

Hayward's Primary School Pupil premium strategy statement 2022 – 2025 YEAR 2

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hayward's Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 – July 2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andy Smith, Headteacher
Pupil premium lead	Andy Smith, Headteacher
Governor / Trustee lead	Pamela Jackson, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,270
Recovery premium funding allocation this academic year	£15,225 (2023-2024)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£156,336

Part A: Pupil premium strategy plan

Statement of intent

The overarching aim of our Pupil Premium strategy is to ensure that all barriers for disadvantaged children, whether these are academic, social and emotional, linked to attendance or those present because of circumstances at home, are challenged and overcome within a caring and nurturing environment.

The introduction of a Pupil Premium Champion at Hayward's provides each child with a voice and enables the school to provide opportunities for appropriate "challenge for all" within individual provision mapping. The Pupil Premium Champion works closely with the pupils, staff and families to remove the barriers and to support engagement and further enrichment.

Opportunities are found to engage, support and enrich a child's primary school experience with high aspirations for all pupils to reach their full potential.

We have high expectations of all children at Hayward's and want our disadvantaged children to achieve good outcomes as they move through the school. Our statement aims to promote early support, from the moment that the children arrive at Hayward's, provide provision which helps children maintain their individual trajectories throughout primary school and enables catch-up when children fall behind.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Reading data at Key Stage 1 needs to continue to improve further, as does disadvantaged pupils' engagement in regular reading through Key Stage 2.
3	Internal and external assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	A large number of our PP children are also SEND. Progress of these children is less than those without SEND, in some year groups, and the gap between PP with SEND and PP without SEND/Not PP is widening.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This is particularly evidence for our PP children who are also identified as SEND. They have also been impacted by lack of parental support and engagement at home and challenges within the family

	environment. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and developing less effective independent learning skills. It has also resulted in challenges within the family setting and an increase in the number of families needing TAFs and Early Help support.
6	<p>Our observations and knowledge of the children indicate they have less experience of learning outside of the classroom and are less likely to engage with activities outside of the home. As a result, children are less well developed in their knowledge and experience of the world, find practical problem-solving tasks harder, have less experiences that they can draw on in the classroom and attend less well at after school clubs and activities.</p> <p>Our pupils need a curriculum which is right for them: highly engaging, practical and one which is providing opportunities for key-learning to be experienced in a memorable manner. They also require a curriculum which builds on knowledge and revisits knowledge. Classrooms need to be designed in order to support this and to enable kick and easy information retrieval to be undertaken.</p>
7	Our attendance data shows that the gap between PP and non-disadvantaged pupils is closing and this needs to be sustained. Unauthorised absence is 0.3% higher than for all pupils. Our assessments and observations indicate that absenteeism is negatively impacting a number of disadvantaged pupils' progress.
8	Attainment for disadvantaged pupils in the EYFS in the English Strand is below that of non-disadvantaged. GLD achievement for some pupils is held up by them not achieving their English prime area of learning.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Childrens' vocabulary is further developed and there is evidence of this vocabulary use within their independent writing.
Further improvement in phonics scored for pupils at the end of KS1. For Reading attainment data to continue to improve across KS2.	KS1 phonics assessments are consistently above the national average and that 80% of all disadvantaged pupils pass the Phonics Screening test by the end of Year 2. KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard across the school
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To close the gap for pupil premium through	Pupil Premium children are showing evidence of closing the gap in all subject areas.

targeted programmes of support and intervention.	Teachers are aware of key strategies to raise the attainment for PP children with SEND and this is evident with lesson observations and through pupils work. PP children with SEND are actively engaging with their learning and intervention programmes show evidence of impact.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● high quality experiences provided and engaged with through the pupils time at school (Forest School, visits, visitors and engagement with residential activities) ● a significant increase in children engaging in enrichment activities, particularly among disadvantaged pupils
To have a curriculum which is well-designed, well-delivered and is appropriate for all pupils, particularly those who are disadvantaged.	Subject Leaders maintain an effective curriculum in their subject area which is being successfully navigated by pupils. Where there is evidence that it is not being successfully navigated, the curriculum will be adapted in order to meet need. Subject Leaders monitor the work (through observation and produced by disadvantaged pupils and ensure that pupils are achieving expected milestones across the curriculum.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● the overall attendance rate for all pupils being at or above 97%. ● the gap between the attendance of pupil premium and all children being at 0% ● the percentage of all pupils who are persistently absent being reduced through a targeted programme of support.
To raise attainment of disadvantaged pupils in the EYFS.	An increased % of pupil premium children are achieving the English Prime area and therefore achieve GLD at the end of Early Years.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Whole staff CPD programme, which ensures that key strategies and approaches are applied by all staff. Follow up training will occur for TAs on a two-weekly basis:</p> <p>Improving SEND teaching and learning for all children, including those with PP.</p> <p>Improving Writing teaching delivered for particular year groups, focussing on disadvantaged pupils.</p> <p>Improve and further develop learning strategies within the classroom.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>The impact of professional development on teacher retention: Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-career teachers. While factors other than access to CPD tend to be behind teachers' decisions to quit the profession, there is evidence supporting targeted CPD programmes for teachers in the early stages of their careers.</p> <p>Induction training and mentoring programmes are particularly effective for improving retention rates early on. Quality CPD has the potential to alleviate acute retention problems for early-career teachers.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/#:~:text=CPD%20programmes%20generally%20produce%20positive.of%20staff%20turnover%20and%20dissatisfaction</p>	3,4	£15000
Autumn Review	<p>Staff meetings in the autumn term have looked at adaptive teaching/cold-calling/greater depth provision for pupils. Teachers have engaged in lesson study aiming at improving pupils ability to talk about their maths/their learning. Lesson Observations have enabled senior leaders to measure the impact of the work and to identify areas for further development within individual practice (see SIP autumn review).</p> <p>Subject leaders continue to attend subject briefings in order to understand key developments within their area of expertise. EYFS Briefings (x2)</p>		

	<p>Science Briefings (x2) English Briefings (x2) Maths Briefings (x2)</p> <p>Senior Leaders/EYFS Lead have worked closely with Sticklepath School in order to ascertain ways of boosting EYFS performance for all pupils. Following these visits CPD has been provided to all EYFS staff.</p> <p>In addition, all staff have received subject leader time. Autumn term has provided time for staff to evaluate subject area and to generate an action plan for the new academic year. Some subject leads have observed lessons, while others have spent time talking with pupils, looking at planning and looking at the work produced by the children. Time has been allocated on the Spring NPD for subject leaders to consider how they will measure impact for PP children through their regular subject leader time.</p>
Spring Review	<p>Staff meetings have continued to explore the learning strand. We have focussed in particular on refining the approach and ensuring that there is a uniformed approach to this at Hayward's. All meetings have reflected on how approaches are working for SEND, GD and disadvantaged pupils. Disadvantaged pupils have been involved in pupil voice discussions with subject leaders.</p> <p>Over the course of the term staff have received training in: Maths (x2) Learning (x2) PE and assessment Reading for Pleasure</p> <p>In the Spring term staff were asked to work with PP children and to establish their experience of learning within subject areas. All subject leaders then presented to each other and to SLT/Chair of Governors their findings and how their action plan might adapt/develop as a result of their work. Key themes were discussed and established:</p> <ul style="list-style-type: none"> - PP children learn best when they have a strong learning experience to hang their learning on. This was often achieved through a visitor/trip or residential experience. Pupils also talked a lot about activities which took place away from the classroom, even if it was in the school grounds. Staff to consider how they can incorporate a variety of learning experiences within their subject. - PP children commented that they were missing elements of the curriculum due to intervention work. This gave them a disjointed picture and often resulted in them having gaps in their learning/incomplete pieces of work. Staff to consider how we can provide intervention works for pupils in a more structured and effective way.
Summer Review	<p>Staff meetings have continued to explore the learning strand. Further refinement of the approach has continued and has been observed by the School Improvement Partner from DCC. Extract from report:</p> <p>“Developing teachers understanding of the limitations of working memory and its implications for teaching is a whole school priority. There has been a focus on reducing unnecessary teacher talk and ensuring that visual cues are used to support learners. Teachers are considering what strategies they already use which are effective in reducing:</p> <p>The transient information effect (when content disappears trying to remember them overloads the working memory hindering any further future thinking.)</p>

	<p>The element interactivity effect (keeping in mind and thinking about several elements for topic easily overloads you especially if they are transient speech and not permanent marks.)</p> <p>The collective memory effect (sharing ideas in a group is difficult if the ideas are transient that is to say only spoken capturing and visually makes him in effect permanent.)</p> <p>The modality affects (the auditory loop soon gets overwhelmed by the transients of speech enriching the information by permanent. Visuals is an easy solution.) “</p> <p>We have looked this term at how we can “capture” the key learning to support working memory of pupils. We have looked at a variety of approaches that can be used, including how we can enhance this with IT. Staff have worked to develop a repertoire of approaches which they have then tested back in the classroom. Staff have fed back the approaches that they trialed over the four week period and staff considered how this could be adapted into their own teaching. We spent particular time considering where it needed to take place within lessons to have maximum impact.</p> <p>All support staff have also received training from the Maths advisor team from Devon County Council - Supporting Children in Maths Lessons programme - professional development for teaching assistants.</p>		
<p>Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure and to maintain high levels of Reading engagement across Key Stage 2 with close monitoring in place for disadvantaged children - Provision of librarian to monitor and support children who are not engaging effectively enough with the programme.</p>	<p>EEF - The study found that pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>Impact within school on PP Children engagement and progress – PP Review report (2021-2022)</p> <p>Impact on Reading data across the school since introduction.</p> <p>Impact from PP engagement reports 2021-2022 and subsequent Reading Age progress and overall attainment.</p>	<p>2</p>	<p>£2500</p>
<p>Accelerated Reader Cost Approximately £1600 for an academic year Allocation of TA to monitor and address engagement levels of PP Children - £15.01 x 1 x 38 = £570</p>			

Autumn Review	<p>BP has 0.5hours a week to monitor AR across the school - monitoring engagement, progress with certifications DB supports monitoring during library afternoons and produced PP reports for PP champion Reading Mentor scheme in place across KS2 to support engagement Dec 23 - PP children - 25/45 at or above benchmark on STAR tests Autumn term STAR tests: 20/45 - accelerated progress 5/45 - expected progress (9/45 - only 1 test this term; progress cannot be measured)</p>										
Spring Review	<p>Reading Mentor programme has continued. Reading buddies have been set up with Year 5 children peer mentoring LKS2 children who have been struggling with accuracy and engagement on AR. Whole-class accuracy award introduced to encourage and promote accuracy. March 24 - PP children - 32/ 62 at or above benchmark on STAR tests Spring term STAR tests: 15/62 - accelerated progress 8/62 - expected progress (3/62 - no test in Spring term; progress cannot be measured) Staff are measuring previous pupils closely to ensure that engagement levels haven't slipped.</p>										
Summer Review	<p>Reading Mentors & Reading buddies have continued BP met with reading mentors early in the term to ensure consistency in practice In the Summer term we have focussed on pupils achieving greater test accuracy, as this was an area of concern following closer analysis at the end of the autumn term. Awards have continued to be distributed to classes where the accuracy obtained is high. Reading Lead and HT have been monitoring children at risk of not achieving their expected accuracy level and have provided the children with regular check-points to ensure that their engagement/accuracy improves.</p> <p>We have set the AR accuracy to 85%. My analysis below includes pupils who have achieved 80+% accuracy for the summer term.</p> <table border="1" data-bbox="419 1303 1473 1592"> <thead> <tr> <th data-bbox="419 1303 946 1400">YEAR GROUP</th> <th data-bbox="946 1303 1473 1400">Fraction of children achieving 80% accuracy.</th> </tr> </thead> <tbody> <tr> <td data-bbox="419 1400 946 1462">3</td> <td data-bbox="946 1400 1473 1462">12/14 pupils</td> </tr> <tr> <td data-bbox="419 1462 946 1525">4</td> <td data-bbox="946 1462 1473 1525">9/12 pupils</td> </tr> <tr> <td data-bbox="419 1525 946 1592">5</td> <td data-bbox="946 1525 1473 1592">18/21 pupils</td> </tr> </tbody> </table> <p>For those pupils who do not meet more than 80% accuracy, closely analysis of individual reading habits and behaviours in the autumn term 2024 is required.</p>			YEAR GROUP	Fraction of children achieving 80% accuracy.	3	12/14 pupils	4	9/12 pupils	5	18/21 pupils
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Provide children in EYFS with a session of Forest School per week with the aim of raising pupils vocabulary, language and communication skills through	<p>FOREST SCHOOL https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ Catch Up Funding Impact Report (2020-2021) The research highlights that children can benefit in a range of ways. Six themes emerged from the data of the positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration,</p>	1	£5000								

wider curriculum immersion. To raise the quality and quantity of 'talk' opportunities.	physical skills and knowledge and understanding. http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/Forest-School-and-its-impacts-on-young-children_OBrien_Murray-2007.pdf		
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EYFS Forest School Provision 2 sessions for four groups each lasting 1.5 hours
£21.18 x 6 x 33 weeks (not for the first half-term) = £4100

Autumn Review	<p>Forest school began in Autumn term 2. The children initially struggled with the new and very specific routines particular to Forest school and maintaining their safety while at Tanglewood. However, the children are gaining in confidence and becoming more familiar with the environment and the expectations. Nearly all children now participate in the circle time at the beginning of the session and are more confident to speak within the group.</p> <p>The children have experienced a range of activities including exploring the site, 'treasure hunts' and hot chocolate and are beginning to be able to explain the process of, and what is needed for, successful fire lighting.</p> <p>The children have engaged in 7 sessions so far that has already portrayed progress in increasing children's confidence to talk in smaller group sizes as well as explore new skills and have access to exciting opportunities that enhances their language and problem solving skills. It has been evident that children are beginning to apply these valuable skills across their learning in other areas when in the classroom, playground or lunch hall. Children return to class and have the opportunity to extend their learning further by revisiting their forest school experience and recording this as a picture, encouraging children to describe their activity verbally as well as record as marks, words or phrases. Therefore this enables them to reinforce the language used and explain the skills required in more detail. The TAs support forest school and this enables these conversations to take place later in class, ensuring we revisit the learning. Forest school has had a huge impact on their C&L with an increase of 17% now on track since baseline - see below. A huge focus for the Autumn term is also PSED, Forest school has a positive impact in enabling children to manage their feelings and emotions and this has enabled us to be 'school ready' for Spring and focus in more detail on guided sessions such as writing with an increase of 10% now on track since baseline. Below, also outlines a 13% increase for PD supporting their fine motor skills.</p> <table border="1"> <thead> <tr> <th>Prime areas</th> <th>Baseline</th> <th>Autumn 2</th> </tr> </thead> <tbody> <tr> <td>C&L</td> <td>44.2% on track</td> <td>61% on track</td> </tr> <tr> <td>PSED</td> <td>57.4% on track</td> <td>67% on track</td> </tr> <tr> <td>PD</td> <td>48% on track</td> <td>61% on track</td> </tr> </tbody> </table>	Prime areas	Baseline	Autumn 2	C&L	44.2% on track	61% on track	PSED	57.4% on track	67% on track	PD	48% on track	61% on track
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Spring Review	<p>During the Spring Term, the EYFS children have visited Tanglewood for their regular Forest school sessions. They have experienced a variety of weather conditions over the term which they have embraced with good humour.</p> <p>The activities which they have participated in have been structured for them to develop skills and have experiences on an individual, small group and whole group basis. These activities range from encouraging the children to notice things in the environment (treasure hunts, copying natural patterns, tower building) to creative experiences (making pixie houses, leaf rubbing) and campfire cooking (popcorn and welshcakes).</p>
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	<p>The children come to Forest School with enthusiasm, a good understanding of basic safety expectations and a willingness to 'have a go'. Some of the previously more reticent children are challenging themselves and with encouragement are now fully participating in sessions with a more positive attitude to getting messy and trying new things.</p>		
Summer Review	<p>End of year data GLD percentage for the whole cohort is 65.57%. The percentage of Notice and Focus children securing their Prime areas of learning are as follows: Communication and Language = 69.7% (23 out of 33 children), Personal, Social and Emotional Development = 65.4% (17 out of 26 children) achieved Expected, Physical Development = 60.0% (18 out of 30 children) achieved Expected. Forest school has had a direct impact on this and this is evident in the learning captured within the Forest School Scarp book for the Summer Term.</p>		
Following the purchase of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils, we will continue to work closely with the Ilsham Hub to ensure that quality of delivery. Release of RWI lead to monitor impact of teaching and learning for disadvantage pupils.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	2	£7480
Autumn Review	<p>Receiving external support through our RWI subscription (Development Day will be 03/01/2023, with Lucy Bessant). NP has dedicated RWI time (1 day a fortnight), to complete all Reading Leader tasks including coaching, monitoring progress for individuals, setting up and monitoring the impact of tutoring, organising Favourite Five to promote an enjoyment of reading and covering Tier 2 vocabulary, preparing weekly CPD. NP oversees the 1:1 tutoring of children so that they can be supported to keep up with their peers. NP works with key disadvantaged children to provide them with 'booster' RWI sessions, based on their needs. This has focused on Y2 PSC retake children - all scores have improved since their Y1 PSC. Careful tracking is done of the progress of the disadvantaged children. Weekly CPD sessions - run by NP Phonics Lead - take place for staff available. (Training sessions are set up on PPTs with links to the RWI videos online so that staff can access anytime). Sessions are either based on coaching needs/training updates or assessment (using the half-termly and in-between assessments to monitor the progress of each individual child). NP has started delivering training to KS2 staff this year, so that teachers and teaching assistants in KS2 have a secure understanding of how phonics is delivered at Hayward's and know how to continue with the RWI practices when children move into KS2.</p>		
Spring Review	<p>3rd January 2024 - Development Day with Lucy Bessant, as part of our RWI subscription. Lucy carried out coaching during the RWI sessions across EYFS/KS1, analysed data with NP, did some training with staff new to RWI and</p>		

	<p>also provided training for 1:1 tutors. The outcome of this day was that NP and all staff (through dissemination in RWI meetings following this visit) are clear on next steps to support those children at risk of falling behind.</p> <p>In Y2, out of the 6 children who did not pass their Y1 PSC, 5 of them are PP. In their latest PSC practice, 4 out of 5 are now scoring at or above the pass mark (32/40) meaning 80% PP retake pass success, if the children continue at this level.</p>		
Summer Review	<p>Support from the Ilsham Hub has reduced this year, as we have 'graduated' from their support program.</p> <p>July 2024: NP contacted Danni Cooke from the Ilsham Hub to find out if we can access any further support, given the changes in staffing over the last few years.</p> <p>NP (Reading Lead) has continued to have time to carry out monitoring of the teaching and learning for disadvantage pupils.</p> <p>Year 1 PSC data is fantastic: Total PP in Year 1 = 14 children. Total PP in Year 1 passed = 13/14 = 93%</p>		
<p>Allocation of RWI Coach/Early Reading Lead throughout the week to monitor, observe and support QFT for disadvantaged children. Close monitoring of the provision for PP children.</p> <p>£37.85 x 6 x 19 = £4350 approx.</p> <p>RWI Staff weekly training/input – 0.75 of an hour (45 minutes) x 38 weeks x £37.75 = £1075</p> <p>Key Stage Teaching Training during staff meeting – 0.75 of an hour (45 minutes) x 9 weeks (3 p/term) x £37.75 = £255 approx</p> <p>Online subscription cost to RWI enabling children and families to access online videos to support level of understanding £1800</p>			
<p>In order for subject leaders to monitor the effectiveness of their subject, they need release time in order to carry this out. Each subject leader receives at least 2 per term, with other receiving more based on need.</p> <p>During the Spring Term, subject leaders will be asked to focus on disadvantaged provision within their subject.</p>	<p>SUBJECT LEADER - High Quality Teaching Strand - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p>	6	£1585
Autumn Review	<p>Renewed online subscription to the Ruth Miskin School Portal for RWI. This includes a Development Day with a designated RWI Specialist , Lucy Bessant. NP has RWI Lead time once a fortnight (on Tuesdays). From 9:05 - 9:50, NP coaches the RWI teachers, to ensure they're delivering high quality RWI sessions. During this time, NP also checks in with, and observes, the PP children in each RWI group to ensure they're actively engaged and participating fully.</p> <p>Weekly RWI CPD ensures that staff who are able to attend are kept up-to-date with developments in the teaching of RWI to ensure a consistent approach is used in all groups. Time is given within these CPD sessions for staff to analyse</p>		

	<p>the half-termly assessments so each teacher and teaching assistant is aware of the next steps for each child, so that this can also be worked on in afternoon interventions/pinny time/quick-fire practice.</p> <p>QR codes have been created to provide access to the RWI videos at home, which has been primarily done by EYFS and Year 1.</p>		
Spring Review	<p>Weekly CPD continues on Thursday afternoons, led by RWI Lead (NP). Time continues to be given during these CPD sessions for staff to analyse the data for their class, so they are clear on the gaps and next steps for each child in their class.</p> <p>KS2 staff have been receiving training each term so they are aware of the basics of RWI, the structure of a session and the routines used so that they can support children in KS2 who may still be accessing RWI.</p>		
Summer Review	<p>Weekly CPD continues on Wednesday afternoons.</p> <p>NP (Reading Lead) has continued to have time to carry out monitoring of the teaching and learning for disadvantaged pupils.</p> <p>A large part of this work involves coaching during RWI sessions, providing weekly training, which includes time for all staff present to analyse half-termly assessment outcomes and to track the progress of individual children. TAs from across the school have continued to deliver 1:1 tutoring to support PP and others in keeping up, not catching up.</p> <p>Year 1 PSC data is fantastic: Total PP in Year 1 = 14 children. Total PP in Year 1 passed = 13/14 = 93%</p>		
<p>Subject Leadership Release Time (Spring Term)</p> <p>3 hours per week (2 x sessions) x 14 weeks x £37.73 = £1585.50</p>			
<p>Early Years Lead and Staff to visit EYFS setting at Sticklepath, a local school with a comparable demographic but better PP pupil data at EYFS, and observe practice. Staff to have time within school to prepare our own concept vocabulary and to ensure that staff are trained in the approach and principles.</p>	<p>Early Years Concept Vocabulary and Writing Project introduced into the EYFS at Hayward's.</p> <ul style="list-style-type: none"> • EYFS lead to have three days release. • EYFS staff to attend NPD at the start of September in order to receive training in the approach. EYFS staff briefings to enable progress to be evaluated. • Employment of additional Teaching Assistant from October 2023 to support provision (inc. the management of SEMH needs and medical needs) in order to ensure that all interventions/provision can be in place and implemented fully while all pupils needs are met and that vocabulary provision can be at the forefront of all staff's work with pupils. <p>Speech and Language Therapy Update 'Concept Words' – Hackney (Get Hackney Talking Project)</p> <p>https://gethackneytalking.co.uk/wp-content/uploads/2016/09/Concepts-leaflet-Parents.pdf</p>	8	£17000
Autumn Review	<p>MS and CB visited Sticklepath and created our own adapted version suited to our new EYFS curriculum Topics. This consisted of 6 Topics and 5 general concepts. Boards created in both classrooms as well as Termly boards in the yellow area with fewer words to focus on. All staff were given training on the NPD, discussing the new approach and the plan to implement this daily at any opportunity. Once N&F chn had been identified, staff found it easier to use the tiers and target vocab at the correct level. All staff have been given a lanyard copy for Spring term to prevent interactions being interrupted with staff having to</p>		

	<p>leave and look at the wall. Work linked to topics and specific vocab is added throughout the term with the chn enabling them to see their work displayed and discuss the links to specific language.</p> <p>Additional TA has enabled interventions to begin successfully apart from days when staff are absent, this can be weekly. All chn across the unit have been identified for the following interventions - RWI 1:1 tutoring, dough disco, Brilliant Blenders, S&L and Neli. All TAs have been allocated a focus and time in the day to complete these interventions. NELI will begin in January. The additional TA has particularly supported SEND needs across both classes due to a number of children not being identified in transition due to not attending nurseries etc. The yellow area is able to open successfully most days enabling chn to have opportunities to explore a range of activities that particularly focus on EAD, PD, C&L and PSED.</p> <p>Below outlines the increase of chn (17%) now on track for C&L since the N&F children were identified at baseline and staff being aware of which chn to primarily focus on for C&L and incorporating the tier vocab into daily interactions.</p> <table border="1" data-bbox="432 801 1307 902"> <thead> <tr> <th>Prime areas</th> <th>Baseline</th> <th>Autumn 2</th> </tr> </thead> <tbody> <tr> <td>C&L</td> <td>44.2% on track</td> <td>61% on track</td> </tr> </tbody> </table>	Prime areas	Baseline	Autumn 2	C&L	44.2% on track	61% on track
Prime areas	Baseline	Autumn 2					
C&L	44.2% on track	61% on track					
Spring Review	<p>Staff continue to use the vocab for each topic each term. It is much more successful on a lanyard as it avoids interactions being interrupted and allows staff to have the words with them all the time. Teachers give specific words to the TAs to focus on from the 'concepts' linked to what we are learning and these are added on the back of each topic lanyard card. Displays are regularly updated to reflect the learning each term and how it links to the language being used. This term we are focusing on adults writing speech bubbles during carpet sessions to add to the concept display to show the language being used in pupil voice.</p> <p>Spring 1 Data: Below outlines the increase of chn (9.5%) now on track for C&L since the Autumn assessment and from this, staff are aware of which N&F chn to primarily focus on for C&L and incorporate the tier vocab into daily interactions.</p> <table border="1" data-bbox="424 1406 1477 1440"> <tbody> <tr> <td>C&L</td> <td>44.2% on track</td> <td>61% on track</td> <td>70.5%</td> <td>23 EH/MS</td> <td>20KL</td> </tr> </tbody> </table>	C&L	44.2% on track	61% on track	70.5%	23 EH/MS	20KL
C&L	44.2% on track	61% on track	70.5%	23 EH/MS	20KL		
Summer Review	<p>All staff continue to be supplied with lanyard cards with the terms topic vocab focus. Staff use the vocab during daily interactions, teaching time and as much as possible to expose the chn to a wide range of vocabulary. We believe this is having a positive impact with 69.7% chn achieving their communication and language ELG, 25% increase since baseline. Work/activities are displayed on our concept vocab board and staff record pupil voice when possible.</p> <p>C&L End of EYFS Data - Listening and Attention = 83.61% and Speaking = 83.61% overall C&L - prime area 69.7%</p> <p>PP chn overall - Out of the 10 PP chn in the cohort, 7 chn achieved their ELG in C&L as well as their overall GLD. The 3 PP chn that are emerging have significant needs.</p>						

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

Budgeted cost: £64,875 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost								
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3	£6700								
<p>50% government funded and 50% provided by school. Allocation of English Lead to prepare pupil lists and summary of needs ready for the commencement of the tutoring programme – £37.85 x 3 times per year x 2.5 hours = £300 approx</p>											
Autumn Review	<p>We recognise that tutoring is part of a child's English education at Hayward's. Whilst not entirely responsible for progress, the close working between the class teacher and tutor enables key identified areas of need to be identified and to be worked on during the 10 week programme. 27 pupils in Y3 to Y6 have received the tutoring provision. With the support of tutoring 6 children have worked up to a higher attainment banding and 13 children have developed their expertise within their current attainment banding.</p> <p>Tutoring Summary Autumn 2023</p> <table border="1"> <thead> <tr> <th>Total number of children tutored</th> <th>Achieved all 3 targets</th> <th>Partially achieved targets (2 out of 3 fully achieved)</th> <th>Targets not achieved (still requiring support in all 3 areas)</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>21 78%</td> <td>3 11%</td> <td>3 11%</td> </tr> </tbody> </table> <p>Last term children were taught mainly in groups of 3 and for 1 hour a week. One group was so the children only had 30 minutes. 2 of these children were among the group of 3 who did not achieve their targets. Each group had 3 targets which were worked on over the course of the term. Key skills were taught then practised until the children were confident and independent using them. The children are taught to use scaffolds such as word mats which, once they are</p>			Total number of children tutored	Achieved all 3 targets	Partially achieved targets (2 out of 3 fully achieved)	Targets not achieved (still requiring support in all 3 areas)	27	21 78%	3 11%	3 11%
Total number of children tutored	Achieved all 3 targets	Partially achieved targets (2 out of 3 fully achieved)	Targets not achieved (still requiring support in all 3 areas)								
27	21 78%	3 11%	3 11%								

confident with, are added to their learning packs and taken back into the classroom for independent use.

The overarching aim is to increase confidence and to allow the children time and space to ask questions about their learning. The learning is done in a fun, multisensory way often using games. The atmosphere is positive and making mistakes is embraced as part of the learning. Developing the confidence to 'have a go' is a massive part of the sessions. For some this is to just feel confident to write. For others, to have the confidence to use a different adjective, sentence starter or reported speech.

Conversations with Year 4 teachers last term revealed that following tutoring sessions children who had previously been reluctant to write were far more confident and had increased writing stamina. Children who had struggled with vocabulary were using the word mats provided independently and trying to use more varied word choices.

Year 5 learners said they had put their hands up to answer questions about 'adverbs' and 'sentence starters' following tutoring sessions and had used their word mats to demonstrate their new knowledge to their classmates.

Conversations with Year 6 teachers also revealed that children had increased confidence and positive attitude to writing. The skills taught in tutoring sessions were used in their classwork.

Spring Review

We recognise that tutoring is part of a child's English education at Hayward's. Whilst not entirely responsible for progress, the close working between the class teacher and tutor enables key identified areas of need to be identified and to be worked on during the 10 week programme. Provision has moved to pupils working in Y1 - Y3.

31 children benefited from the tutoring within the Spring term. All pupils made good progress within their existing attainment level banding. Three children made progress to the next attainment banding over the course of the term. Eight children have consolidated their attainment within the ARE/ARE secure attainment banding.

Total number of children tutored	Achieved all 3 targets	Partially achieved targets (2 out of 3 fully achieved)	Targets not achieved (still requiring support in all 3 areas)
31	24 77.5%	5 16%	2 6.5%

Last term children were taught in more varied groups. Usually 2, 3 or 4 children in a group and for 1 hour a week. 3 groups were split so the children only had 30 minutes each week. The splits were due to the children's differing needs and timetabling issues.

Attendance seemed to be an issue this term with around 6 children having inconsistent attendance and 3 being off for quite large chunks of the term. Some of these are among the children who only partially achieved their targets. The children who only had 30 mins a week tended to not meet all their targets as confidently as those who had an hour.

	<p>As with previous tutoring sessions, key skills were taught then practised until the children were confident and independent using them. The children are taught to use scaffolds such as word mats which, once they are confident with, are added to their learning packs and taken back into the classroom for independent use.</p> <p>The overarching aim is to increase confidence and to allow the children time and space to ask questions about their learning. The learning is done in a fun, multisensory way often using games. The atmosphere is positive and making mistakes is embraced as part of the learning. Developing the confidence to 'have a go' is a massive part of the sessions. For some this is to just feel confident to write. For others, to have the confidence to use a different adjective, sentence starter or reported speech.</p>		
Summer Review	<p>There has been no tutoring in the summer term.</p>		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. Release of RWI lead to ensure that the provision and monitoring of disadvantaged pupils is effective.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2	£10,350
<p>Allocation of adult teaching assistant time to support the 'catch up' for children in EYFS and KS1 - £15.08 x 2 hours x 38 weeks x 9 coaches – approximately £10,350</p>			
Autumn Review	<p>31 pupils have benefitted from the 1:1 RWI tutoring that is provided by 12 adults allocated to this task.</p> <p>Of the 31 pupils: All pupils made expected progress - in line with RWI expectations. 17 pupils made above expected progress - in line with RWI expectations. 6 pupil made significantly above expected levels of progress - in line with RWI expectations.</p> <p>Other impacts included: Sound gaps being plugged quickly and effectively. More secure and speedy recall of sounds. More confidence. More secure use of Fred Talk to read words.</p>		
Spring Review	<p>Due to the retirement of a HLTA, we had 1 less staff member providing tutoring support. The main outcome of these sessions has been closing gaps with children's sounds knowledge and improving their confidence at using Fred Talk to sound out and read words.</p>		

Summer Review	<p>Tutoring has continued this term, with the focus being put on the Year 1 children to support them in the run up to the PSC (Phonics Screening Check). PP data: Out of the 14 Y1s: -8 of them are working above the expected standard (grey group or moved off of RWI and onto Accelerated Reader) -2 of them are working just below the expected standard The children not yet at the expected standard have received additional tutoring and have other learning needs.</p> <p>Year 1 PSC data is fantastic: Total PP in Year 1 = 14 children. Total PP in Year 1 passed = 13/14 = 93%</p>		
KS2 catch-up phonics programme to ensure that any children who leave KS1 having not passed the phonics screening test achieve expected levels. This is delivered using the RWI model.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2	£5000
Adult will be timetabled to provide catch up provision for children with a phonological delay across KS2. £15.08 x 7.5 hours x 38 weeks x 1 coach – approximately £4300			
Autumn Review	<p>Autumn term saw the arrival of 2 children in years 4 & 5, one of whom was unable to read, he is now at yellow level! Altogether 13 children have been assessed & supported this term.</p> <p>5 have now reached the RWI goals of knowing & applying all sound set's including additional sounds. They have read grey group books & reached the pace & understanding for AR. One child left due to relocation.</p> <p>7 children remain ranging from purple to grey group with a range of differing barriers. These are working memory, pace & focus due to processing challenges. These children have required an adapted RWI approach in order to access the intervention. Progress is slower but consistent.</p> <p>Spring term additional children will be added who require intervention to support potential retake of the PSC.</p>		
Spring Review	<p>Joy continues to support 10 children on the RWI intervention.</p> <p>Y6 I reviewed 2 past pupils from the intervention. 1 -AR but requires revision to apply to correct speed sound when spelling. 1- Blue, revising Set 3 & common exception spelling.</p> <p>Y5 3 pupils. 1 progress from purple to yellow. 1 from red to blue. 1 from orange to grey.</p> <p>Y4 2 pupils. 1 achieved AR & pace, removed from intervention. Receives additional support from Hero Hub. 1 pupil yellow - blue, also supported by HH.</p>		

	<p>Y3 7 pupils. 3 pupils achieved AR with appropriate pace so removed from intervention. 2 achieved AR but not pace discussed with RWI lead & class teacher, removed from intervention but daily reading remains in HH. 2 pupils remain on intervention, 1 red to pink, 1 yellow to grey.</p> <p>Y2 2 pupils Spring term. 1 commenced at orange-yellow in December (moved into blue now - fantastic progress considering huge periods of absence). 1 red - green in December (remains in green).</p>		
Summer Review	<p>Joy continues to support 10 children on the RWI intervention.</p> <p>Y6 has 2 pupils on the programme. 1 has improved his spelling competency from Y1 to nearing the end of Y4. The other has moved from a Blue to a Grey reader & moved from Y1 to Y 3 spellings.</p> <p>Y5 has 3 pupils on the programme. 2 remain as blue readers although they have both passed the set 3 sounds assessment. 1 of these is also working on Y1/2 spellings. The 3rd is now a grey reader working on additional sounds.</p> <p>Y4 2 children. 1 is new this term due to gaps in phonics knowledge. He has quickly moved from Orange to Grey group & is now learning additional sounds. The other has moved from blue to grey & with more reading practice could hopefully leave the programme in Autumn term. This is fantastic progress as he was a ditty reader when he joined the School in Autumn 2023.</p> <p>Y3 2 children . 1 child moved from blue to grey and should be able to leave the intervention in the Autumn term. The other has remained at orange through the Summer term.</p> <p>Y2 2 children. 1 child able to leave the programme when he passed his Phonics screening retake this term. 1 child has moved from Green to Purple. He has made consistent improvement through the year despite significant learning barriers and that he had been stuck on set 1 sounds for 2 years!</p>		
Conferencing provided for relevant PP children to raise attainment in Writing – this is led by their class teacher (1:1).	Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding (EEF).	3	£24,100 (£6,500 from Recovery Premium)
<p>Conferencing Release Time – Teacher is working with relevant PP children for 1 hour per week PE Conferencing Release Time - £90 per day x 4 days per x 38 weeks = £13,680 p/year Music Conferencing Release Time - £22 x 3 hours x 3 days x 38 weeks = £7524 EYFS Conferencing Release Time - £37.85 x 2 hours x 38 weeks = £2876.60 Total Cost = Approximately £24,100</p>			
Autumn Review	<p>36 disadvantaged pupils benefit from Conferencing provision in Writing (Y2 to Y6). Of these pupils, whose provision will last for the whole academic year, 4 pupils have made progress to the next attainment banding (three from Working towards ARE to ARE and one from WTS to WTS ARE). The vast majority of</p>		

	<p>pupils remain at their previous (last end of year) attainment banding and are making progress within this banding. Changes to PE provision have enabled pupils to receive regular conferencing provision throughout the term with very few, if any, missed sessions.</p>		
Spring Review	<p>36 disadvantaged pupils have continued to benefit from Conferencing provision in Writing (Y1 to Y6). Of these pupils, whose provision will last for the whole academic year:</p> <ul style="list-style-type: none"> • Year 1 - Four children are now working at ARE and all other pupils are working in the attainment banding below • Year 2 - Two children are now working at ARE and two children are working in the attainment banding below. • Year 3 - Four children are now working at ARE and all other pupils are working in the attainment banding below • Year 4 - 0 pupils are working at ARE but the gaps are closing. • Year 5 - Three children are now working at ARE and all other pupils are working in the attainment banding below • Year 6 - Three children are now working at ARE and all other pupils are working in the attainment banding below <p>All pupils are discussed at data meetings and revised plans are put in place to aim to help ensure the children achieve ARE by the end of the year.</p>		
Summer Review	<p>36 disadvantaged pupils have continued to benefit from Conferencing provision in Writing (Y1 to Y6). Of these pupils, whose provision will last for the whole academic year:</p> <ul style="list-style-type: none"> • Year 1 -Nine children are now working at ARE and five pupils are working in the attainment banding below • Year 2 - Three children are now working at ARE and four children are working in the attainment banding below. • Year 3 -One child is now working at ARE and all other pupils are working in the attainment banding below • Year 4 - 0 pupils are working at ARE but all other pupils are working in the attainment banding below. • Year 5 - Two children are now working at ARE and all other pupils are working in the attainment banding below • Year 6 - Two children are now working at ARE and three pupils are working in the attainment banding below <p>All pupils are discussed at data meetings and revised plans are put in place to aim to help ensure the children achieve ARE by the end of the year.</p>		
Use of a teaching assistant/teacher mentor to monitor engagement with Reading and provide the missing 'parental-support' that is required through Reading Mentor Programme	<p>EEF - Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Impact of Reading Mentoring on engagement and reading progress (assessment analysis 2021-2022). Catch –Up funding report 2022.</p>	2,5	£5700
<p>Reading Mentor Provision (PP Focussed) $£15.01 \times 3 \times 38 = £1710$ (Y6 Provision) $£15.01 \times 4 \times 38 = £2280$ (Y5 Provision) $£15.01 \times 3 \times 38 = £1710$ (LKS2 Provision) Total Cost = £5700</p>			

Autumn Review	<p>Reading Mentor provision has been consistently applied across Y3 to Y6.</p> <p>Year 6 - 7 pupils have benefitted from the provision over the autumn term (4 in the first half and 3 in the second half). 4 pupil have made significant progress in their AR Engagement - 49% to 101%, 47% to 103%, 56% to 117% and 4% to 73%), while 3 pupils have made progress but it is less impressive.</p> <p>Year 5 - 7 pupils have benefitted from the provision over the autumn term. 6 pupil shave made significant progress in their AR Engagement (53% to 114%, 53% to 97%, 50% to 87%, 21% to 121%, 11% to 92% and 22% to 105%) and the other pupil has made good progress too (35% to 88%).</p> <p>Year 4 - 7 pupils have benefitted from the provision over the autumn term. All pupils have made significant progress in their AR Engagement - 12% to 77%, 38% to 168%, 50% to 95%, 128% to 224%, 14% to 55%, 11% to 110%, 29% to 120%.</p> <p>Year 3 - 5 pupils have benefitted from the provision over the autumn term. Two pupils have made significant progress in their AR Engagement (20% to 106%, 57% to 103%) and the other three have made good progress (25% to 49% 27% to 70% and 22% to 49%) but have not achieved their target.</p> <p>Care will be taken to 'drop in' and monitor these pupils, even though the focus will be on a new group of pupils.</p>		
Spring Review	<p>Year 6 - 6 children have benefitted from the provision over the spring term (2 remained on the programme for the whole term).</p> <p>Year 5 - 13 children have benefitted from the provision over the spring term (additional TA took on some mentees. 1 remained on the programme for the whole term). Children enjoy engaging with an adult when reading/ talking about their reading/ celebrating progress. 1 PP child was also involved in the Bookery 'Books and Biscuits' club, intended to support and encourage reluctant readers. Their progress towards their target improved from 20% in the Autumn term to 139% in the Summer term. 1 PP child has completed their Reading Passport and has moved onto the UKS2 Honours List.</p> <p>Year 4 - 8 children have benefitted from the provision over the spring term</p> <p>Year 3 - 5 children have benefitted from the provision over the spring term (w remained on the programme for the whole term)</p>		
Summer Review	<p>With SATS completed early in the summer term, the focus for this provision moved further down into Year 5 and below.</p> <p>Year 5 - 12 children benefited from the ongoing support of the programme.</p> <p>Year 4 - 10 children benefited from the ongoing support of the programme.</p> <p>Year 3 - 8 children benefited from the ongoing support of the programme.</p> <p>As expected the engagement times of these pupils increased and there was an ability to build momentum with their AR engagement and developing their wider enjoyment in Reading for Pleasure.</p>		
Use of teaching assistant to provide same day Writing tuition – targeted work complete during the day and providing prompt feedback.	<p>EEF - Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p>	3	£3425

Two teaching assistants identified in LKS2 and UKS2 to provide the intervention, having received training from our English Lead. £15.01 x 6 (three afternoons and an hour per afternoon for both TAs) x 38 = £3425 approximately.

Autumn Review	Timetabling changes made this provision redundant. This is now incorporated within the lesson, with TAs knowing the disadvantaged pupils and ensuring that they are monitoring their work and providing live marking within the lesson. This has helped ensure that errors are quickly corrected. TAs also will do adhoc conferencing sessions with pupils (evidenced with conferencing stickers) when their timetable allows.
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Spring Review	The above has continued into the Spring Term.
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Summer Review	The above has continued into the Summer Term.
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Use of teaching assistants to provide NELI intervention for identified children in the EYFS.	NELI - CatchUp Funding Impact Report (2021-2022) There is significant evidence linked to the impact of NELI and it will support the profile of the child common to Hayward's, amplified by the challenges of lockdown. The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention	1	£3500
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NELI – provision of two TAs, three times per week.
£15.01 x 7.5 x 30 weeks £3377.

Autumn Review	All of the EYFS children have been assessed for NELI. 18 Children out of 61 have been highlighted as needing the NELI intervention, having started school lower than expected in communication, speech and language . 14 children have been selected for the groups. The other 4 children receive other 1:1 speech and language support. Two groups have been formed and are ready to start in January 2024 with DK/AM.
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Spring Review	The 2 NELI groups have been underway since January. The groups have not been as regular as 3 times a week due to high staff absence. When the group runs, it works well and the sessions are documented in the NELI file with comments and progress.
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Summer Review	Staff have completed the online assessments for the end of the Neli programme. TAs have said they haven't got as far through the programme as previous years due to staff absences. MS to analyse end of year data to inform Year 1 of progress in communication, speech and language. MS signed up for next year's Neli subscription, it is no longer free and we now pay for the programme. Another member of staff will need to be trained during the Autumn term due to staff changes. We believe Neli has had a positive impact with 69.7% chn achieving their communication and language ELG, 25% increase since baseline. PP chn overall - Out of the 10 PP chn in the cohort, 7 chn achieved their ELG in C&L as well as their overall GLD. The 3 chn that are emerging have significant needs. C&L End of EYFS Data - Listening and Attention = 83.61% and Speaking = 83.61% , Overall C&L - prime area 69.7% Data: 14 chn received Neli interventions since January and 13 of the 14 have recently been assessed as no longer a concern. This is fantastic progress
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and shows the impact the Neli intervention has on supporting chn with their language development ready for Year 1.

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

Budgeted cost: £48968 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Release time for the Pupil Premium Champion in order to: Support and champion PP children – ensuring that wider staff are aware of what they can do to aid provision, support for PP children. Capture their voice in their experience of Hayward's and the teaching, provision and experience that they have. Monitor and enhance the educational experience available to disadvantaged children at Hayward's.	EEF – Use of mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	5,6	£1160
PP Champion Release Time £35.80 x 2.5 x 13 weeks (three weekly) = £1160			
Autumn Review	<p>The raising standards for disadvantaged pupils remains important to staff at Hayward's and is in the forefront of teaching and learning strategies in line with the SIP. Outcomes continue to be monitored by the Champion through Provision Map tracking, conversations with staff and pupils.</p> <p>This term the PP Champion focused on the EAL provision for PP children in EYFS and KS1. The younger children in school, with English as an additional language, all speak to each other in English when learning through play and during other learning opportunities. They did not</p>		

	<p>communicate in their home language during paired work either. EAL support, through regular intervention, from a volunteer and teaching assistant, showed that most children understood age appropriate idioms and they were quick to recall new language taught in previous sessions.</p> <p>Children in Y1 have made good progress with spoken language and show greater confidence speaking in a small group but are less able to independently transfer these skills to their writing without word banks and teaching assistant support. PP children with EAL require extra support with using the correct tense to secure sentence structures after verbal rehearsal. The staff working with these children have a good understanding of their individual needs to support progress. The whole school approach to the 'inclusive classroom' reduces their barriers to learning.</p>
Spring Review	<p>Provision maps continue to be monitored across the school. In addition, in Year 6, revision booklets were bought in January for disadvantaged children to use for homework. Regular conferencing and monitoring of homework has not had a significant impact on the percentage of children at ARE or above. However, provision maps show (through Scaled Score results) that the gap is closing for most children, without SEND, in at least one subject.</p> <p>We currently have 18 Ambassadors and 6 of these children are PP. After the SATs, we aim to raise their aspirations to achieve this award. Mr Gale recalled Chromebooks that PP children use at home to update the Safetynet filter as part of our Safeguarding provision. The PP Champion asked pupils about their use: children in UKS2 were more likely to be using their Chromebooks regularly as part of their homework.</p> <p>Subject leaders have been focused on the PP provision within their subject through book looks, pupil voice and Ofsted subject reports. Subject leaders shared their findings with teachers in a staff meeting to improve awareness of needs. Common themes included:</p> <ul style="list-style-type: none"> · PP children needed more help to verbalise what they were learning as they were more likely to have cognitive overload from doing the task and needed consolidation on what they had learnt afterwards. · They had more difficulty using subject specific vocabulary and relied on word banks which should be available for each subject. · Memorable experiences are required to enrich learning and understanding e.g. children recalled learning from visitors well in Topic or if objects of reference/characters were used in RE. · Knowledge and understanding of subjects taught in the afternoons can be affected by the number of times PP children are asked to leave the lesson for interventions in English or Maths.
Summer Review	<p>PP children have been observed to be working in class where lessons are adapted to needs: sometimes they are completing guided work by TAs, sometimes they are sitting with the teacher and sometimes there are learning through peer support. Children have said that they learn best when their talk partner is someone they can learn from but who has similar ideas to them that they can develop, particularly in English. PP children could talk about their strengths and weaknesses and explained how conferencing in English was making them feel more confident in their skills. If the teacher marks their work with them, they also know what to improve on.</p> <p>When asked about homework, some PP children said that they "find fitting everything in challenging at times". It is helpful to them when their teacher lets them do more Nesy at school. Children in KS2 talked about doing some homework before school, such as TTRS, and some after school-reading. Others said home life was distracting sometimes so they would like</p>

	<p>the chance to read in the library at wet break times. The PP Champion has actioned this for the Autumn Term. Children talked about the resources in the classroom on display: having the Home Spellings available to look at regularly is useful to them too. Children stated that they find it hard to get resources for Pick and Mix homework they want to do sometimes and they get nervous about the quality of their work they can bring in. PP Champion will talk to teachers about providing resources or opportunities to work on this in school.</p> <p>When asked what is good about school, PP children talked about Science Club and how great it was to have a club at lunchtime because after school clubs can be tricky to go to sometimes. PP children in Y4 would like an Art club at lunchtimes. The PP Champion discussed this with the Art Lead. PP children in Y5 recalled making dandelion honey at Forest School in Y2. Children appeared to enjoy these sessions as 'we always do different activities that give us survival skills'.</p> <p>Haywards continues to provide children with enriching experiences. Children recalled trips, for example to Lyme Regis, the residentials, library visits and more. They said that they thought the activities and talks they had on these trips gave them far more knowledge and experience than they would get at school or at home.</p>		
<p>Release time for the PE lead to champion: Opportunities for PP children. Provide and deliver activities to engage and hook PP children. To work with PP children to identify what it is that they would like in their enrichment provision which will ensure that they engage regularly in after school provision.</p>	<p>EEF – Use of mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>5,6</p>	<p>£1330</p>
<p>PE Teacher Leadership Release Time £35 x 1 hour x 38 weeks = £1330</p>			
<p>Autumn Review</p>	<p>During Autumn, PE release time has been used to conference and survey PP children across the school. Barriers to learning, likes/dislikes and engagement with PE outside of school have been asked about and a PP Action Plan has been created as a result. We have addressed some of these barriers by making after school provision more well known in assemblies, offering paper copies of letters to attend clubs and choosing clubs that PP children said they wanted to see (i/e/ Improver's football club starting in Spring Term).</p>		

Spring Review	<p>During Spring, PE release time has been used to continue to conference and survey PP children across the school. This time there has been a focus on those children who have not yet engaged in an after school club and what elements may encourage them to do so. A PP specific 'multisports' club has been designed by these children and letters have gone out for them to take part at the beginning of Summer 1. PE Lead has had conversations with some parents of PP children to encourage uptake to the club.</p>		
Summer Review	<p>During Summer, we have embedded a PP club every half term. In Summer 1, PP children from KS1 who were yet to engage in an after school club were invited to take part in a 'Multisports' club. 15 children attended consistently across the half term which took the engagement of KS1 PP children in after school clubs from 25% to 74%. Some of those children also ended up signing up for subsequent non PP clubs in Summer 2 as a result of a positive experience. Parents have reported enthusiasm from their children around sport and through conferencing as part of release time, PE lead has also seen an improvement in attitude towards physical activity.</p> <p>In Summer 2, the same was rolled out for KS2 children. 16 children from across Year 4,5 and 6 are currently taking part in the club with excellent results.</p> <p>Next year, each half term will focus on a year group to tailor the experience and focus on target children even more.</p>		
Raising levels of engagement in the support of learning through parent briefing meetings and through skills based workshops. FSW/SLT to work on ensuring that key PP families attend the workshops.	<p>EEF – Raising Parental Engagement</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	5	£1500
<p>25 hours of teacher time allocated to the preparation/leading of workshops for families. $£38.50 \times 25 = £1000$ approximately.</p>			
Autumn Review	<p>In the autumn term, EYFS workshops were led focussing in on the important skills of:</p> <p>Developing Early Number skills - this was attended by the EYFS team and by the Maths Lead (18 parents).</p> <p>Phonics Workshop - this was attended by the EYFS team and by the RWI lead (24 parents).</p> <p>Home-Learning Support Workshops were provided by the HT and AHT in the autumn term. Targeted families, as well as the wider school community were asked to attend a workshop which took place at the start of the school day.</p> <p>Phonics sessions have been booked for the start of the Spring Term, where the Y1 teachers will meet with the parents/carers and discuss specific programmes and support, as well as the expectations of the Phonics Screening tests scheduled for later in the year.</p>		
Spring Review	<p>Phonics screening meeting took place in the Spring term. All parents/carers were provided with a pack identifying the key next steps that the children needed to work on. Resources were also provided. Key attention was paid to parents of disadvantaged children and those who were in danger of not achieving the PSC results.</p>		

Summer Review	No further meetings have taken place in the summer term. SLT to work on a calendar of events for families which includes provision - in readiness for September for families.		
Implement programmes within school to develop the SEMH skills needed to function in the classroom, particularly around team-work and effective collaboration while also focussing on improving confidence and self-belief: Groundforce Provision Cooking Provision	EEF – Teach Learning behaviours alongside managing misbehaviour. <i>Teachers want their pupils to learn yet report disruptive behaviours as preventing this. In a recent Teacher Tapp survey, 28% of primary and 31% of secondary teachers said that in their last lesson, teaching and learning had largely stopped because of poor behaviour.17 Teachers often have a plethora of techniques in their repertoires to manage misbehaviour and low-level disruption within their classroom. However, whilst it is impossible to eradicate all misbehaviour, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly 'manage' misbehaviour.18 A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task.</i>	5,6	£4278
Groundforce Provision £15.01 x 2.5 hours p/w x 38 = £1426 Groundforce Provision £15.01 x 5 hours p/w x 38 = £2852			
Autumn Review	<p>This term Ground Force has been focused on a group of 6 Year 3 girls with the aim of improving friendships, cooperation and developing confidence. They have worked well together on a variety of tasks, from weeding, pruning and dead-hedging, to creating decorations for the Christmas Tree in the church. They are a lively bunch who often like to sing and practise dance moves from time to time. There have been lots of opportunities to talk through minor misunderstandings and increase awareness of others' feelings/perspective.</p> <p>I have also worked with three Year 5 boys, in separate sessions, giving them the chance to complete practical tasks around the school. W HL has been particularly helpful with supporting one of our younger 1;1 children who joins us some weeks and is keen to complete a task. OI has mucked in and got tasks completed during his sessions, whereas JE, still requires a sensible role model and a steady hand to keep focussed on the tasks set in his sessions. We have picked and sorted apples from the garden, used the windfalls to make juice, weeded and prepared the garden for winter, pruned shrubs, chopped kindling, stacked logs, reorganised the garden shed as well as tidying up areas around the grounds and garden. At the end of each session they are offered a drink and about 10 minutes to play 'What animal am I?', which they all enjoy.</p>		
Spring Review	<p>Owing to the continuous rain this term, the Yr 3 girls have been enjoying some indoor craft projects. Firstly designing butterflies and flowers to decorate the new butterfly garden area, then a couple of sewing tasks; a felt butterfly and a stuffed teddy bear. This showed that some of the girls were able to launch confidently into a different skill, while some were very anxious about making mistakes. Those who were more able helped others, those who were anxious became less panicky and a very supportive atmosphere developed, with a lot less bickering than usual.</p>		

	<p>W H-L continues to be enthusiastic and completes tasks to the best of his ability. He organised his own rota for friends to come out with him which included from PG class;MP, SC, IA, AC, AW, who have all joined him on at least two occasions.</p> <p>J E is able to work on a task for a little longer than last term, helped by the choice of a sensible friend, he mostly chooses to bring from BP class; JN and OC, and on one occasion SP. However, he still becomes restless towards the end of the session and has to be firmly encouraged to help clear up/tidy away.</p> <p>OI now comes out with a friend, usually JW but also OC, and this has really helped him focus on the tasks in hand.</p> <p>These three groups of children have worked on various tasks including preparing the garden beds for spring planting, building a second log store and moving some large logs, stacking smaller logs in the existing log store, tidying cuttings and using them to bolster the dead hedges, enhancing the hedgehog habitat and helping remove chunks of clay in preparation for the butterfly garden. Due to the frequency of rain we have come inside occasionally to play ludo and pick up sticks. All children are offered a drink and a biscuit at the end of a session and often get to take home garden produce or other items, ie, rhubarb, potatoes or a daffodil bulb planted up for carers.</p>			
Summer Review	<p>This term, the Ground Force teams have worked hard to get the garden weeded and beds planted up with seeds. They have also helped clear a large container of compost and spread this on the planting beds. There have been various jobs needed to create a butterfly and moth garden from digging out heavy clay and planting a wide selection of flowering plants.</p> <p>My Yr3 girls got to sow peas before Easter, which they planted as soon as it warmed up enough. They also sprinkled wildflower seeds around the new butterfly garden. Due to the weather, they had the chance to create some more flowers and butterflies for the fence in the dry. After half term, I was asked to work with a new child HG (LH), who was struggling in class and disrupting learning. He chose a friend to bring with him and has been very amenable to doing any of the jobs in the garden. They have also been very engaged in a non competitive way, in seeing who could make the tallest limpet shell tower.</p> <p>OI continues to engage with our tasks and having a friend as a good role model really helps keep him on task.</p> <p>WHL continues to enjoy our sessions, despite getting a bit stressed by the pressure of choosing a friend from his rota.He now tells me who he wants to bring and I 'select' them. He has helped the two year 1 children, who are often out and about near the garden, by supporting them to plant some climbing beans which will help illustrate their Jack and the Beanstalk work. He is great with them.</p> <p>JE continues to need to be guided and kept on task and his behaviour has become more challenging over the last few weeks, but having a sensible friend (same as last term) has really given him a good role model. All the children have enjoyed stacking limpet shells, playing word games over a drink and a biscuit, trying some of the garden produce including fresh peas, strawberries, radishes, gooseberries and taking huge sticks of rhubarb home at the end of the day.</p>			
To remove the barriers associated with home that	<table border="1"> <tr> <td data-bbox="421 1966 1082 2065">EEF – Raising Parental Engagement Parents play a crucial role in supporting their children’s learning, and levels of parental</td> <td data-bbox="1082 1966 1289 2065">5,7</td> <td data-bbox="1289 1966 1412 2065">£18500</td> </tr> </table>	EEF – Raising Parental Engagement Parents play a crucial role in supporting their children’s learning, and levels of parental	5,7	£18500
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<p>may be impacting on a child's academic potential (e.g. attendance, engagement with school) through the employment of: A school-based Family Support Worker who will lead on Early Help provision and TAF meetings across the school. A specialist Family Support worker who can work directly in the home with our most vulnerable families.</p>	<p>engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>		
<p>Family Support Worker – working with more specialist families £3500 per year (rest of money allocated from SEND Budget) Family Support Worker leading on Early Help provision £15000 per year (rest of money allocated from SEND Budget)</p>			
<p>Autumn Review</p>	<p>Families have continued to be supported through the Early Help process. The building of trusted relationships with families continues to be key to openness and participation. Referrals to external agencies for additional support for families have been made to provide both individual and family support for challenges they are facing. Barriers to regular and timely school attendance continue to be monitored and supportive strategies explored with parents and carers. The reintroduction of the Breakfast Club has continued to support children in a nurturing environment that sets them ready for the school day.</p> <p>The DSL and FSW have spent a significant amount of time working on collating the CPOMs chronology for one particular family who have now reached threshold for MASH intervention.</p> <p>The specialist Family Support Worker continues to work closely with three families in the home environment which allows for a deeper understanding of the barriers and challenges the families are managing.</p>		
<p>Spring Review</p>	<p>Families continue to be supported through the Early Help process. Two families have agreed that, as all actions have now been successfully achieved and attendance, engagement and behaviour in school has significantly improved, they now feel confident moving forward without the additional support provided by the Early Help process. Three further families have now agreed to access the additional support that Early Help provides and we look forward to working with these families on specific actions that will benefit the children and their families.</p> <p>Collaborative work with the newly formed Family Support Hubs (previously Action for Children) will open up access to support for children beyond the age of eight years old, benefiting more children and their parents/carers.</p>		

	<p>The specialist Family Support Worker has continued to work closely with two families and provided guidance on strategies to staff working 1:1 to the children in school.</p>		
Summer Review	<p>Three further families have begun to be supported by the Early Help process, to address their concerns and needs, including applications for household support funds. Collaborative work with secondary schools has commenced for families with children who are moving up in September, joint Team Around the Family meetings will continue in the new school year to ensure consistency in the support that has been provided to maintain good attendance and engagement in school.</p> <p>The specialist Family Support Worker has completed her work with the two families she supported; ongoing support will continue to be provided by the school's Family Support Worker.</p> <p>Attendance has been a key focus throughout the academic year, with absences closely monitored. The impact of this support can be seen in four families whose attendance was a significant concern in the academic year 22-23 and has improved considerably this year.</p>		
Pastoral Interventions and Support programmes in place for children with SEMH needs.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5	£5000
<p>RD, BG, AH – Allocation of time to work with Children with SEMH needs. 238 hours per year (238 x £21) = 6 hours per week contributed by PP funding.</p>			
Autumn Review	<p>EYFS and KS1 Mrs Dixon has worked with five children specifically this term, four in KS1 and one child in KS2. The sessions generally last 40 minutes and are carried out for approx. 8 weeks depending on the child's needs. These children were referred through TAF's, by SLT or by other professionals. For all children the sessions have been a mixture of 1:1 work and paired work. The themes worked on have all been linked to social and emotional needs. One child is being supported pending work with the courts. For some of the children weekly observations have been recorded. Meetings have also been held with parents for some of the children. A weekly summary of what the session entails is sent home with all children. Alongside this Mrs Dixon has conducted one off sessions for children who have been identified through CPOMs, lunch time provision (time out room) or their EHCP reviews and these children are across KS1&2. Moving forward Mrs Dixon is looking at supporting more children in KS2 due to a member of staff leaving alongside looking at how best to assess the pastoral work carried out.</p> <p>LKS2 and UKS2 Ben worked with a group of 3 children working through a 6 week ELSA program which focuses on emotional literacy, identifying emotions, recognising when and why we feel these and strategies to support themselves and others when they do feel certain emotions. The children engaged well with the intervention and all 3 made progress in terms of identifying a range of emotions and identifying these emotions within themselves. Further work to be explored with them regarding identifying emotions in others as well as continue to work on strategies which they could do when feeling these especially when linked to anger and worry. Ann runs similar inventions at the upper end of the school. Some children are receiving short episodes of support, while others receive a more</p>		

	intensive programme of support. Ann has supported pupils through bereavement and through challenging child protection related issues.
Spring Review	Ben left in the Spring term which has meant that the range of children supported by Ann and Ruth has increased. RD is now supporting pupils from EYFS to Y3, while Ann is supporting pupils from Y4 to Y6. Interventions have continued for some pupils, while others have completed the programme. New pupils have been identified based on discussions with the Inclusion lead and Family Support Worker. ARC (At Risk Children) meetings are attended by Ruth and children will receive support based on discussions within this meeting. ARC meetings take place monthly.
Summer Review	<p>EYFS to Y5 - Mrs Dixon has worked with twelve children from years one to five across the summer term. The pastoral interventions have been supporting bereavement, anxiety, self esteem, transition from fostering to adoption, a specific child protection case for the courts, and three children accessing a bespoke PSHE and RSE programme. Five of these caseloads have required detailed planned one to one work. Three of the caseloads have required detailed planned work in a pair supported by a second adult. Four cases have supported children with self esteem and confidence and these children have sometimes invited friends to support them. Feedback is sent to parents weekly and Mrs Dixon met with five of the parents formally to explain the work carried out in the interventions. The work carried out by the children continues to be recorded through individual project folders and scanned on to CPOMs or logged on CPOMs. Out of the twelve children accessing the pastoral support this term, four children had additional needs and one child had English as an additional language. Mrs Dixon had a discussion with the school SENDco Mrs Bedford about balancing out longer more complex caseloads where work is prepared weekly, assessments are carried out using the Boxall profile and work is recorded, against shorter episodes of support. The purpose of this was to make sure the allocated time was not being consumed by administrative tasks. An outcome was reached so that when caseloads are sent through to Mrs Dixon they are discussed with the SENDco so this balance of support is established. The role of pastoral support at Hayward's continues to be vital and this year has supported some very vulnerable children to the point of attending court with them. This highlights the significant need to maintain the funding for the work carried out across two afternoons as a minimum. Mrs Dixon at times uses her additional PPA time and lunch times to support children who may have had issues at lunch times and have attended the lunch time room.</p> <p>Y4 to Year 6 - Children within yr4, 5 and 6 have been seen based on need. The children's needs are discussed and reviewed on a termly basis by the SENDCo, pastoral lead and class teachers.</p> <p>Over the Summer term more than 30 children were seen on a regular basis either within small groups or on a 1:1 basis. The sessions have been spread over four afternoons with one of them timetabled for work in forest school. Group sessions also took part first thing on 2 mornings and helped to settle the children back into school. These sessions were tailored to the requirements of the children. This ranged from improving social skills, managing feelings (including anger and frustration), coping with bereavement and family breakdown to ongoing support through child protection related issues.</p> <p>Time has also been used to support children when situations on a one-off basis. These occasions have to be flexible and needs led.</p>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures. Allocation of time for staff to work on closing the barriers for key children and families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7</p>	<p>£1200</p>
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Release time for HT/FSW/Admin assistant to prepare appropriate paperwork, to meet with parents and to monitor attendance on a monthly basis.

<p>Autumn Review</p>	<p>Attendance of all pupils, but particularly those with Pupil Premium, remain a high priority. We have worked with the newly appointed Devon County Council Education Officers in order to focus on our approaches for our most vulnerable families. We have had our initial audit visit, which was followed by a second visit to focus on our lowest attenders. Actions were established following this visit. He gave the following positive feedback:</p> <ul style="list-style-type: none"> · We are monitoring attendance well. · We have good systems in place to support pupils and families. · We are supporting families early in order to avoid the situation escalating. · He is pleased that the Breakfast Club is up and running from Monday and is targeting key vulnerable pupils. <table border="1" data-bbox="422 1265 1412 1601"> <thead> <tr> <th></th> <th>%</th> <th>Sep-23</th> <th>Oct-23</th> <th>Nov-23</th> <th>Dec 23</th> </tr> </thead> <tbody> <tr> <td rowspan="3">All Children</td> <td>Attendances</td> <td>95.9</td> <td>95.1</td> <td>94.7</td> <td>94.7</td> </tr> <tr> <td>Authorised absences</td> <td>3.2</td> <td>3.3</td> <td>3.5</td> <td>3.5</td> </tr> <tr> <td>Unauthorised absences</td> <td>0.3</td> <td>0.6</td> <td>0.5</td> <td>0.5</td> </tr> <tr> <td rowspan="3">Pupil Premium</td> <td>Attendances</td> <td>95.03</td> <td>93.8</td> <td>93.92</td> <td>93.98</td> </tr> <tr> <td>Authorised absences</td> <td>4.19</td> <td>5.12</td> <td>5.06</td> <td>4.96</td> </tr> <tr> <td>Unauthorised absences</td> <td>0.72</td> <td>1.08</td> <td>0.95</td> <td>0.98</td> </tr> </tbody> </table> <p>We are currently tracking 31 pupils with attendance below 90%. 10 of these pupils are Pupil Premium.</p> <p>It is clear that we are above the Devon levels in all key areas of analysis.</p>		%	Sep-23	Oct-23	Nov-23	Dec 23	All Children	Attendances	95.9	95.1	94.7	94.7	Authorised absences	3.2	3.3	3.5	3.5	Unauthorised absences	0.3	0.6	0.5	0.5	Pupil Premium	Attendances	95.03	93.8	93.92	93.98	Authorised absences	4.19	5.12	5.06	4.96	Unauthorised absences	0.72	1.08	0.95	0.98
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Spring Review	June attendance 2024 (DCC)																							
Summer Review	<p>Termly attendance meeting with Mike Mabin (Attendance Improvement Officer) DCC undertaken. Very positive feedback about overall attendance data and strategies used by school in order to target poor attenders, particularly those who were disadvantaged. We are performing well against the Devon average but PP % at 92.9% remains lower than the whole school attendance of 95.2%. In advance of summer 2024 PP childrens' attendance will be reviewed and selected pupils will be invited to the Breakfast Club.</p> <p>Summary:</p> <table border="1"> <tr> <td>Overall Attendance 95.2%</td> <td>School % (10/06/24)</td> <td>Devon Average</td> </tr> <tr> <td>EHCP</td> <td>93.3%</td> <td>87.3%</td> </tr> <tr> <td>SEND Support</td> <td>94.3%</td> <td>90.6%</td> </tr> <tr> <td>Social Care Involvement</td> <td>95.7%</td> <td>82.6%</td> </tr> <tr> <td>Disadvantaged</td> <td>92.9%</td> <td>89.9%</td> </tr> <tr> <td>FSM</td> <td>92.9%</td> <td></td> </tr> </table> <p>Severely Absent Pupils – 0 pupils Persistent Absent Pupils – 36 children 60%-70% = 1 child (only recently joined) 70%-80% = 6 children 80% -90% = 29 children</p>			Overall Attendance 95.2%	School % (10/06/24)	Devon Average	EHCP	93.3%	87.3%	SEND Support	94.3%	90.6%	Social Care Involvement	95.7%	82.6%	Disadvantaged	92.9%	89.9%	FSM	92.9%				
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Provide Forest School experience, within the curriculum for all children.	FOREST SCHOOL https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	6	£2000																					
Forest School Provision for all children (% of children who are PP – almost 28% £14.65 x 6.25 hours p/w x 38 x 2 adults = £6958 28% = £2000 approx.																								
Autumn Review	<p>During the Autumn term at Forest School we have seen the children from Year 5 and Year3. The Year 5 children enjoyed an introduction to whittling where they made their own magic wand. They all participated in this activity and were proud of the results. They also planted bulbs to enhance the environment in the spring, made bird feeders to provide food for the local birdlife and enjoyed Hot chocolate and smores, learning the safe way to cook marshmallows.</p>																							

	<p>The Year 3's had an introduction to tying knots, starting with the overhand loop knot and the reef knot. They also had a go at dying fabric naturally using a mordant of soya milk and then flowers and leaves and a rubber mallet to make Happa Zome, the art of Japanese printing. Fire lighting was also a new area for year 3, where they had a go at lighting a cotton wool ball with a fire steel. They all had a good attempt at this and many succeeded independently. Potato rosti's were made with the children and cooked, encouraging children to try new foods, Again this was largely successful and enjoyed by most. They also had an opportunity to play some home made Tanglewood games on the field where children challenged themselves and cheered each other on despite the cold and wet weather.</p>
Spring Review	<p>During their sessions in the Spring term the Year 4 children battled through wet and windy weather and challenged their skill of perseverance, negotiation and team work to produce the tallest free standing tower made only from natural resources</p> <p>They continued to use these skills when they worked together to make a pixie house for our resident spike trolls. They had to choose a suitable site and justify their choices and then build a solid structure.</p> <p>They then progressed to shelter building where they had to produce a shelter big enough and secure enough for the whole group of 4/5 children fit in to. The children showed great perseverance and resilience with this, finding solutions to difficulties and disappointments in a positive way and without argument.</p> <p>The children then enjoyed enhancing their fire lighting skills and we're able to light their own mini fires outside their pixie houses. They learnt about sitting at a fire safely and the factors to consider. We moved on to using the roundhouse fire to cook Welsh cakes. These were clearly a favourite.</p> <p>The Year 6 children came for their first session. Small groups went to develop their whittling skills by making a spike trolls. They learnt new techniques and how to control the knives for small details. For some this was initially quite worrying but they learnt how to use the sharp knives safely and overcame their fears. Meanwhile the other children participated in a scavenger hunt where they searched Tanglewood and the school field for things that occur on nature using their senses - but not taste. This encouraged them to slow down , take notice of their surroundings and actually experience the outside world in a way they don't normally do.</p> <p>We then challenged their senses again (this time including taste!) by cooking popcorn on the open fire. Year 6 will have their next session in the summer term.</p>
Summer Review	<p>Forest School sessions started in the Summer Term with Year 1. The Year 1 children explored the environment with the specific task of looking at the trees. This was done through a treasure hunt. They then discovered ways to investigate what trees are made of and how they can be used by creating a 'tree cookie' by cutting a log with a bow saw, then drilling a hole for the string with a brace and bit. This was a challenge for some of the children who were worried about using sharp tools. They all overcame this fear and enjoyed the experience. We then looked at how we use different types of wood in a fire and cooked stinging nettle pancakes. The children harvested the nettles and enjoyed the results.</p> <p>Year 2 came next, they also looked at trees and the environment around them but in greater depth. The children made a leaf ID book with leaf prints to identify a variety of trees. Whilst small groups were doing this the</p>

	<p>rest of the group participated in making kindling. They learnt how to use an axe and mallet safely to split the wood. For many this was quite a challenging activity but all the children participated with different levels of support appropriate to their need and overcame their fear.</p> <p>The year 2 children also gathered suitable supplies (mouse, rat and cat tails, birch bark and pine cones) to build a fire. They discovered that the sticks needed to be dry and would 'snap'. Once we had collected the components and the fire was lit we cooked Welsh cakes on the fire.</p> <p>The year 6 children had their second session slotted in during the summer term. They completed their spike trolls and undertook a treasure hunt during which they had to work in groups to discover a list of twenty things, some of which were subjective, and then had to justify their choices. This encouraged team work, exploration of the environment and thinking outside the box. It was an illuminating activity which challenged the children to slow down and think.</p> <p>We then finished the session by eating hazel leaf cookies. The children discovered that eating leaves that they had foraged could be very enjoyable.</p> <p>Staff have been tracking the impact of forest school through diaries which has caught positive examples of impact in Tanglewood but also in the classroom and around the school.</p>		
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified and to ensure that pupils do not miss opportunities to engage through lack of funding from home.</p> <p>This money supports contribution to trip/visits to ensure that vulnerable children are not impacted and can engage in the full curriculum.</p>	1-7	£5000
Autumn Review	<p>We have £1400 committed to supporting pupils in attending the two scheduled residentials (Y4 and Y6). This value may rise. We have supported two families in accessing musical tuition lessons for a term.</p>		
Spring Review	<p>All disadvantaged pupils attended the residentials in Y4 and Y6 for all or part of the visit. Cost was not a barrier to full time attendance. Additional sums have been used to support the payment of swimming lessons and to support families to engage with visits and trips. For one pupil music lessons have been provided and funding has been used to ensure that the pupil could continue to attend Hayward's when her main carer was unable to drive. Clothing has been provided to pupils as part of an Early Help planned action. This ensures that the children come to school dressed appropriately and feeling good about themselves.</p>		
Summer Review	<p>The above has continued into the summer term. Trip costs have been supplemented through this funding stream, as have swimming lessons for all pupils who required support.</p>		
Pupil access to high quality coaching sessions outside of the	Clubs offered by Primary Sports paid for by school, rather than paid for by families, thus ensuring that there are no barriers, other than choice of engagement – which PP	6	£2280

<p>curriculum – clubs are designed around PP pupils interests and following on from PP Champion/ Sports Lead conversations.</p>	<p>champion/Sports Premium lead, will be addressing through targeted conversations with PP pupils and communication with families.</p>		
<p>After School Provision £15 x 4 sessions a week x 38 weeks per year = £2280</p>			
<p>Autumn Review</p>	<p>Autumn One Multi-Skills (Y1 and Y2) 25 attending of which 3 were PP Netball (Y6) 12 attending of which 4 were PP Zumba (Y3 and Y4) 26 attending of which 2 were PP Dodgeball (Y5) 25 attending of which 7 were PP Dance (Y3 and Y4) 21 attending of which 4 were PP</p> <p>Autumn Two Gymnastics (Y1 and Y2) 28 attending of which 2 were PP Dance (Y5 and Y6) 18 attending of which 5 were PP Gymnastics (Y3 and Y4) 30 attending of which 1 were PP Basketball (Y5 and Y6) 22 attending of which 5 were PP Dodgeball (Y3 and Y4) 30 attending of which 2 were PP</p> <p>Sports Premium Lead has worked with PP children through Pupil conferencing to identify the type of provision that children would like from the Sports Club. This has helped inform the clubs that Primary Sports have offered in the Spring Term.</p>		
<p>Spring Review</p>	<p>Activities available and PP engagement with those activities.</p> <ul style="list-style-type: none"> - 3/4 'Improver's Football (in response to PP survey)- 30 attending - KS1 Multiskills- 29 attending of which 2 were PP - 3/4 Unihoc- 16 attending of which 3 were PP - 5/6 Unihoc- 12 attending of which 2 were PP - 1/2 Football- 30 attending of which 3 were PP - 5/6 Running- 18 attending of which 3 were PP - 3/4 Running- 17 attending of which 2 were PP - 3/4 Handball- 24 attending of which 6 were PP - KS1 Fitness- 22 attending of which 4 were PP - 5/6 'Intermediate' Football- 22 attending <p>Sports Premium Lead has worked with PP children through Pupil conferencing to identify the type of provision that children would like from the Sports Club. This has helped inform the clubs that Primary Sports have offered in the Summer term.</p>		
<p>Summer Review</p>	<p>Activities available and PP engagement with those activities:</p> <ul style="list-style-type: none"> - KS1 Multisports club- 15 attending of which 15 were PP - KS2 Multisports club- 16 attending of which 16 were PP - 1/2 Athletics- 25 attending of which 3 were PP - 5/6 Cricket- 7 attending of which 2 were PP - 3/4 Cricket- 19 attending of which 1 was PP - 1/2 Tennis- 12 attending of which 2 were PP - 5/6 Rounders- 10 attending of which 3 were PP - 1/2 Cricket- 24 attending of which 7 were PP - 3/4 Tennis- 30 attending of which 2 were PP - 5/6 Dartmoor 3 Ball- 8 attending of which 0 were PP - 1/2 Football- 30 attending of which 5 were PP. 		

Focus on 5/6 clubs needs to happen as these aren't as well attended as the others.

Breakfast Club	Establishing a breakfast club for key children who would benefit from a calm start to the school day and from an opportunity to engage with key daily learning expectations e.g. TTRS and Reading. Children would be invited to the group (20 maximum).	6	£9000
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2 members of staff - £6080 per staffing.
 £3000 allocation for food (based on £15 p/child).

Autumn Review	<p>Breakfast Club has started in the autumn term. 14 children were invited to the club ranging from Y1 to Y6. 12 accepted the places and have attended regularly.</p> <p>Within these pupils:</p> <ul style="list-style-type: none"> • A persistent absentee is now achieving 92% attendance (end of November 23) • Another low level absentee last year is now achieving 90% attendance (end of November 23). • A pupil who had 5 days absence in the autumn term, some of which were put down to not waking in the morning, has had none in the second half of the autumn term. He has only missed 4 breakfast club sessions, when arriving late, but he has been in school. • All other pupils, with historic attendance issues, are no longer on our attendance watch-list.
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Spring Review	<p>Breakfast Club has continued in the Spring term. Numbers have remained consistent and childrens' levels of attendance has remained high. We are beginning to see an impact within the pupils engagement with home-learning too as most pupils are producing increased engaged time, particularly in Accelerated Reader.</p> <p>Other benefits to the club include:</p> <ul style="list-style-type: none"> • Time to ensure that the pupils have the appropriate uniform for school. If they don't this is achieved through accessing clothing from our Renew clothing shop. • Time is also spent ensuring that children are ready to learn. There is a calm and purposeful start today within the negative conflict that can occur when children are rushing into school following a poor start to the day. • In addition, as the children are dropped to their classroom at 8:40am they are now able to consistently engage with the Early Morning tasks that they would have previously missed. Teachers/TAs are therefore able to give a small amount of additional attention to the children. • All pupils receive a welcome at 8am from the Forest School leads and a 1:1 welcome from their class teachers when they arrive, ready to learn, in their classrooms. • Within the club, we are also noticing relationships building between the older pupils and younger pupils. The children are taking on the role of mentors and are supporting them with their learning, as well as taking these relationships back into the school.
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Summer Review	<p>Breakfast Club has continued into the Summer Term. Numbers have remained largely consistent and attendance/engagement have remained high. Benefits of the club remain the same as those referenced in Spring Term.</p> <p>Attendance of Pupils who attended Breakfast Club:</p>
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	End of July 2024
PUPIL A	90.5%
PUPIL B	92.1%
PUPIL C	87%
PUPIL D	92.1%
PUPIL E	87.5%
PUPIL F	89.9%
PUPIL G	86.8%
PUPIL H	91.5%
PUPIL I	94.2%
PUPIL J	79.4%
PUPIL K	95%

Only one pupil remains in our 'close-tracking' group of pupils in need of support. As the child will be transitioning to secondary school, care has been taken during handover to ensure that the school are aware of the key issues that are impacting attendance. Early Help will be passed to the school to ensure further support can be provided.

Total budgeted cost: £158,588