was well-embedded in our school culture and ethos, as well as being positively embodied by the children. The children interviewed understood the principles very well and could discuss why and how a positive growth mindset helped them with their learning and challenges that they face. More parental workshops will definitely be high on the agenda to further secure and reinforce this, so that children are also encouraged to adopt these principles at home, as well as in school.

The HLTA/Acting Learning Mentor 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. Consequently, the attendance of the children was very poor, as was punctuality, when they did come to school. Following a meeting with the Learning Mentor and Attendance Officer, it was arranged for the children to attend breakfast club daily and it provided a more settled start to the morning for the children and attendance, although still not in the "green", did improve and it prevented the children from entering into the persistent absence category, which was the direction it was heading at the beginning of Autumn term 2021.

By the end of Summer 2022, the attendance figures for both Pupil Premium and non-Pupil Premium children are not too dissimilar, highlighting that there isn't a significant gap between the attendance of both groups. The attendance figures for both groups improved significantly as the year progressed; Pupil Premium attendance was as low as 79% in Autumn, yet with lots of support, intervention and persistence from our Attendance Officer, ended up on average 91% for the whole year. From the termly attendance tracking below, the positive impact that our Attendance Officer has had on our most disadvantaged children.

Attendance Tracking - 01/09/2021 - 17/12/2021 (Autumn Term)

| Pupils | Attendance |
|--------------------|-------------------|
| Pupil Premium | 79% |
| Non- Pupil Premium | 80% |

Attendance Tracking - 04/01/2022 - 12/04/2022 (Spring Term)

| Pupils | Attendance |
|--------------------|-------------------|
| Pupil Premium | 90% |
| Non- Pupil Premium | 92% |

Attendance Tracking - 24/04/2022 - 20/07/2022 (Summer Term)

| Pupils | Attendance |
|--------------------|-------------------|
| Pupil Premium | 89% |
| Non- Pupil Premium | 92% |

Attendance Tracking - 01/09/2021 - 25/7/2022 (whole year)

| Pupils | Attendance |
|--------------------|-------------------|
| Pupil Premium | 91% |
| Non- Pupil Premium | 93% |

The Attendance Officer has worked relentlessly to ensure daily first response calls have been done as a priority to enquire about pupil absences; she has often been the first point of reference to re-engage parents after a turbulent and unsettling couple of years; and also has referred families to the Local Authority Attendance team for further support. She has worked tirelessly to communicate the importance of attendance to families.

Half-termly meetings with the Pupil Premium Lead has supported the Attendance officer in tracking, monitoring and targeting our most vulnerable and disadvantaged children. The weekly attendance sheets to keep teachers updated has supported teachers to monitor the children in their own classes and take ownership of communicating and checking-in with families mainly via Class Dojo. Pupil Premium Lead, Acting Learning Mentor/HLTA and the Attendance Officer successfully worked with two Families to find solutions to raise attendance. One solution was to use Breakfast Club, which has made a positive difference. Whilst still not at national expectations, attendance has improved.

The use of Class Dojo has certainly raised the profile of attendance since so many families are accessing Dojo now. More parents are communicating with class teachers, in addition to the Attendance Officer, providing details of absences and many are expressing more concern about missed time from school, such as requesting work and reading books to be sent home.

Pupil Voice was discussed at a termly meeting with pupil Premium Lead and Attendance Officer and it has proved highly successful. Feedback from the children and staff has been very positive about letting the children choose the reward if their class wins the half-termly attendance award. The children have been much more conscious about their attendance and appear more invested.

The use of Class Dojo to raise the profile of attendance has been invaluable. Reminder Dojos have been sent about attendance heroes and half-termly class attendance prize options. Parents can comment and like the posts, which is evident that they are seeing them and engaging with the information. Incentives have really engaged pupils, such as prize draws for 96+% attendance. Visual reminders in the form of traffic light attendance information on the weekly newsletter have been excellent reminders; the children and staff are very responsive to this and want their class to win the 1st, 2nd or 3rd place rosettes that are displayed on the classroom doors. Consequently, teachers have been using Dojo to raise the competition between classes. The children have been very proud to win attendance certificates - Gold for children who have not been off all year; silver is 100% attendance for 2 terms; bronze is 100% for the term. Good attendance 96% and one certificate for most improved attendance, and again, this has certainly raised the importance of good attendance. Similarly, the Attendance Officer has used Dojo to send reminders to parents of

the protocol and procedures for reporting absences and also the Wade Deacon Attendance information. Information has been communicated regarding the impact of the children being late (i.e. how many hours and days of lost learning this equates to).

Attainment in Maths, Reading and Writing for Pupil Premium children with SEN Support /EHC Plan **Autumn 2021**

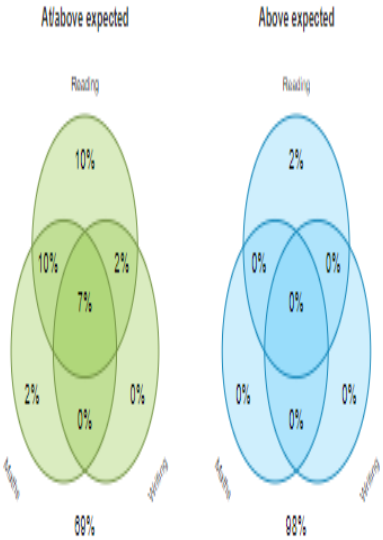
Attainment Overview for Pupils (from 2021-2022) who are pupil premium, with SEN Support or EHC Plan - 2021-2022 Autumn - Main Assessment



Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



Combined attainment



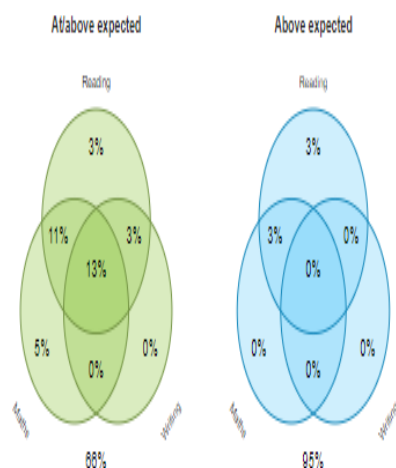
End of Summer 2022

Attainment Overview for Pupils (from 2021-2022) who are pupil premium, with SEN Support or EHC Plan - 2021-2022 Summer - Main Assessment

Print



Combined attainment



With the current year's interventions, it highlights that from Autumn 2021 - end of Summer 2022, the percentage of children at ARE and above increased very slightly from 28% to 29%; the percentage of children at ARE and above in Writing increased by 6% and Maths increased by 9%. The percentage of children achieving Combined for Reading, Writing and Maths has almost doubled from 7% to 13%.

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 Manager 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. With the new subscription to Edukey, it has facilitated the sharing of PPPs, Pupil Passports and intervention groups amongst class teachers and other key

members of the school staff. Moving forward, the cost-effectiveness and success of interventions can more easily be measured using Edukey, which will, hopefully, further improve the effectiveness of our interventions and specialist provisions for our SEND children.

Pupil A below, is an example of a child with numerous barriers, not just Pupil Premium and SEND, but their PIVATS results demonstrate progress from Summer 2021 - Summer 2022:

| PIVATS | Summer 2021 | Summer 2022 |
|--------------------------|-------------|-------------|
| Number | Bridge a | One-2c |
| Using and Applying | Bridge b | One-3d |
| Shape, Space and Measure | Bridge a | One-1e |
| Reading | One-2e | One -3d |
| Writing | One-2e | One - 2a |
| | | |

Pupil A received daily Phonics with the Intervention Teacher, daily Reading, Speech and Language interventions twice per week and regular assessments with our SALT and was in a Maths and Writing focus group, in addition to daily Maths pre-teach and post teach sessions.

As discussed previously, additional Intervention Teachers in KS1 and KS2 have been invaluable for running bespoke and targeted interventions to close the gaps. These have been timed interventions with a specific entry and exit criteria, and they have been reviewed and evaluated frequently at Pupil Progress meetings. Many children who are Pupil Premium with SEND have been involved in these interventions. A few examples of specific interventions have been selected below:

Phonics Yr 2(MC): 4 children in total - all 4 were Pupil Premium

By the end of KS1, all 4 Pupil Premium children, 3 of whom are also SEND, passed their Phonics Screening Check.

Reading Int group 1 (MC) : 4 children in total - 3 out of 4 were Pupil Premium

The 3 Pupil Premium children achieved ARE by the end of KS1. 2 out of the 4 were also SEND.

The Pupil Premium Grant has also been used successfully used to fund an Educational Psychologist, who has undertaken several assessments and has had several consultations with staff to share strategies to better support our children with SEND and EHC Plans. From Autumn 2021-Summer 2022, the Psychologist completed 4 assessments of children who had been identified as making very little progress, if any, and teachers and parents had raised concerns that there could possibly be underlying reasons for this. Of the 4 children assessed, 2 of these were Pupil Premium children.

Both of the Pupil Premium children have now progressed to EHCP applications, thus the assessment from the Educational Psychologist was very pivotal in highlighting their difficulties and suggesting strategies for families and teachers to support the children better. These targets and strategies have been incorporated into PPPs and get reviewed termly. An additional TA has been funded using the PPG to support one of these children following the feedback in the Educational Psychologist's report about bespoke and personalised support and provision that the child needs every day in class. Attendance of this particular child plummeted last year due to anxieties, yet with the support and provision now in place, the child is thriving and attendance has much improved.

In addition to assessments, the Educational Psychologist has also had 5 consultations with staff regarding pupils they have had concerns about. Of the 5, 2 are Pupil Premium children.

Following the consultation, many new strategies and interventions were put into place for Child B early in the Autumn term and shown below is the success of them:

| PIVATS | Summer 2021 | Summer 2022 |
|---------------------------|-------------|--------------|
| Number | One- 3a | |
| Using and Applying | One - 3b | |
| Shape, Space and Measures | One-3a | |
| Maths | | On track ARE |
| Reading | One -2a | Two-2a |
| Writing | One -2a | Two-1a |
| | | |

The PPG has also funded an Occupational Therapist to work with 7 of our children with ASD. This has also had a very positive impact on our non-Pupil Premium children in Mainstream and DSP. These targets have been incorporated into PPPs and have been reviewed termly.

One family of a Pupil-Premium child receiving Occupational Therapist support stated how the sessions have really promoted the child's self-care routine, emotional regulation, organisational skills, handwriting and fine motor skills and levels of alertness. The Occupational Therapist has also provided invaluable resources and support to teachers regarding sensory diets and sensory snacks, which have supported staff to remove barriers to learning and help their pupils become more calm and focused.

The PPG funding pays for one pupil to attend a more specialist provision that meets their social and emotional needs. From regular contact with the school, the child is thriving in the alternative specialist provision.

Our Speech and Language Therapist has been funded using the PPG. Continuing to invest in the screening and assessment tool, Wellcomm, 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.

Our HLTA / Acting Learning Mentor has played a pivotal role in ensuring that our Pupil Premium children with SEND make good progress, not only academically, but also socially and emotionally. Working closely with our Speech and Language Therapist, the HLTA has very successfully delivered SALT interventions in Nursery and Reception, in addition to conducting Wellcomm assessments and delivering Wellcomm interventions. Our HLTA/Learning Mentor has done check-ins with various pupils who have been struggling or identified to have specific SEMH needs; in particular, she has worked very closely with 5 of the Year 6 children with behavioural and emotional needs; 3 out of the 5 are Pupil Premium. These sessions have calmed, soothed and regulated the children, especially since they developed a sense of trust with our Acting Learning Mentor. In addition, she has run a lunch time club for children with red cards, where she has undertaken TEARR work with the children. Having this daily support has led to a large reduction in yellow and red cards being issued, which has been noted by the Inclusion Manager when she has monitored the behaviour log on CPOMs. Daily sensory circuit sessions and sensory snacks throughout the day with 4 children has paid dividends in regulating their emotions and behaviour, and also in helping them to focus and engage with their learning. All 4 of the pupils are on the SEND register and 3 of them are also PP.

Our HLTA has also provided PPA teaching cover and Management time for the DSP Manager, which enables the DSP Manager to engage in CPD and research regarding SEND and drive forward new strategies and initiatives for our children with SEND. DSP Manager has delivered CPD on Blank Level questioning and use of B Squared for all staff, which has equipped them with further knowledge and skills.

The passion and commitment that our teachers and staff have invested in Growth Mindset and Wellbeing has been demonstrated in the positive outcomes for our Pupil Premium children, showing that they are motivated and have high aspirations on the whole and this is very much embodied in the culture and ethos of our school, DREAMBIG. Data highlights the sheer resilience, determination and high standards that our children set for themselves.

Growth Mindset plays a pivotal role in Yew Tree Primary Academy and it is becoming more visible around school, as well as in the classrooms. The PPG was used for staff CPD, training and coaching with Grow Your Mindset Consultants. Lesson observations have been conducted with PP Lead, Growth Mindset Lead and Grow Your Mindset Consultant. The lesson observations enabled bespoke and personalised feedback to be given to staff to base the coaching sessions around their areas for development. Growth Mindset Lead has let other staff come to observe her lessons where Growth Mindset strategies and language are interwoven into her lessons. Feedback from staff following both of these CPD sessions was extremely positive and they felt more empowered and upskilled to incorporate Growth Mindset in their classrooms.

The PPG expenditure has also enabled Growth Mindset Lead to organise Growth Mindset training with Grow Your Mindset for parents. Workshops were delivered in Spring 2022 and were reasonably well-attended. We also ensured that online video workshops were distributed to families to ensure they were accessible to all. This ensured consistency in school and at home for the children.

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During this year, we had several subject Deep Dives, where the children were involved in Pupil Voice interviews to discuss their learning. Pupil Premium Lead always ensures that the Pupil Premium children are involved in these interviews and staff are aware that it is vital that they are always represented. From the feedback that Pupil Premium children gave, it was clearly evident that they really enjoy their learning and are motivated to achieve the best that they possibly can.

Staff have had CPD/training for Roar Rainbows and it is well-established in and around school; Roar rainbows are on tables/walls in classrooms and all staff have stickers on their lanyards to ask pupils around school how they are feeling and where they are on the Roar Rainbow. This has proved very effective for getting the children to highlight that they are feeling worried and provides them with the opportunity to discuss this with their teachers and TAs. Staff have monitored the Roar Rainbow scores and have made referrals to our Acting Learning Mentor for regular check-ins in some instances.

Pupil Premium Lead, the Attendance Officer and the HLTA/Acting Learning Mentor have worked collaboratively to identify families who are struggling, either socially or financially and offer support or signpost them to agencies that may be able to support them. We have second-hand uniform, which we offer to families who cannot afford new items of clothing. In addition, we offer a free Magic Breakfast Club, which is attended by around three-quarters of Pupil Premium children. This has also improved punctuality and attendance for some of the children using the service. For some of our children with SEMH, it has provided a more calm and structured start to the morning. A healthy breakfast has provided sustenance for the morning, setting them up for improved outcomes.

The Pupil Premium Grant has also been used successfully to fund an Educational Psychologist, who has undertaken several assessments and has had several consultations with staff to share strategies to better support our children with SEND and EHC Plans. From Autumn 2021-Summer 2022, the Psychologist completed 4 assessments of children who had been identified as making very little progress, if any, and teachers and parents had raised concerns that there could possibly be underlying reasons for this. Of the 4 children assessed, 2 of these were Pupil Premium children. Both of the Pupil Premium children have now progressed to EHCP applications, thus the assessment from the Educational Psychologist was very pivotal in highlighting their difficulties and barriers to learning and suggesting strategies for families and teachers to support the children better. These targets and strategies have been incorporated into PPPs and get reviewed termly. An additional TA has been funded using the PPG to support one of these children following the feedback in

the Educational Psychologist's report about bespoke and personalised support and provision that the child needs every day in class. Attendance of this particular child plummeted last year due to anxieties, yet with the support and provision now in place, the child is thriving and attendance has much improved. Evidence from reviewed PPPs highlight that the strategies and interventions often improve wellbeing of the pupils with SEMH and ASD.

The PPG has also funded an Occupational Therapist to work with 7 of our children with ASD. This has also had a very positive impact on our non-Pupil Premium children in Mainstream and DSP. These targets have been incorporated into PPPs and have been reviewed termly.

One family of a Pupil-Premium child receiving Occupational Therapist support stated how the sessions have really promoted the child's self-care routine, emotional regulation, organisational skills, handwriting and fine motor skills and levels of alertness. The Occupational Therapist has also provided invaluable resources and support to teachers regarding sensory diets and sensory snacks, which have supported staff to remove barriers to learning and help their pupils become more calm and focused.

The PPG funding enabled one pupil to attend a more specialist provision that meets their social and emotional needs. From regular contact with the school, the child is thriving in the alternative specialist provision.

The PPG has been used to fund Children's University, which offers our children a well-rounded, diverse and challenging education outside of the classroom, which aims to instil a love of learning and future success for our pupils. The scheme encourages children to widen their experiences beyond the classroom. It encourages our pupils to continue to participate in extra-curricular activities to accumulate hours towards their graduation certificates. We paid for sports enrichment clubs from EITC, such as Dodgeball, Multi-skills and Football, and also for music and instrumental extra-curricular clubs, namely Guitars and Choir. In addition to this, teachers offered a wide range of clubs throughout the year for pupils - Homework Club, Craft, Eco-Warriors, Film Club, Geography Club, Bible Stories, Outdoor Activities, Netball, Art Club, Tennis, Phonics and Easter Craft, Team games, sensory play and 5000 step challenge. We have 38 children graduating this year. Of these, 16, or 42%, are Pupil Premium children. We will continue to offer a wide and broad range of activities, To make activities even more targeted to the children's likes and interests, we intend to use Pupil Voice and surveys. Should there be specific requests, we can budget to pay for or subsidise external companies to deliver these sessions if staff cannot deliver them.

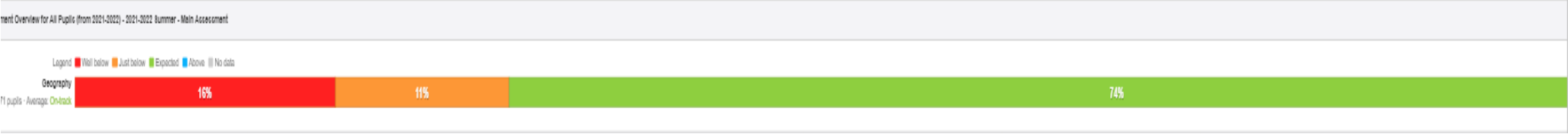
We organised and funded MAPAS clubs using the grant and all of the spaces for Guitar lessons were taken up by Pupil Premium pupils and three-quarters of the children attending Choir were Pupil Premium; both were funded by the PPG. The children really enjoyed having the opportunity to play a musical instrument and have expressed interest in learning to play more musical instruments. We intent to enquire about Toots for a Lower Key Stage 2 class to have weekly lessons.

We have used the PPG funding to subsidise school trips this year as Wow experiences for our children. We have mainly focused on our Learning Tree topics (History and Geography), but there have been other visits subsidised too. These include: Year 1 visit to Manchester Airport and the World Museum; Year 2 visit to Gulliver's World; Year 3 visits to Tatton Park and the Ancient Egyptian workshop at the Atkinson Theatre; Year 4 Roman's Chester visit; Year 5 visit to the Jorvik Viking Centre and Year 6 visits to the Catalyst Museum and Beatles Story in Liverpool. The feedback from staff and children following

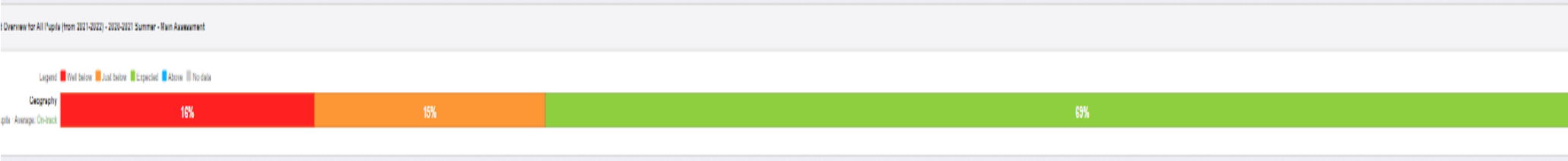
their visits was highly positive, especially after two years without any trips during Covid-19. Teachers claimed that WOW experiences captured the interest and enthusiasm of the children from the outset of their topics and the children stated that it helped put their learning into context and they felt more engaged with their learning afterwards.

This positive impact is certainly highlighted in the Geography and History attainment for 2021-2022:

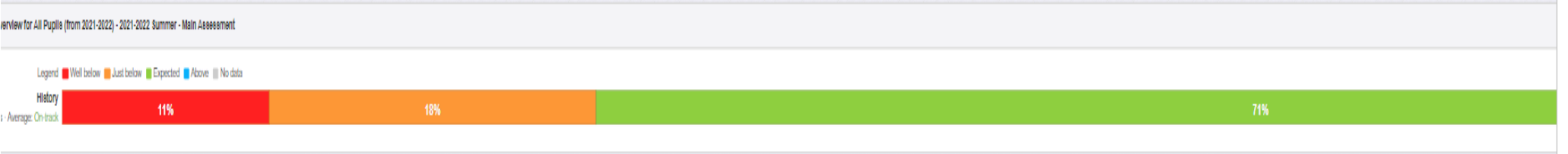
Geography 2021-2022



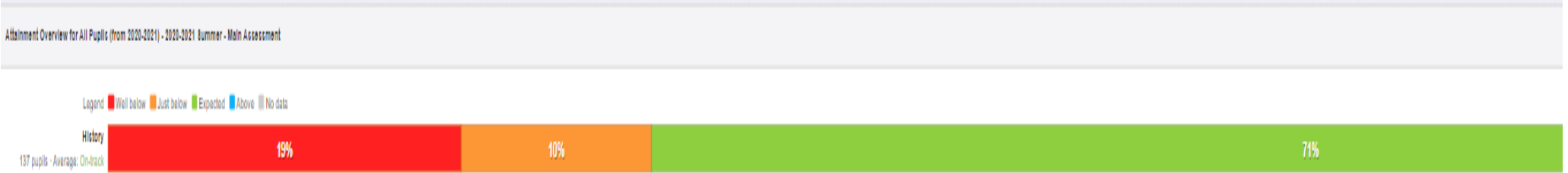
Geography 2020-2021



History 2021-2022



History 2020-2021



This demonstrates the positive contribution that the trips and visits had on the children's learning and attainment in their Learning Tree topics and we will continue to use funding to support this. We will aim to get more visitors to deliver workshops on site too, which will reduce the costs of some experiences.