

Hayward's Primary School Pupil premium strategy statement 2022 – 2025 YEAR 3

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	405
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 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Andy Smith, Headteacher
Pupil premium lead	Andy Smith, Headteacher
Governor / Trustee lead	Pamela Morris, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147790
Recovery premium funding allocation this academic year	£3552.50 (2024-2025) Used within previous budget year to pay for Autumn and Spring Provision
School Led Tutoring recovery	£2671.88 (2024-2025) Used within previous budget year to pay for Autumn and Spring Provision
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	Total £147790

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. Disadvantaged pupils often find it harder to Read for Pleasure and do not always have established a Reading culture within their lives or within their homes. As a result, children read less and can struggle with the demands of the Key Stage 2 SATs Reading Paper. Children need to develop their fluency in number facts in order to improve the rapid recall of known number facts. Disadvantaged children in KS2 struggle to retain and use known facts quickly and will resort to counting on fingers too easily.
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 evident 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 Playtimes are exciting for lots of children but not for all children. Lots of pupils find it hard to play when activities are not provided for them. They struggle to be creative and to generate games of their own.</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 quick 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	<p>Pupils often arrive at Hayward's with a low starting point. Historically data for all pupils has been between 50 and 52%. During the last academic year, the data improved to 65%, with particularly good progress being made in the Writing strand of the EYFS framework.</p> <p>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.</p> <p>Pupil Premium Performance at Key Stage 2 is below that of Non-Pupil Premium Children (based on September 2023 analysis)</p>

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
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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 scores 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 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To close the gap for pupil premium through targeted programmes of support and intervention.	Pupil Premium children are showing evidence of closing the gap in all subject areas. 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 • a significant increase in the activities available to children, increased creativity which transfers into the classroom and positive pupil feedback through surveys.
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 and KS2.	An increased % of pupil premium children are achieving the English Prime area and therefore achieve GLD at the end of Early Years. An increased % of pupil premium children are achieving ARE at the end of KS2 SATS and the gap between PP and non-PP continues to close.

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: £31,285

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Training to develop staff expertise in supporting accelerated progress for pupils in Reading and Maths and to consolidate work done on reasoning between 2022 and 2024:</p> <p>All support staff working with pupils to receive targeted Maths training from DCC Maths advisor (Supporting all children in maths lessons TA programme)</p> <p>Reading Fluency Project (Y6)</p> <p>Developing Reading Fluency programme (Y1 to Y6)</p> <p>Fluency through Reasoning (Y6)</p> <p>Whole Staff OPAL Training</p> <p>Ongoing CPD linked to adaptive teaching</p> <p>EYFS and KS1 Training in DCC Number Fluency programme</p>	<p>The impact of professional development on teacher retention:</p> <p>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
<p>Staff CPD Allocation of £15,000</p>			
Autumn Review	<ul style="list-style-type: none"> Support Staff have received training in using manipulatives within maths lessons from DCC. As a result we have seen a significant increase in the resources being out within sessions, resources being chosen from a specific purpose, greater confidence in subject knowledge of support staff and a more joined up approach with teachers' prior training and the new training. Reading Fluency Programme has been added by KS and JT. Intervention has been implemented in the autumn term and 		

	<p>progress for individual pupils, within the assessment points of the intervention, have been impressive.</p> <ul style="list-style-type: none"> • Y6 staff have been attending the Y6 reasoning SATS questions course and have been implementing this with the pupils. • OPAL training introduction has been attended by all school staff, including representative governors. Further training opportunities have been identified for the spring and summer term. • Mastering Number Leads have attended training. The programme has been successfully rolled out across EYFS and KS1. Staff are noticing really positive steps being taken in childrens' number sense and their ability to rapidly recall number facts without having to count on their fingers. Staff continue to attend training events when new materials are released. These sessions have provided an opportunity for staff to reflect on their experience and identified key points which can be fed back to the team. 			
Spring Review	<ul style="list-style-type: none"> • NASEN Adaptive Teaching CPD for teachers through staff meetings. Tasks linked to this have been completed. • Staff meetings linked to Adaptive Teaching and OAIP (Teaching and Learning Strand) have been shared with staff and discussions about sharing good practice and examples given on how lessons seen could have been adapted. • Lesson drop ins have continued to have a focus on Adaptive Teaching. • Opportunities within staff meetings to plan linked to Challenge Curriculum. • Another staff meeting with other local primary schools focusing on SEND writers, the barriers they face and strategies to overcome these linked to OAIP. 			
Summer Review	<ul style="list-style-type: none"> • NASEN Adaptive Teaching CPD for teachers has been attended and disseminated by SLT. • Ensuring all staff had a secure understanding of the principles of Mastering Number and the impact that this was having on our pupils in EYFS and KS1. • Staff meetings and support staff meetings have enabled us to further embed, and enhance understanding, of the new OAIP framework - to include the targeted strand. • Supporting the improvement in pupil reasoning and the introduction of Guided Maths within tutoring sessions. • Risk Management linked to OPAL play. • Shared staff meeting working on the new Writing Framework • Shared staff meeting working on the Book Talk Framework • SEND and Disadvantaged monitoring of subject leaders across the curriculum. • Mapping out an effective transition for disadvantaged and SEND pupils. 			
<p>To support staff in recognising how best to adapt their teaching in order to meet the needs of all pupils, including those with SEND and those who are disadvantaged. School to engage with the Adaptive teaching programme in collaboration with NASEN and SWIFT</p>	<table border="1"> <tr> <td data-bbox="536 1668 1134 2042"> <p>Adaptive Teaching - The training will be run by Sam McFarlane from nasen and will cover</p> <ul style="list-style-type: none"> Leadership of Adaptive Teaching and supporting pupils with SEND High Quality teaching / Quality first teaching for pupils with SEND Meta cognition and strategies Scaffolded and motivational learning for pupils with SEND Part 1: Using flexible grouping; </td> <td data-bbox="1134 1668 1345 2042">1-5 and 8</td> <td data-bbox="1345 1668 1532 2042">£4000</td> </tr> </table>	<p>Adaptive Teaching - The training will be run by Sam McFarlane from nasen and will cover</p> <ul style="list-style-type: none"> Leadership of Adaptive Teaching and supporting pupils with SEND High Quality teaching / Quality first teaching for pupils with SEND Meta cognition and strategies Scaffolded and motivational learning for pupils with SEND Part 1: Using flexible grouping; 	1-5 and 8	£4000
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	<p>Part 2: Using technology to support learning</p> <p>Part 1: Working with support staff;</p> <p>Part 2: Pupil voice and parent/carer engagement</p> <p>Evidence - Understanding Adaptive Teaching v11</p> <p>1d2tic4wvo1iusb.cloudfront.net/</p>		
<p>Staff CPD Adaptive Teaching for Disadvantaged Pupils and those with SEND</p> <p>Cost to attend training - £1000</p> <p>Allocation of CPD, teacher release time, peer support and coaching = £3000</p>			
Autumn Review	<p>We have had one leadership session and two staff meetings so far this term:</p> <p>Session 1 - Leadership of Adaptive Teaching and supporting pupils with SEND</p> <p>Session 2 - High Quality teaching / Quality first teaching for pupils with SEND</p> <p>We have had an introductory session to adaptive teaching and have also had a session which has focussed on metacognition. Staff are being supported to identify gap task tasks which are relevant to them and they would like to develop back in the classroom. Staff share the outcome of their Gap Tasks in subsequent meetings. We are trying to identify further CPD time within the staff meeting calendar to enable us to get together midway through gap tasks in order to measure effectiveness.</p>		
Spring Review	<p>NASEN training ongoing. Staff have attended:</p> <p>Session 3 - Metacognitive Strategies & Reducing Cognitive Load</p> <p>Session 4 - Scaffolded and motivational learning for pupils with SEND</p> <p>Following session 4, HT worked with Unit Teams in order to consider the elements of consistent adaptive teaching content that we would like to see included within lessons - giving an element of uniformity across the school. Features including the R+R, Use of WIDGETS, visual back up to instructions, minimising depth of text within visual powerpoints, alongside the effective use of Knowledge Maps, key vocabulary place mats within lessons.</p>		
Summer Review	<p>Session 5 and Session 6 have been attended by SLT and key information has been disseminated to the required staff.</p> <p>Session 5 - Part 1: Using flexible grouping; Part 2: Using technology to support learning</p> <p>Session 6 - Part 1: Working with support staff; Part 2: Pupil voice and parent/carer engagement</p> <p>OAIP staff meetings have enabled us to tailor messages, with the backing of the messages from NASEN, in order to ensure consistency in provision. Steps have been taken within the new My Plan design to take on board advice on collecting increased pupil and parental voice within the review and planning process.</p>		

<p>OAIP is a new approach being implemented in Devon. Staff will work with the Inclusion Lead to ensure that they understand how the OAIP framework is used and that they implement specific approaches to support learners in the classroom.</p> <p>At Hayward's, a large number of Pupil Premium Children are also on the school's SEND Register. To ensure the best approach is being used by teachers with specific pupils, teachers are released to work alongside the Inclusion Lead to develop effective My Plans for pupils.</p>	<p>Ordinarily Available Inclusive Provision (OAIP) describes the inclusive provision and practice that all Devon schools, early years, and post 16 settings should be able to provide for all children and young people, including those with SEND, from within their own resources. This will support all children and young people to attend, engage and thrive in their educational setting.</p> <p>Ordinarily Available Inclusive Provision - Support for schools and settings (devon.gov.uk)</p>	4	£2700
<p>OAIP Staff Training CPD Training for all staff including support staff - £500 External Training to Support staff in working with Disadvantaged Children with specific SEND needs - £1000 My Plan Writing (3 x per year) - £1200</p>			
Autumn Review	<p>Devon County Council CPD Training has been attended by CB and she has disseminated this to all staff through training sessions. Clare is able to refer to the OAIP provision at Hayward's through My Plan Writing meetings. These have taken place in the autumn term. Clare has also audited our Teaching and Learning OAIP provision and has identified targets for us to work on. NASEN training for all teaching staff is helping us to adapt our teaching to support the learning of our most academically vulnerable pupils. Further work with OAIP will enable us to further improve our adaptive provision across the school for disadvantaged pupils.</p>		
Spring Review	<p>NASEN training is ongoing as well as staff meetings which have focused on Adaptive Teaching linked to the OAIP framework focusing on the Teaching and Learning strand. Staff given examples of how to adapt lessons seen by SLT.</p> <p>Next term to have a focus on the Targeted framework linked to OAIP which was released on 18th March 2025.</p>		
Summer Review	<p>Staff meeting on 30th April delivered and shared the Targeted framework as part of OAIP</p> <p>NASEN staff meeting attended by SLT on 11th June</p> <p>Staff meeting on 1st July reminded staff regarding the OAIP framework</p> <p>SEND review held on 9th May 2025 highlighted the consistent approach to adaptive teaching within classrooms</p> <p>Full SEND review:</p> <p>▶ SEND REVIEW</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	<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>	2	£2500

<p>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>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>		
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Accelerated Reader Cost
 Approximately £2000 for an academic year - subscription and budget for book allocation.
 Allocation of TA to monitor and address engagement levels of PP Children - £15.01 x 1 x 38 = £570

<p>Autumn Review</p>	<p>AR has taken a bit of a backseat in the autumn term with the promotion of Reading for Pleasure and introduction of Book Time. As a result of these new drivers, AR focus became less rigorous, which has meant lower engagement. Reading Leads are working with staff to address this in the Spring Term.</p> <p>Based on the autumn data:</p> <ul style="list-style-type: none"> - End of term STAR tests showed 59% of KS2 children's reading scores improved during term. (Y3,4,5 = 65.5%) (This is overall, not just PP) - 60% of PP children made expected progress or above in Autumn term - AR & STAR data is being used to encourage children to choose books that are an appropriate level of challenge for them. - Data is being used to inform interventions. - Work has been done to support children with choosing books they will enjoy.
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<p>Spring Review</p>	<p>AR has continued to be used for tracking and monitoring reading across Y3-5. In most classes, engagement has been more closely monitored than in the Autumn term. While Year 6 children are still accessing AR, due to SATs preparation they have engaged less with AR quizzing during the Spring term.</p> <ul style="list-style-type: none"> - 25% of PP children made expected or accelerated progress in the Spring term on their STAR tests - 50% of PP children are achieving at or above ARE on their STAR tests - Children are being encouraged to choose books that are both at an appropriate level and a book that they will enjoy. - Data continues to be used to inform interventions. - Conversations are ongoing among teaching staff about how to further engage children with independent reading. - Librarian TA supports and encourages children with identifying books that they will enjoy at an appropriate level. - Group of 5 children from Year 5 (2 PP) joined the Bookery Books & Biscuits group to promote and encourage a love of reading. - Stocks of lower level books have been increased to broaden the range available to children at these levels - identified, sourced and purchased by Librarian TA.
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<p>Summer Review</p>	<p>AR has continued to be used for tracking and monitoring reading across LKS2 and in one Y5 class. Sparx Primary Reader has been being trialled alongside AR since half-term in the other Y5 class. Most of Year 6 have not been accessing AR due to SATs focus.</p>
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	<p>- 49% of PP children (Y3-5) made expected or accelerated progress in the Summer term on their STAR tests</p> <p>- 60% of PP children (Y3-5) are achieving at or above ARE on their STAR tests</p> <p>- 11 PP children in Year 2 are now accessing Accelerated Reader. Of these, 54% made expected or accelerated progress in the Summer term on their STAR tests and 70% are achieving at or above ARE on their STAR tests</p> <p>- The free Sparx Primary Reader trial has supported engagement with reading among PP children - many have been reading more frequently and it has allowed some PP children to successfully access higher-level books more independently.</p> <p>- A new Librarian has been appointed for September 2026 to continue to support the Library and further encourage a love of reading.</p>		
<p>Staff to be trained in delivering the Mastering Number at EYFS and KS1. Leads to be identified who will receive specific training and then will disseminate the training back to colleagues and support staff. 4 x 15 minutes allocated each week which are in addition to the Maths lesson.</p>	<p>NCTEM</p> <p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p>Mas</p> <p>tering Number at Reception and KS1</p> <p>NCTEM</p> <p>They can see it straight away: the impact of Mastering Number NCTEM</p>	<p>2</p>	<p>£1500</p>
<p>Mastering Number at EYFS and KS1</p> <p>Release costs for Teaching Staff - £500</p> <p>Regular time allocated for teachers to meet and to review the approach and how effectively it is working with pupils. Time to disseminate training to parallel colleagues - £1000.</p>			
<p>Autumn Review</p>	<p>The Mastering Number programme was launched in EYFS, Year 1 and Year 2 at Hayward's in Autumn 2024. Lead teachers from each of these year groups (Emma Lott, Pennie Coren and Hannah Venning) attended initial online training and continue to have monthly online Zoom meetings (which alternate between being an NCTEM-led workshop or a local workshop). Information from these meetings has been communicated to other staff in the year group teams, to ensure consistency and smooth running of the programme. The Mastering Number sessions run in each year group 4 times a week, for approximately 15 minutes. The children may use rekenreks, 10s frames or other resources during the sessions to support and show their thinking. The use of talk is encouraged through stem sentences. Because the programme began at a very basic level and gradually increased weekly, it meant that all children were able to access the content of the sessions (and continue to) no matter what their ability. The impact of the sessions has already been noticed in Maths lessons, where children are becoming noticeably more fluent and flexible with their understanding of number and solving calculations.</p>		
<p>Spring Review</p>	<p>The Mastering Number Programme continues to be working with pupils across EYFS, Y1 and Y2. Y3 have been using, thanks to additional rekenrek purchases, the mastering number with their pupils. Staff continue to notice increased confidence in the pupils' use of known facts</p>		

	<p>and their ability to access them quickly to support learning. EYFS is where the biggest difference seems to be noticed. This has had more of an impact as it is now the main source of maths teaching. Staff have noticed that they are further behind in terms of numbers taught than they may have been in previous years, however the % of children who are showing a secure level of understanding has massively increased. Leads within individual year groups still attend training days. Consideration is being given to how we can further support KS2 staff's understanding of the programme so that they are aware of what the pupils have been exposed to as they come through the school.</p>		
<p>Summer Review</p>	<p>The Mastering Number Programme has had a real impact on children's confidence and fluency this academic year. Children have continued to use talk to explain their thinking and use fluency and flexibility when solving calculations. EYFS is where the biggest difference seems to be noticed: 78.7% of the EYFS cohort have achieved expected in the mathematics early learning goal. Next academic year 25/26, the Mastering Number programme will continue in EYFS and KS1, and we have applied for Mastering Number in KS2 and Primary Teaching in Mastery Work Groups.</p>		
<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 the quality of delivery. Release of RWI lead to monitor impact of teaching and learning for disadvantaged pupils.</p>	<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>	<p>£4000 approx.</p>
<p>Autumn Review</p>	<p>The reading leader supports teachers through a weekly Read Write Inc Training session and coaching during delivery of RWI sessions with staff, which continues to embed and improve the quality of RWI delivery with a focus on speedy reading to improve fluency this term. Reading leader release time is also used to track disadvantaged pupils carefully, group children into homogenous groups according to their sound and fluency knowledge and completing sound gap analysis to ensure they received carefully targeted intervention and spotlight within their RWI groups. The online subscription has been used to create learning pathways for staff new to RWI, is used in weekly staff practice time to maintain the quality of delivery for all staff and tutoring. Disadvantaged pupils throughout EYFS, Year 1 and Year 2 as well and some KS2 pupils (who are still accessing RWI), have all received one to one tutoring and have progressed from 46% on track ARE to 58% on track for ARE with 9 disadvantaged children who are in the Accelerated Reader group, having exceeded expectations by completing the RWI programme.</p>		
<p>Spring Review</p>	<p>Successful RWI Development day completed alongside Lucy Bessant from RWI in January with live coaching and new action plan written alongside Pennie Coren the RWI lead to further develop the quality of delivery and monitor impact of teaching for all pupils. Reading leader well informed and able to undertake coaching effectively and particular training for disadvantaged pupils in tutoring undertaken to enable strong impact of 1:1 tutoring. Disadvantaged pupils maintained tutoring to enable sustained progress. 79% of pupils currently on track to pass the</p>		

	<p>phonics screening check in Year 1 (which includes a cohort of significant SEND and % disadvantaged).</p> <p>Planned visit from Laura Carr Audit Lead & Deputy Hub Lead Ilsham National English Hub on 16th June 2025 to monitor phonics and progress.</p>		
<p>Summer Review</p>	<p>The Y1 cohort achieved a brilliant 82% compared with 80% nationally and above our predictions with 67% of disadvantaged pupils passing their phonics screening check.</p> <p>School have funded Leapfrogs staff having access to RWI training. The aim of this is to ensure that disadvantaged pupils, in particular, have access to good quality phonics provision/teaching which provides the required foundations for successfully starting the programme at school. All staff within the EYFS and KS1 top up training was also completed.</p> <p>The reading leader continued to monitor teaching and identify areas of action in weekly practice time sessions to benefit quality first teaching for disadvantaged pupils. Disadvantaged pupils continued to receive 1:1 tutoring throughout the summer term and their progress carefully tracked. The opportunity of top up training helped further develop the action plan for Phonics moving forward including considering cognitive overload during teaching sessions and holding cards a particular way without mouthing sounds to ensure teachers make pupils sound out themselves, and organising resources. RWI is heavily resourced based, so the reading leader carried out a resource audit with each phonics teacher and existing resources have been sorted into sounds and matching word cards to enable teachers to access resources needed for sessions easier. This will be ongoing next year. Purchased carry cases to organise resources in a uniformed way. The planned visit from Laura Carr was rearranged for next year as the reading leader had just added many actions to the development plan following from RWI training so it will be re-arranged for later after these actions have taken place. The reading leader made a follow up visit to Leapfrogs nursery following their training and School provided them with a carry case pack of resources to enable them to start teaching picture cards. A further follow up visit is planned in September with the EYFS lead to maintain momentum in their introduction of RWI.</p>		
<p>RWI Provision and Monitoring</p> <p>RWI RWI Leader hosts EYFS and KS1 Staff weekly training/input – 0.5 of an hour (30 minutes) x 38 weeks x £37.75 = £717.25</p> <p>RWI Leader Release Time to monitor disadvantaged attainment and progress - 1 x 38 x £37.75 = £1450</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>Subject leaders will use the time to consider the specific needs of PP children in their subject, and develop appropriate</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>	<p>6</p>	<p>£1585</p>

content/resources/support to ensure that the curriculum is working effectively for all pupils.			
PP Focussed Subject Leadership Release Time (Spring Term) 3 hours per week (2 x sessions) x 14 weeks x £37.73 = £1585.50			
Autumn Review	Subject Leaders continue to be given regular release time to monitor their subject. Within their book looks, PP pupils and SEND children are always taken to ensure that children are engaging effectively with the demands of the curriculum. We have seen a particular impact in the PE lead having regular release time. This has enabled development of the provision to increase PP involvement in planning and participation which would not have been possible without this provision. During the spring term, staff will be asked to look at the PP experience of their subject in light of pupils reporting that they were missing a lot of the curriculum due to intervention. We have tried to re-address the balance by introducing intervention bandings during morning sessions. Staff will evaluate the impact of this with pupils.		
Spring Review	Subject Leaders continue to be given regular release time to monitor their subject. This term, some of the subject leader time has been allocated to staff working closely with the English Lead to look at how Book Talk sessions can have maximum impact for SEND and PP pupils. In PSHE, PP children report having more time in class and that they feel like they are more 'part of the class'. PP children were supported in talking through their PSHE journey through the school. In PE, events have still taken place but the regular PE release time has not happened this term.		
Summer Review	Subject Leaders continue to be given regular release time to monitor their subject. All subject leads continue to look at books and meet with pupils to discuss their subject and the impact that teaching is having on learning. Within these pupil conversations/book looks there is always representation of disadvantaged pupils to ensure that the curriculum is being effectively engaged with.		

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

Budgeted cost: £ 65,050

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
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<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.</p>	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>	<p>£7750</p>
<p>Additional RWI Tutoring Provision Allocation of adult teaching assistant time to support the 'catch up' for children in EYFS and KS1 - £15.08 x 1.5 hours x 38 weeks x 9 coaches – approximately £7,736</p>			
<p>Autumn Review</p>	<p>RWI tutoring began in Autumn 1 this year with 14 tutors delivering regular sessions of up to 4 times a week to pupils in Year 1 and 2. All PP pupils who were below ARE received tutoring alongside other PP children who were on track to keep up rather than catch up too. Tutors were given 1:1 refresher training from the RWI Leader prior and fully resourced tutor packs specific to each child to aid delivery of individual focused tutor sessions.</p>		
<p>Spring Review</p>	<p>TAs delivering RWI tutoring has continued successfully up to 4 times a week, usually on a 1:1 basis throughout Year 1 and 2 and now in EYFS as well. All disadvantaged children who received tutoring (except one with significant SEND needs) have progressed to the next phonics group. In Year 2, 77% of disadvantaged pupils are age related in their attainment. In Year 1, this figure is lower with 50% at age related level, however this cohort has high levels of significant SEND needs and disadvantaged pupils at age related levels is 67% without pupils with significant SEND with individual educational health care plans excluded. The Reading lead has planned tutoring to continue into Summer Term, with disadvantaged pupils having sustained tutoring to help them maintain progress to ensure the most effective provision even when they have made progress, to ensure they have caught up and sustain their progress.</p>		
<p>Summer Review</p>	<p>TAs have continued to deliver RWI tutoring successfully to the lowest 20% of pupils from both disadvantaged and non disadvantaged backgrounds and the Early Reading and Phonics lead extended this to include EYFS pupils as well as Year 1 and Year 2. EYFS 0/3 disadvantaged pupils reached the required standard. These children will continue the tutoring programme into Year 1 and beyond as their SEND needs are identified. Their progress involved individual sounds and known sounds increased with an average of % progress, however this was not enough to move them up to age related standards.</p>		

	<p>Y1 5/9 children 55% disadvantaged pupils reached age related in reading. Of the 4 children that did not reach ARE, 3 are on the SEND register and have EHCPs. Excluding SEND EHCP children 5/6 83% disadvantaged children reached age related. Y2 9/12 children 75% disadvantaged pupils reached age related in reading. Of the 3 children that did not reach ARE, 1 is EAL and 1 has an EHCP significant SEND and is leaving Haywards to join a specialist provision. So excluding EHCP SEND pupils 9/11 82% disadvantaged pupils reached age related levels in phonics and reading.</p>		
<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.</p>	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2	£5000
<p>Key Stage 2 Phonics Catch-Up 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</p>			
<p>Autumn Review</p>	<p>There were 8 pupils carried forward to the Autumn term.</p> <p>Y6 3 pupils. All required revision of phonetic sounds & had achieved this by ½ term. 1 progressed from Blue to Grey, 1 remains at Blue, 1 grey to AR, she has completed intervention with a built in review before February ½ term.</p> <p>Y5 2 pupils. Both retained grey level after Summer break. November both progressed to AR. 1 has completed intervention with review due next term. 1 remains for additional practice to consolidate consistency in applying phonetic knowledge.</p> <p>Y4 2 pupils 1 progressed from Grey to AR. He is retained for additional practice to consolidate consistency in applying phonetic knowledge, (EAL). 1 progressed from Orange to Yellow.</p> <p>Y3 1 pupil In September, progressed from pink to yellow level throughout the term. 2 Y3 referrals before ½ term. 1 had significant gaps phonetically. She has progressed from Purple to Orange. 1 progressed from Grey to AR after phonetic revision. Completed intervention & review.</p> <p>Y1 2 pupils Referred for PSC boost. 1 pupil set 1c & 1 Green.</p> <p>At the end of term there are 8 active pupils & 1 dormant due to not attending School in the afternoons.</p>		

<p>Spring Review</p>	<p>There are 9 pupils undertaking intervention.</p> <p>Y6-0 active 1 pupil completed intervention after February review. 1 pupil remains on watchlist (not attending School) 1 pupil remains on watchlist review after Easter.</p> <p>Y5- 1 active 1 pupil completed intervention after review. 1 pupil remains with intensive support to access AR</p> <p>Y4-4 active 1 yellow to blue 1 needs phonetic support to apply to AR (accuracy when quizzing). EAL pupil. 1 new pupil Blue 1 re referral Grey, phonetic gaps & spelling difficulties.</p> <p>Y3- 2 pupils 1 orange to yellow 1 yellow to blue</p> <p>Y1-2 pupils 1 red to green 1 purple to pink</p> <p>Y3 8 referrals screened by KS 3 assessments undertaken now on the Waiting list. 5 waiting for Assessment.</p>
<p>Summer Review</p>	<p>There have been 7++ pupils receiving this intervention this term.</p> <p>Y6- 0 pupils. All pupils have completed. 1 pupil after 2 successful reviews. 1 pupil not completing due to absence when intervention took place.</p> <p>Y5- 1 active to continue in the Autumn. There have been 3 active pupils this term. 1 referral & assessment. Short term intervention to address gaps successfully completed. 1 pupil has had reduced support & intervention this term. Achieving slow AR progress, phonic intervention is no longer required. Successfully completed. 1 pupil referred & assessed (EAL). Gaps identified across all sound sets. Initially purple group - Blue/Grey. Gaps remain in set 3.</p> <p>Y4- 2 active to continue in the Autumn. 4 pupils seen throughout the term. 1 pupil Blue group to Grey (EHCP). 1 pupil Blue group to Grey. 1 pupil (EAL) phonetic support with accessing AR, no longer required. Successfully completed. 1 Grey group with spelling difficulties due to phonic gaps. Gaps addressed & short term RWI spelling intervention undertaken. Successfully completed.</p> <p>Y3- 2 active pupils to continue in the Autumn. 5 outstanding assessments undertaken.</p>

6 outstanding short term interventions to address gaps successfully completed.
 2 No further action upon review.
 1 pupil Yellow -Grey
 1 pupil Orange - Blue (awaiting dyslexia diagnostic assessment).

Y1- 2 active pupils until PSC.
 1 pupil Orange -Purple group.
 1 pupil Pink -Yellow. Completed all sound sets with me & successfully completed PSC & intervention. Both pupils passed their Phonics Screening Check.

<p>Tutoring provided for relevant PP children to raise attainment in Writing – this is led by their class teacher (1:1).</p>	<p>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).</p>	<p>3</p>	<p>£24,100</p>
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Tutoring Provision from EYFS to Y6
 Tutoring Release Time – Teacher is working with relevant PP children for 1 hour per week
 PE Tutoring Release Time - £90 per day x 4 days per x 38 weeks = £13,680 p/year
 Music Tutoring Release Time - £22 x 3 hours x 3 days x 38 weeks = £7524
 EYFS Tutoring Release Time - £37.85 x 2 hours x 38 weeks = £2876.60
 Total Cost = Approximately £24,100

<p>Autumn Review</p>	<p>Teachers have received regular tutoring slots each week lasting an hour. Teachers continue to use this time to target children (PP children who are below expectation are a priority) who are behind in Writing in very small groups. We would expect pupils, who are receiving tutoring, to get to ARE with the current or subsequent academic year. In the autumn term 52 children were identified as target children in Year 1 to Year 6. 16 children within this group are PP.</p> <p>Autumn Term Data:</p> <table border="1" data-bbox="408 1417 1437 1933"> <thead> <tr> <th>Year Group</th> <th>Number of Pupils</th> <th>% of children achieving ARE</th> <th>Number of PP Pupils</th> <th>% of children achieving ARE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8</td> <td>1/8 (12.5%)</td> <td>1</td> <td>100%</td> </tr> <tr> <td>2</td> <td>10</td> <td>3/10 (30%)</td> <td>1</td> <td>0%</td> </tr> <tr> <td>3</td> <td>8</td> <td>0/8 (0%)</td> <td>4</td> <td>0%</td> </tr> <tr> <td>4</td> <td>9</td> <td>0/9 (0%)</td> <td>4</td> <td>0%</td> </tr> <tr> <td>5</td> <td>10</td> <td>0/10 (0%)</td> <td>5</td> <td>0%</td> </tr> <tr> <td>6</td> <td>7</td> <td>2/7 (29%)</td> <td>1</td> <td>0%</td> </tr> </tbody> </table>	Year Group	Number of Pupils	% of children achieving ARE	Number of PP Pupils	% of children achieving ARE	1	8	1/8 (12.5%)	1	100%	2	10	3/10 (30%)	1	0%	3	8	0/8 (0%)	4	0%	4	9	0/9 (0%)	4	0%	5	10	0/10 (0%)	5	0%	6	7	2/7 (29%)	1	0%
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are a priority) who are behind in Writing in very small groups. We would expect pupils, who are receiving tutoring, to get to ARE with the current or subsequent academic year.

Spring Term Data:

Year Group	Number of Pupils	% of children achieving ARE	Number of PP Pupils	% of children achieving ARE
1	8	5/8 (62.5%)	1	1/1 (100%)
2	12	5/12 (42%)	1	0/1 (0%)
3	8	3/8 (37.5%)	4	2/4 (50%)
4	9	4/9 (44.4%)	4	3/4 (75%)
5	10	2/10 (20%)	5	1/5 (20%)
6	7	4/7 (41.2%)	1	1/1 (100%)

Summer Review

Teachers have received regular tutoring slots each week lasting an hour. Teachers continue to use this time to target children (PP children who are below expectation are a priority) who are behind in Writing in very small groups. We would expect pupils, who are receiving tutoring, to get to ARE with the current or subsequent academic year.

Summer Term Data:

Year Group	Number of Pupils	% of children achieving ARE	Number of PP Pupils	% of children achieving ARE
1	8	5/8 (62.5%)	1	1/1 (100%)
2	12	7/12	1	0/1 (0%)
3	9	6/9 (66.6%)	3	2/3 (66.7%)
4	8	5/8 (62.5%)	3	1/3 (33.3%)
5	10	2/10 (20%)	5	1/5 (20%)
6	6	4/6 (66.7%)	1	1/1 (100%)

Tutoring sessions will also be used by staff to target disadvantaged pupils, regardless of levels of attainment. Pupil Premium attainment in Writing. We need to continue to close the gap in PP attainment and Non-PP attainment in Writing.

Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Pupils	64%	52%	63%	61%	43%	79%

	<table border="1"> <tr> <td>Pupil Premium</td> <td>40%</td> <td>38%</td> <td>31%</td> <td>33%</td> <td>22%</td> <td>57%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>69%</td> <td>57%</td> <td>76%</td> <td>70%</td> <td>54%</td> <td>90%</td> </tr> </table>	Pupil Premium	40%	38%	31%	33%	22%	57%	Not Pupil Premium	69%	57%	76%	70%	54%	90%		
Pupil Premium	40%	38%	31%	33%	22%	57%											
Not Pupil Premium	69%	57%	76%	70%	54%	90%											
	<p>In the summer term we have made a change which has seen 20 minutes of the tutoring time allocated to Reasoning in Maths. Staff meeting time was allocated to ensure that teachers could identify the features needed for teaching reading effectively. Staff established RUCSAC as being an effective Reasoning framework to use with pupils in school. Sessions have encouraged pupils to slow down the reasoning process and to consider the RU stage and nothing else. Staff have encouraged pupils to make connections/to look for patterns/to hypothesise and to start drawing initial conclusions - before the question has even been revealed. Staff report positive progress being made by pupils in this area and it has been agreed to continue this into the new year. 50% of the group, at least, are identified as being disadvantaged.</p>																
Use of a teaching assistant/teacher mentor to monitor engagement with Reading and provide the missing 'parental-support' that is required through Book Time Provision Programme. To support disadvantaged pupils to develop Reading for Pleasure	<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	£15,000														
<p>Book Time Targeted Reading Support, Tracking of Reading and Monitoring and Supporting Reading engagement and develop reading for pleasure through supporting exposure to the 'right text's (PP Focussed) 3 hours per week (36 minutes x 5 = 180 minutes) x 8 adults x 38 weeks x £16.50 = £15,048</p>																	
Autumn Review	<p>TAs are allocated time within their week where they are closely monitoring the pupil's engagement with Reading. When there is close attention to the Reading behaviour of pupils we see a positive outcome in terms of their engagement and attainment. Some staff have carried this out with the Reading Mentor model, while other staff have used their TA to provide focussed support through their Book time. In addition to this, volunteer readers have been used with a PP focus on support to fill the void in parental support.</p>																
Spring Review	<p>The model above continues to impact children's reading. 80% of children who are supported and tracked showed improved reading amount in Spring term.</p>																

<p>Summer Review</p>	<p>14 out of 70 PP children in KS2 made accelerated progress in reading this year. 39 out of 70 PP children in KS2 made expected progress in reading this year. 54/70 children made expected or accelerated progress = 77% made good progress. 59% of PP children ARE in reading in KS2, up from 52% last year. This compares with 84% non PP, so there is a still a wide gap of 25% of pupils. 61% of non PP pupils with SEND support achieved ARE in reading. 48% of PP pupils with SEND support achieved ARE in reading. 66% of PP pupils WITHOUT SEND achieved ARE in reading whereas 91% of non PP WITHOUT SEND achieved ARE in reading.</p> <p>This shows while differences are being made to individual children, there is still work to be done for our PP children.</p>		
<p>Reading Fluency Programme - two groups of pupils x 8 weeks led by Assistant Headteacher and HLTA.</p>	<p><u>Reading Fluency Project: HFL Education's Collaboration with the Education Endowment Foundation (EEF) HFL Education</u></p> <p>Training programme being run by DCC. AHT and HLTA (with English Specialism) have attended the training and following assessments will be leading the 8 week programme for pupils.</p>	<p>2,5</p>	<p>£4000</p>
<p>Reading Fluency Programme for Pupils in Y6 Cost of training and staff attendance = £1000 AHT Cost - 2 hours per week x £42 x 8 weeks = £672 HLTA Cost - 2 hours per week x £21 x 8 weeks = £336 Total Cost for Cycle One = £1008 Three cycles scheduled to be run per year.</p>			
<p>Autumn Review</p>	<p>The intervention was successful with huge rises in confidence seen across the board. 1 child left, and 1 had a period of absence but out of the 10 who engaged in the programme 5 are currently now on track for ARE at the end of the year, and a further 2 are WTS ARE. 3 children made huge progress in their comprehension reading age - increasing by a number of years by the YARC measure - but due to reading rate and processing struggled to transfer this to the SATs paper taken at the end of Autumn and therefore are not seen as on track to achieve ARE in the SATs. The intervention has been really useful in learning about developing fluency and KS has worked with TAs who read with the BARE children 3x a week on implementing some of the key strategies into their reading - with good results, as a number of regular readers last term progressed from WTS to becoming ARE, and all others made progress in their reading rate and fluency. KS has also assimilated the key findings from the intervention to teachers across 2 staff meetings, and further work is planned on this. In Spring, KS plans to model to other year groups and work alongside teachers to improve fluency across KS2. The intervention will run in Year 3 in Spring term and possible 4 and 5.</p>		
<p>Spring Review</p>	<p>The intervention was rolled out into Year 3 with 6 children. All children made accelerated progress on the intervention, 1 made it to ARE and 2 made it to WTS ARE. 3 others moved from PKS6 to WTS. Increased confidence was also strongly felt by the teacher.</p>		
<p>Summer Review</p>	<p>The intervention was incredibly effective and has been continued with pupils in Year 3 to Year 6. Remarkable progress is being made by all pupils who have engaged with the programme, particularly in terms of their Reading age. Of the Year 6 pupils who engaged with the programme (all of whom were working well outside of Year 6 expectation), seven out of the 11 children targeted through the programme achieved ARE in their SATS at the end of Key Stage 2. Of the 4 pupils who didn't achieve this milestone, all pupils were in the high 90s on their scaled scores and had made excellent progress.</p>		

	<p>Of the 18 other children who accessed the intervention over the year: 78% made expected or accelerated progress this year; this is compared with last academic year where only 50% of those pupils made expected or accelerated progress (this progress is within BANDS so actually MOVING up a band, does not include other ways of measuring progress in smaller steps eg Hodder).</p>		
<p>Use of teaching assistants to provide NELI intervention for identified children in the EYFS.</p>	<p>NELI - CatchUp Funding Impact Report (2021-2022)</p> <p>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.</p> <p>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.</p> <p>https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</p>	1	£3500
<p>NELI Provision in the EYFS</p> <p>NELI – provision of two TAs, three times per week. £15.01 x 7.5 x 30 weeks £3377.</p>			
Autumn Review	<p>Assessments have been completed and children have been highlighted for the intervention which will start in January. We only have one TA able to deliver the programme this year but they will still do the 12 children. 7 children have been assessed as Red on the Neli programme and 5 children as Orange. All will receive the Neli programme.</p>		
Spring Review	<p>11 children have consistently accessed the NELI intervention, 4 of which are EAL. 7 are currently on target to achieve expected levels. 4 needed more support in the summer term with the aim being at least three of the pupils will move from read (clear concern) to orange (slight concern).</p> <p>NELI has been a great help for the children who have accessed it. It has helped them grow in confidence, giving them the skills to communicate effectively with peers and adults. The small group sessions have helped some of the children to build better relationships with peers and key adults within the classroom. The small group sessions have helped the children to receive more opportunities to speak in front of others and have a greater understanding of the world. NELI has supported children with improving their comprehension skills and the ability to use more complex sentences.</p>		
Summer Review	<p>Neil has continued to be delivered by AMc and overseen by SS. SS reports that of the 15 children who participated in NELI sessions, 12 now have no concerns and have met expected milestones - this equates to 80% of children having successfully achieved with NELI. SS reports that the sessions observed ran well with all children participating and engaging in the session. Language and communication modelled by AMc was high quality and focused on the sessions specific focuses. Language about other things was minimised to ensure the children focused their attention on what was necessary for the session. See NELI data and language screen report.</p>		

<p>Focused speech and language intervention. - TA (liaising closely with Speech and Language Therapist) supporting children with regular 1-1 sessions.</p>	<p>EEF +6 months Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	<p>1</p>	<p>£5700</p>
<p>Speech and Language Provision Speech and Language TA timetabled to work with 1:1 pupils. £15.01 x 2.5 hours x 4 days x 38 weeks = £5700</p>			
<p>Autumn Review</p>	<p>Clear timetable in place for speech and language interventions to take place. This is to support children who have an individual speech program or need further support based on their Speech and Language Link assessment. S&L TA works closely with TA's who are working 1:1 with children who have EHCP's to provide them with resources and strategies to support. This has upskilled many TA's (starting in the EYFS) to ensure they are confident to provide the interventions alongside them working with children. All children who are working with the S&L TA are making progress - this has been shown through assessments as well as speech clarity. S&L TA is also able to carry out assessments on childrens speech and language where staff has raised concerns. Some of these children pass and it shows that they are working within age appropriate levels. Where they are needing support, they will be added to the timetable.</p>		
<p>Spring Review</p>	<p>This continued into the Spring Term. The Speech and Language TA continues to support individuals with programmes being delivered to pupils and monitors the impact of the sessions alongside the external Speech and Language Therapist. Programmes continue to be modified and implemented for targeted pupils through recommended programmes of study. Inclusion Lead will refer pupils to the Speech and Language TA for Language Link assessments. Results are feedback to teachers/support staff who may need to deliver the programme on the ground and are logged on CPOMS.</p>		
<p>Summer Review</p>	<p>Speech and Language TA has been off for part of the summer term and therefore not all interventions have been covered as thoroughly. Class based TA's and 1:1 TAs have continued with games and S&L programs where there has been capacity to do this. Language and Speech link assessments have continued to take place by SEND Admin. S&L TA and Inclusion Lead have started to communicate at the end of the term to discuss who requires this ongoing support moving into the next academic year.</p>		

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

Budgeted cost: £52610

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Release time for the Pupil Premium Champion in order to:</p> <p>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.</p>	<p>EEF – Use of mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>5,6</p>	<p>£1000</p>
<p>PP Champion Release Time £35.80 x 2.5 x 10 weeks = £895</p>			
<p>Autumn Review</p>	<p>The PP Champion continues to talk to different PP children across the school to build a relationship with them and hear their voice. This term, children were asked what they enjoy about Haywards. PP children responded with:</p> <p>“It’s fun to learn about decimals and negative numbers.” (Y3) “Hockey and after school netball clubs are great.” (Y3) “The learning. You get a nice education. I enjoy Maths. Most adults use calculators but we are learning to work it out.” (Y4) “English stories. I want to be a story writer.”(Y4) “Maths is interesting. I like to learn new ways to work out different calculations. The teacher tells us to use resources, not just go to the answer.” (Y4) “I like going to the Hero Hub. We make paper models.” (Y4) “I’m interested in all the sports clubs coming up.” (Y4) “I like cold calling; I always want to be picked.” (Y4) “I’ve been in Mrs Yates’ choir this term. I enjoy singing songs.” (Y5) “I’ve been going to the multi-sports club. You can choose cricket, basketball... I like it because it’s a small club.” (Y5) “I like computing. Playtime is fun too. I think we get lots of equipment for playtime compared to KS1. English is hard; I don’t like independent writes. I get stuck on the first sentence sometimes, If the teacher gives me the first sentence it really helps.” (Y6) “DT is my favourite subject and Maths is good. I prefer working on reasoning problems in Maths because it makes you think.” (Y6) “I’ve enjoyed being in a book talk book club this term with Mrs Seller. I like art too. I’m enjoying Year 6 because I help in assembly and with the little ones. It’s fun helping in the hall.” (Y6 Ambassador) Children in Year 4 shared their challenge curriculum books with the PP Champion towards the end of term. They explained what they had learnt about by pointing to the challenge curriculum title questions in their books and could explain their predictions on the future of farming based on evidence from their learning. Children were good at using their books to recall and recap on knowledge they had been taught and talked in full sentences.</p> <p>Children were asked what helps when they are stuck with their learning. Children continue to make good use of resources in the classroom. Most children are aware of</p>		

	<p>parts of their learning that they find difficult and are independently choosing resources or know what to do if they are stuck. For example:</p> <p>“Ace Dictionaries. I use them a lot. They are helpful.” (Y3) “In tests, I leave a question if I’m stuck and come back to it if I’ve got time.” (Y3) “I use conjunction sheets and times table grids. I go on TTRs a lot now.” (Y5)</p>
Spring Review	<p>The PP Champion discussed reading with PP children across the school. The majority of children said that they were still regularly reading books at their AR level and children in KS1 who were not on AR yet said they enjoyed reading picture books. More children commented that they use Crediton library and that they had books at home that they enjoyed reading. Many children in Upper KS2 bought books that were not on AR that were age appropriate and enjoy reading more as there is a greater opportunity to read these in class. Children said that they don’t like it when there are words that they don’t know what they mean and BookTalk time is really useful to help them to understand texts.</p> <p>PP children had many positive statements to make about the new Opal lunchtime provision. They like the tyres and drawing stations the best and the opportunity to explore different spaces with different children. They had liked having the chance to be creative and try different games/play ideas. Younger children said that they enjoyed playing with older children who lived near them and introduced these ‘out of school’ friends to other children in their class. A few children said that they did not like being on the same playground as their siblings as they liked space from them at school. A small group of children talked about being overwhelmed as parts of the playgrounds can get busy and they would like a quiet space as one of the zones so they could go there to relax away from noise.</p> <p>The PP Champion carried out a Maths investigation with a sample group in Y2 and Y5 using interlocking squares to make nets of cubes. Children preferred to use this resource instead of drawing nets on paper. Children showed the PP Champion work on nets in their books and used this prior knowledge to investigate further. They used Maths talk well and listened to each other to further their thinking. Children could see patterns to establish how many possibilities there were. However, PP children were more likely to need an adult to clarify instructions and recap on what they had discovered so far as the investigation developed. Resources to be bought in the Summer Term to support guided reasoning across the school for Shape work.</p>
Summer Review	<p>Children across the school expressed highlights of the year to the PP Champion, referring to a range of subjects across the curriculum that they enjoyed learning. Many children referred to learning in books to support discussion although even Year 2 children could recall more practical activities such as learning about plants- recalling key vocabulary such as ‘germination’ without prompting. There was evidence that some core subject language was embedded.</p> <p>Children could tell the PP Champion areas that they had grown in confidence or ability in: whether that was an area of Maths, being more vocal in English sessions or improved reading through the Reading for Pleasure initiative. Children could also identify areas of the curriculum where they struggled and wanted to work on in the year ahead.</p> <p>Opal was viewed by children as a key positive improvement of the school, where children have benefitted from exploring different spaces and activities with a wider range of children.</p> <p>Residential in Y4 and 6 also widened children’s experiences. PP children talked about how activities increased their confidence as well as the opportunity to be away from home. Trips such as Hogwarts and Bikeability (Y5) were also memorable moments which children valued. Children recognised social skills they had gained as well as the learning outcomes.</p> <p>Children talked at length about the range of sports that Haywards has offered them this year: whole class trips in Cricket, orienteering and gymnastics; team sports outside of school competing against other schools; after-school clubs. There was a sense from them that opportunities had increased and they felt valued.</p> <p>Most children were excited about the new academic year and felt prepared for the changes and new opportunities. They could talk about the similarities and differences moving on and knew what to do if they were nervous: reassurance will be needed for</p>

	some as they settle into their new Year group and staff are aware of which children are likely to need this- through provision mapping and transition meetings.		
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.	EEF – Use of mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	5,6	£1330
PE Teacher Leadership Release Time £35 x 1 hour x 38 weeks = £1330			
Autumn Review	<p>The time provided has been used to establish an extensive range of clubs and enrichment opportunities, liaising with various providers and including the administration behind making these successful.</p> <p>The previous PE lead used PP voice to establish a schedule of after school clubs. These have been running regularly. However, the take up from PP children has been less than anticipated. Barriers around administration (form completion) and parent apathy will need to be approached in the Spring Term to push this further.</p> <p>22 PP children have attended the PP invite only club over the course of the term.</p> <p>A particular success was the Cross Country trip which saw 34% of attendees being from the PP pool and a similar percentage from the SEND register.</p> <p>Barriers to swimming have been identified and a restructure of provision and especially PP boosters has been developed. The swimming gala team has 25% representation from PP children.</p> <p>Cultural capital was also achieved in the allocation of tickets for the Exeter City Women's game in Autumn 1.</p>		
Spring Review	<p>This has not happened this term. The PE lead felt the dual role of PE lead alongside full time class teacher and PSHE lead role was too big. Member of staff focussed on the provision of activities for pupils across the school and the HT took on the role of managing the PE lead role. He continues to be mindful of engaging PP pupils in sporting opportunities within the school PE calendar of events. An afternoon was provided when a festival was cancelled last minute to allow a teacher to work on the structure of PE lessons and vocabulary development (especially for dance and gymnastics)</p> <p>PP clubs have been poorly attended this term and year groups have been blended to enable the club to run with sufficient numbers. Within the blended groups PP attendance has been generally good. One further year group remains to be targeted in the summer term. Further thought will be put in to see how we can ensure improved engagement for families that have chosen not to engage this year.</p>		

Summer Review	<p>This has not happened this term. An opportunity was provided for a last minute session for a teacher to develop the vocabulary and assessment structures to ensure accessibility and OAIP is included. This has been completed and needs to be rolled out next year. Many opportunities have continued to be offered to the children. as can be seen in the School Events Document. The PP club had only 5 attendees in Summer 2 despite chasing. Understanding the engagement will be needed to ensure non-engagement is a choice not the consequence of a barrier.</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.	EEF – Raising Parental Engagement 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.	5	£600
<p>Parental Workshops aimed at supporting children at home 15 hours of teacher time allocated to the preparation/leading of workshops for families. £38.50 x 15 = £577 approximately.</p>			
Autumn Review	<p>EYFS Phonics workshop has taken place in the summer term. This has been very well attended by families. We have also planned a Y1 Phonics meeting for the Y1 Spring term to enable families to have individual resources tailored to support their pupils in achieving expectation within the Phonics Screening Check.</p>		
Spring Review	<p>Y1 Parent phonics workshop was well attended by families on 21st January and all families for the whole of Year 1 were given phonics packs to support home learning in preparation for the Phonics Screening Check in June.</p>		
Summer Review	<p>Safeguarding Parent Workshop run by Jonathon Gallings, DCC on 23rd April 2025.</p>		
To remove the barriers associated with home that 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>Hayward’s have a number of families requiring a TAF. Evidence supports that families who receive support from our FSW make good progress against their identified Early Help targets.</p> <p>Last Year impact</p> <p>Autumn Term - 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>	5,7	£15,000

	<p>Spring Term - 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> <p>Summer Term - 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>		
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Employment of Family Support Worker

Family Support Worker leading on Early Help provision
£15000 per year (rest of money allocated from SEND Budget)

<p>Autumn Review</p>	<p>TAF actions this term have focused on empowering parents and building their confidence in managing more difficult behaviours in their children, as well as building relationships with the parents of children who started school in September 2024.</p> <p>Progress has been made in encompassing the wider family network to provide support to parents, where appropriate.</p> <p>Attendance case study: FSW has worked with one family since 2022, in relation to attendance. In the academic year 23/24 attendance increased to 88% from 73% in 22/23. Attendance is currently 93.6% for the current term.</p>
<p>Spring Review</p>	<p>Five additional families have been offered support via the Early Help Provision this term. Increasingly, MASH enquiries are recommending this as the next step before Family Intervention Team or Social Services involvement. Constructive engagement with these families has enabled them to be signposted to essential support in the early stages of problems arising, as well as ensuring support in school and a greater understanding of home pressures and the subsequent impact. This term has seen an increase in families who are seeking support for Domestic Abuse or the threat of Domestic Abuse. Guidance to accessing appropriate support organisations, as well as pastoral support in school, have been welcomed by families. Involvement of</p>

	secondary schools in the TAF, where older siblings attend, has also been key to ensuring that the needs of a family are being met holistically.		
Summer Review	<p>This term has seen an increase in families accepting Early Help support, despite previously being apprehensive to do so. Work with these families will continue into the Autumn term and ensure that there is a collaborate approach where older siblings in the family attend a secondary school setting. Case Study: One family in particular has historic low school attendance levels and limited consistent engagement with schools on the subject of attendance. Now in agreement to Early Help support, attendance will be closely monitored and support given to parents to increase attendance. This will be done, together with the secondary school.</p> <p>Work has been ongoing this term with four families where the children are on adapted timetables. Early Help reviews are held every six weeks to review the arrangements in place and to look at further adaptations and support, where necessary.</p>		
Pastoral Interventions and Support programmes in place for children with SEMH needs.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF educationendowmentfoundation.org.uk	5	£3200
Pastoral support in place for children in EYFS to Y6 RD and AH – Allocation of time to work with Children with SEMH needs. Contribution - £21 x 4 hours x 38 weeks = £3192			
Autumn Review	<p>Pastoral support is picked up through meeting actions logged on CPOMS or through meetings with teachers or SENDCo. Timetable drawn up each term so everyone is clear on which children are being supported and a clear focus in place. This pastoral support is provided for 6 weeks and then new children added. This is to ensure that pastoral leads can support as many children as possible.</p> <p>RD speaks to all parents regarding the support in place at the beginning and end of the 6 week sessions.</p>		
Spring Review	<p>EYFS to Y3 - Over the spring term RD has continued to work with children across the school. This has been 1:1 and in paired and small groups. The work has ranged from supporting children through bereavement, a child who is a young carer, children whose parents are separating and children with a range of anxieties and low self-esteem. This spring term has also seen the introduction of a pastoral group in EYFS, supporting our very youngest children to learn about feelings and emotions.</p> <p>Outcomes are recorded in a range of ways from detailed folders of work, to photographs or a simple note to parents on a weekly record sheet. All written and photographic work is scanned electronically onto the G drive.</p> <p>Yrs 4,5 and 6 Pastoral support is also provided on a 1:1 basis and in small groups. These sessions provide support for a range of needs from issues at home, friendship issues, safe internet use, support for family breakdown as well as issues with poor self esteem and anxiety. Some individuals are seen on several occasions each week to provide stability and a more structured development framework, others are seen weekly or on a needs-led basis. The sessions in these year groups have less visible outcomes as the children are more able to express themselves and wish for session contents to be kept to themselves. Any information of significance or concern is reported on</p>		

	<p>CPOMS. The children seen in yrs 4, 5 and 6 are referred by class teachers/TAs for pastoral support and monitored half termly by SLT. An open door policy is also in operation for children to seek support as and when necessary. There are currently upwards of 30 children who have regular pastoral support in these year groups.</p>		
<p>Summer Review</p>	<p>EYFS - Y3 Pastoral support has continued into the summer term. This has been alongside two children one from year 4 and one from Y5 to allow continuity from work in previous years. The themes have focused on supporting well being and mental health difficulties. The children have worked largely 1:1 due to the nature of the referrals. One child's support also included work round a court case and supporting them in this process in court. The pastoral group in EYFS has continued each morning for 15 mins at the start of the day. The teachers have replied that this has been beneficial. This has been group work with 4 children each day and over the term has involved at least half of the class. All work is recorded on CMPOMs or individually through photographs and reports which are scanned onto the G drive. 7 children have worked on a 1:1 basis and 1 x small group this summer term. Time has also been used to meet with three of the parents before and after the support.</p> <p>Y4 to Y6 - Pastoral time was spent in yr4-Yr6 in the summer term on a mixture of 1:1 work, small group sessions and a forest school session each week. Up to 20 children were seen regularly each week with others being seen as and when they needed to talk things through or resolve an issue.</p> <p>Two morning groups have targeted children with issues around friendship, problems settling into school and those who benefit from a chance to off load some of their concerns from out of school, enabling them to be ready to learn.</p> <p>Ongoing work has been done 4 times a week with a child 1:1 around understanding feelings and the impact of their behaviours on others, as well as giving them time to talk and to feel valued. This has been done through craft activities, games and some group sessions at forest school. Another child has been seen on a regular 1:1 basis as part of a plan to structure classroom time. They have been developing communication skills and learning to moderate and rationalise when things go wrong in class.</p> <p>Other sessions have run for individuals who are struggling with issues at home and in school including anxiety, illness, not feeling understood or listened to, poor attendance and family breakdown. These sessions are designed to meet the child's particular needs and support them to gain skills and develop coping strategies to enable them to become more self aware and independent.</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>
<p>Closely monitoring attendance of all pupils, particularly those who are disadvantaged</p>			

Release time for HT/FSW/Admin assistant to prepare appropriate paperwork, to meet with parents and to monitor attendance on a monthly basis.

Autumn Review

Attendance tracking is taking place on a monthly basis. All pupils who are attending below 92% are looked at and a discussion takes place with the Headteacher and Family Support Worker about additional steps that may need to be taken. In addition to this, attendance letters may be sent out and meetings take place with targeted families. Attendance in September was in line with the whole school % in September but has dropped in subsequent months.

Group	September	October	November	December
Whole School	96.6	94.1	94.4	94.9
PP	94.63	90.92	92.18	91.88

101 pupils are currently on the watch list (note - some of these children were on from September and subsequently have improved). Only 9 of those children are PP children. Of those 9 children, 6 children have attendance of less than 80% which is impacting on the overall attendance for the group. One child, who is on a part-time timetable has attendance of 50.7%. These families are supported through TAF meetings or through attendance action plans. Families have clear targets and support in place in order for this to improve quickly.

Spring Review

Group	Sept'	Oct'	Nov'	Dec'	Jan'	Feb'
Whole School	96.6	94.1	94.4	94.9	94.2	95.22
PP	94.63	90.92	92.18	91.88	92.2	92.31

Attendance continues to be closely monitored. School data is above national but PP data is below national. Within the PP numbers, one pupil is on a P/T timetable (attendance below 50%) which impacts the overall % of pupils and a family who is on an attendance plan. Most PP families are showing an improvement in overall attendance since September and October.

Family Support Worker and Inclusion Lead attended EBSA (Emotionally Based School Avoidance) training which has been really useful. Staff are implementing the steps recommended within our daily work with families.

Summer Review

Group	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Whole School	96.6	94.1	94.4	94.9	94.2	95.22	95.13	95.09	94.98	94.91	94.9
PP	94.63	90.92	92.18	91.88	92.2	92.31	92.18	91.19	92.19	92.16	92.1

	<p>Attendance continues to be closely monitored. School data is just inline with national but PP data is below national. Within the PP numbers, one pupil is on a P/T timetable (attendance at 45%) and another pupil, who is struggling to attend school, whose attendance is at 25.8%. 21 children have attendance below 90% and are all monitored closely by the HT and attendance lead, with plans in place for the lowest attending families. Most PP families are showing an improvement in overall attendance since targeted involvement with the Family Support Worker.</p> <p>Family Support Worker and Inclusion Lead attended EBSA (Emotionally Based School Avoidance) training which has been really useful. Staff are implementing the steps recommended within our daily work with families.</p>			
<p>Provide Forest School experience, within the curriculum for all children.</p>	<table border="1"> <tr> <td data-bbox="555 622 1145 1077"> <p>FOREST SCHOOL</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>Detailed governor lead measuring of impact took place last academic year. Evidence from report can be found here - https://docs.google.com/document/d/113FyNciO7PUE1KVXofkny9wrMWuqNK2k/edit?usp=drive_link&oid=100688831810485218565&rtoref=true&sd=true</p> </td> <td data-bbox="1145 622 1374 1077"> <p>6</p> </td> <td data-bbox="1374 622 1525 1077"> <p>£9000</p> </td> </tr> </table>	<p>FOREST SCHOOL</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>Detailed governor lead measuring of impact took place last academic year. Evidence from report can be found here - https://docs.google.com/document/d/113FyNciO7PUE1KVXofkny9wrMWuqNK2k/edit?usp=drive_link&oid=100688831810485218565&rtoref=true&sd=true</p>	<p>6</p>	<p>£9000</p>
<p>FOREST SCHOOL</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>Detailed governor lead measuring of impact took place last academic year. Evidence from report can be found here - https://docs.google.com/document/d/113FyNciO7PUE1KVXofkny9wrMWuqNK2k/edit?usp=drive_link&oid=100688831810485218565&rtoref=true&sd=true</p>	<p>6</p>	<p>£9000</p>		
<p>Forest School Provision for Y1 to Y6 £14.65 x 6.25 hours p/w (including prep) x 38 x 1 adult = £3479 £21 (HLTA) x 6.25 p/w (including prep) x 38 x 1 adult = £4987 Total Cost of Adults to lead Forest School = £8,466. Resources for Forest School - £500 approximately.</p>				
<p>Autumn Review</p>	<p>In Autumn 1, year 5 had 3 sessions at Forest school with an emphasis on awareness of and enhancing their environment. They foraged for crab apples and damsons which they made into jam, made bird feeders and planted lots of spring bulbs to provide food for birds and pollinators. They also had some skill development tasks. Each child whittled a wand using a carving knife as well as either felting some seat cushions where they created their own design or making some leaf bowls capturing the autumn colours.</p> <p>Yr 3 attended in Autumn 2, also for 3 sessions. They were focusing on outdoor skills with sessions on knot tying (overhand loop knots and reef knots), fire lighting (basic skills of using fire steels and cotton wool) and cooking on the fire. They enjoyed preparing and then eating potato rostis. The groups also experienced their first attempt at Happa Zome. They collected leaves and flowers and then, using a mallet, pounded the plants to leave patterns on the fabric. This process also introduced them to the use and benefits of mordents.</p> <p>Their sessions were rounded off by playing woodland games on the field where they discovered that different people have different skills. They were very supportive and encouraging towards each other.</p> <p>Throughout all the sessions across the term, all children participated in every activity to the best of their ability with many children showing great determination and perseverance.</p> <p>Over the term the regular site review/maintenance checks have been made to ensure the safety of the children. No significant issues arose</p>			

	<p>apart from the need for the floor to receive more maintenance. This happened over half term and the floor is now pothole free.</p> <p>The second half of the Autumn term has had staffing challenges due to Ms Crone's absence for medical reasons. Many adults have stepped up and taken on additional duties in order for the Forest School programme to run successfully without negatively impacting the teaching the children receive. It has been hard work for many but Ms Crone should return in the New Year.</p> <p>The snow day caused a yr3 session to be postponed but this was accommodated elsewhere in the timetable. The school ambassadors session planned for this slot will happen early in Spring 1.</p>
Spring Review	<p>Spring 1 brought yr4 to Forest school and the return of Ms Crone. The focus for yr4 was on learning new skills and then applying them to real life situations. They learned how to tie some different knots after revisiting whether they could remember how to tie the knots from yr3. Some of the children were able to! They then used the knots to make a god's eye, winding coloured wool around tied sticks. This taught them perseverance and to support each other. They also practiced their fire lighting skills, then made pixie houses from natural materials and made and lit a mini fire outside. This involved team work and delegation. The children were encouraged to decide who would perform each task within their group without adult support.</p> <p>For their last week groups of 5 children were tasked with a challenge to build a shelter big enough to house the whole group, using only limited equipment and no adult guidance. This was a challenge for many but shelters were built without any fighting or big disputes. Disagreements were sorted amongst themselves with prior scaffolding from the leaders.</p> <p>At the end of their sessions they enjoyed onion bhajis cooked on the fire. Once again a challenge for many as using a sharp knife was unfamiliar and eating a new food was outside of their comfort zones. However, the whole year group tried them and nearly all enjoyed them.</p> <p>The yr 4 children showed determination and stickability working through cold, wet and windy weather during the worst of the Winter. They showed great enthusiasm and humour and appeared to enjoy everything they were challenged to do. They showed strength in supporting one another and realising that differences are important in group tasks.</p> <p>The site is surveyed and checks made prior to every session and maintenance completed as necessary. No issues have occurred. Tools and equipment are still checked on a termly basis and similarly maintained as necessary.</p>
Summer Review	<p>Summer 1 brought yr2 to Forest School. They enjoyed exploring the different trees we have on the school site (over 20 varieties) and enjoyed making leaf print zig-zag books to identify 8 of the different trees. The children also challenged their fears, and with clear guidance, were all involved in making kindling. All the children each had turns at using a mallet and an axe. They all showed respect and concentration to achieve this safely.</p> <p>In the second week the children explored what was needed to light a fire. They identified that sticks needed to be dry and not green, and were best found not on the ground. They collected quantities of mouse tails, cats tails and rats tails, along with some bark and pine cones. They then enjoyed seeing if it would light and continue to burn. The fire was then used to cook Welsh cakes. These were thoroughly enjoyed by everyone.</p> <p>Yr6 followed. They have been involved in a competition to work in small groups and build the tallest free standing tower using only natural materials. There were mixed results but the winning tower was over 2 metres tall.</p>

	<p>The yr6 children also had an opportunity to express their creativity through leaf art. They made pictures of animals using only leaves and twigs. These were then returned to nature following the ethos of 'leave no trace'.</p> <p>Whilst this was happening small groups of children were whittling spike trolls - small wooden gnomes. This required a lot of concentration and learning new wood carving skills. The children were focused and sensible throughout and showed huge respect for safety expectations. A scavenger hunt was successful in encouraging the young people to look and think beyond the obvious with extra points given for thinking outside the box. Points were awarded and prizes given!</p> <p>Food was once again a vital part of the forest school experience. Hazel leaf cookies were made using freshly harvested hazel leaves straight from the tree. This encourages children to think about food and where it comes from and attempts to break down barriers of eating unfamiliar foodstuffs.</p>		
<p>Provide children in EYFS with a session of Forest School per week with the aim of raising pupils vocabulary, language and communication skills through wider curriculum immersion. To raise the quality and quantity of 'talk' opportunities.</p>	<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, physical skills and knowledge and understanding. http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/Forest-School-and-its-impacts-on-young-children_O'Brien_Murray-2007.pdf</p> <p>Detailed governor lead measuring of impact took place last academic year. Evidence from report can be found here - https://docs.google.com/document/d/113FvNctO7PUE1KVXofknv9wrVWUqNK2kvedTusp=drive_link&ouid=100688831810485218565&rtpdf=true&sd=true</p>	<p>1</p>	<p>£5000</p>
<p>Forest School Provision for EYFS EYFS Forest School Provision 2 sessions for four groups each lasting 1.5 hours £21.18 x 6.5 x 33 weeks (not for the first half-term) including prep time = £4550 Resources for use in Forest School = £450</p>			
<p>Autumn Review</p>	<p>EYFS Forest School sessions started after half term, allowing the children time to settle into their classroom routines. They have since had seven sessions at Tanglewood. These sessions follow a weekly pattern of each child introducing themselves with their name and a different weekly individual topic from which they make a choice of their own, a rule of the week to encourage the children to learn the forest school rules from as soon as they start attending and an activity. The activities have encouraged the children to work as a whole group, in smaller groups and as individuals. They have included making conker leaf people, a sensory walk and making pine cone Christmas.</p>		

	<p>The focus of Forest School sessions is to encourage the children to gain independence, explore and discover things within the environment and to challenge themselves in a way that is safe and at their own level.</p>		
Spring Review	<p>Since returning after Christmas EYFS children have attended Forest School sessions regularly. The pattern of circle time (name and a choice followed by rule of the week) has continued for familiarity and to encourage children to speak confidently and imbed the rules. The sessions have mainly focused on group activities this term to encourage working together and idea sharing. The groups have been different each time making sure that children aren't always with their friends. They have made natural towers, made and copied natural patterns, made seed bombs and had a treasure hunt. They also made popcorn on the fire in a popcorn maker. They were very excited when it pushed the lid off and spilled out! They also very much enjoyed eating it.</p> <p>The children continue to be encouraged to explore and experience being outside, with new experiences and challenges and to learn new and different skills from those learnt in the classroom. Expectations continue to take into account the varied abilities and levels of confidence within the cohort.</p>		
Summer Review	<p>The better weather in the Summer term has enabled the EYFS children to explore wildlife more with a mini beast hunt, a bug shake down when they discovered what had fallen from a variety of trees and bushes into a sheet and exploring what was in the hoop. A large hoop placed in various places on the ground and the children investigated what was in there on a much smaller level. They really looked for all these activities and showed appropriate but considerable excitement when different things were found or spotted. They have also been involved in creating a natural rainbow by finding different coloured natural things, making a group collage of leaf prints and painted pebbles to join to the friendship snake. They have also enjoyed 2 sessions with parachutes, one with the small parachute showing skill and concentration and one with the large parachute needing excellent listening and instruction following to ensure everyone had a good time.</p> <p>Consistent structure has been maintained to help the children transition between learning environments. All children are confident to take their turn and speak during circle time and all are willing to share their own ideas.</p> <p>Throughout this term the children have shown growth and development through their exploration and experiences of the natural world. They are better at following instructions, being more independent and showing increased self-confidence. This has been seen through the variety of activities they have done.</p>		
Pupil access to high quality coaching sessions outside of the curriculum – clubs are designed around PP pupils interests and following on from PP Champion/ Sports Lead conversations.	<p>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 champion/Sports Premium lead, will be addressed through targeted conversations with PP pupils and communication with families.</p> <p>One club is for PP children only and is designed around the likes and interests of pupils.</p>	6	£2280
<p>Clubs for PP Children. After School Provision £15 x 4 sessions a week x 38 weeks per year = £2280</p>			

One club is for PP children only.

Autumn Review

The time provided has been used to establish an extensive range of clubs and enrichment opportunities, liaising with various providers and including the administration behind making these successful.

The previous PE lead used PP voice to establish a schedule of after school clubs. These have been running regularly. However, the take up from PP children has been less than anticipated. Barriers around administration (form completion) and parent apathy will need to be approached in the Spring Term to push this further.

22 PP children have attended the PP invite only club over the course of the term.

Spring Review

The table below shows the PP engagement with all curricular activities across the term. I have highlighted clubs to make it clearer. We continue to invite and target PP pupils and families for clubs but the engagement and uptake remains variable.

Term	Club Type	Year	Attendees	PP Children
Spring 1	EYFS Club	R	7	0
Spring 1	Forest School Club	6	6	2
Spring 1	Gymnastics Club	5, 6	7	1
Spring 1	Fitness Club	1, 2	20	1
Spring 1	PP Club	3, 4	7	7
Spring 1	Tag Club	4, 5	32	7
Spring 1	Swimming	3	28	8
Spring 1	Dance Club	1, 2	17	1
Spring 1	Fitness Club	3, 4	14	0
Spring 1	Exeter City Programme	5	60	17
Spring 1	Exeter City After School Club	5, 6	10	2
Spring 1	Swimming Gala	5, 6	12	4
Spring 1	Gymnastics @ QE	3, 4	110	32
Spring 1	Dance CPD	Staff	14	4
Spring 1	EFL Cup @ Exwick (Next round)	4,5,6	9	1
Spring 1	Multi-Skills @ Hayward's	1, 2	5	2
Spring 1	Bee Netball @ St. Luke's	5, 6	14	8
Spring 1	Exeter City Football Festival	2	8	0

Term	Club Type	Year	Attendees	PP Children
Spring 2	EYFS Club	R	9	0
Spring 2	Invasion Games Club	1, 2	21	0
Spring 2	Running Club	3, 4	21	0
Spring 2	PP Club	2	6	6
Spring 2	Uni Hoc Club	5, 6	2	0
Spring 2	Running Club	5, 6	6	0
Spring 2	Swimming	3	54	16
Spring 2	Dance @ QE	2	60	8
Spring 2	Exeter Chiefs Programme	4	60	16
Spring 2	Exeter Chiefs Programme	4	60	16
Spring 2	Grenville	6	60	37
Spring 2	Great Potheridge	4	60	16
Spring 2	Exeter City After School Club	3, 4	TBC	TBC
Spring 2	Exeter City Football Festival	3	9	2
Spring 2	Exeter City Girls Football Festival	3, 4, 5, 6	Up to 10	0
Spring 2	Exeter City Girls Football Festival	5, 6	Up to 10	0
Spring 2	Football on Astro	5, 6	14	2
Spring 2	Football on Astro	3, 4	14	3
Spring 2	RWC Girls Tag @ Topsham	4,5,6	14	0
Spring 2	Netball @ Bow	3, 4	5	2
Spring 2	Bee Netball @ Paignton Dome R2	5, 6	7	5
Spring 2	Dance Event @ St. Luke's	5	60	18

Summer Review

The table below shows the PP engagement with all curricular activities across the term. We continue to invite and target PP pupils and families for clubs but the engagement and uptake remains variable. Investigating this further is a goal for next year.

Term	Event	Year Group	Attendees	PP #
Summer 1	Tennis Club	1,2	22	4
Summer 1	Cricket Club	3, 4	22	2
Summer 1	Football Match with Landscore	3,4	8	3
Summer 1	Football Match with Landscore	5,6	8	3
Summer 1	Football Match with Landscore	3,4	9	2
Summer 1	Football Match with Landscore	5,6	11	1
Summer 1	Athletics Club	3, 4	12	3
Summer 1	Cricket Club	1,2	17	4
Summer 1	Swimming	1	30	5
Summer 1	Netball @ QE 11-2pm	5, 6	14	4
Summer 1	Cricket @ SCC 3.45-5pm	5, 6	8	2
Summer 1	Orienteering @ QE - 11-2pm	3, 4	115	32
Summer 1	Athletics @ QE 11-2pm	5, 6	110	37
Summer 1	Chiefs Local T1 Tag RWC	6	10	5
May Bank Holiday	Catch Up Swimming	2-6	12	10
				37
Summer 2	Rounders Club	5, 6	14	5
Summer 2	Ultimate Frisbee Club	4,5,6	28	9
Summer 2	Athletics Club	1, 2	22	10
Summer 2	PP Club	1	5	5
Summer 2	Cricket Club	1, 2	23	12
Summer 2	Tennis Club	3, 4	18	8
Summer 2	Swimming	1	30	5
Summer 2	Cricket @ SCC 10.30-2pm	3, 4	115	32
Summer 2	Athletics @ Landscore 3.45-5pm	1, 2, 3, 4, 5, 6	12	3
Summer 2	Bikeability	5	55	17
Summer 2	Sports Day	R, 1, 2, 3, 4, 5, 6	400	110
Summer 2	Tag @ Sandy Park	6	12	5
Summer 2	Crediton RFC Tag	4,5,6	12	2

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 (15 maximum).	6	£7000
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Breakfast Club Provision
2 members of staff - £6080 per staffing.
£20 x 38 weeks food costs = £760

Autumn Review	<p>Breakfast Club restarted in Autumn 2. There have been 14 children on our books at one time, with a high level of attendance until illness and other factors have had an effect towards the end of the term. The children are largely punctual and have gained confidence and independence. Children who were struggling to transition to school from home have been doing so happily.</p> <p>The children enjoy a range of breakfast provisions including cereal, toast, crumpets, fruit and yogurts. On Friday's they can also have waffles and pancakes with chocolate spread!</p> <p>The three adults staffing the club have begun to build important and supportive relationships with the children and the children are trusting of the adults.</p> <p>The children show high levels of positive behaviour and respect to each other and the adults. They are learning table manners and general manners and are involved in tidying up after themselves.</p>
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Spring Review	<p>Attendance at Breakfast club has remained regular with most children attending for every session. There have been some changes within the group due to a variety of outside reasons. Extra children attend for certain sessions and some on an ad hoc basis.</p> <p>Whilst the children are a Breakfast Club they have access to healthy, filling food. Cereal, toast and crumpets and fruit. Fridays continue to be very popular. Children are able to select and serve themselves with adults using the toaster. They are encouraged in independence with appropriate levels of support. Table manners and acceptable behaviour are modelled and encouraged. They are expected to tidy up and leave the space presentable for the next people to use it.</p> <p>The relationships that are being built between staff and children are significant in children starting the school day feeling looked after and listened to. Attendance data has improved and lateness has reduced for many of the children. The children feel able to talk to the adults if they are sad or worried and this carries over into the school environment. The children are also very good at supporting and looking after each other, even across the year groups. They have time to socialise on their tables whilst eating and this is done sensibly with friendships being formed.</p>		
Summer Review	<p>Breakfast Club has continued to offer a safe start to the day for the 16 or so children on the books who come either every day or on set days. We have also taken a child in an emergency situation who comes when no other childcare is available. All the children are able to benefit from the calm environment and smaller numbers of children to transition into school. New children have joined to aid their transition into school and apart from rare occasions this has been very successful. The small staff team are safe, familiar adults to the children and check in on the children whenever they attend. Relationships are strong and the children feel able to say when they need support and the staff notice when things are not quite right. The relationship with staff also helps parents who are able to share concerns or pass messages away from the busyness at the beginning of the school day.</p> <p>The children socialise amongst themselves and show good manners and care for one another. They are supportive of one another and make sure no one is left out. They are all encouraged to choose their own breakfast and tidy up after themselves.</p> <p>Attendance data continues to be positive and lateness has been reduced. The needs of children are being listened to and met where at all possible.</p>		
Supporting the development of OPAL at Hayward's	<p>OPAL is a recognised programme which aims to support improved play for all pupils, particularly those who are disadvantaged. Given the importance of play in children's lives and current concerns about children's opportunity to access the time and space to initiate their own play, participation in the OPAL Programme has the potential to reap considerable benefits for children, parents, schools and the wider community.... One of its significant features revolves around the importance of a 'whole-school' approach which drives forward a cultural shift in thinking and attitudes about play that acknowledge the value of play as a right and for its own sake rather than for</p>	7	£5000

	<p>adult-designed, instrumental purposes. It is from this perspective that the benefits of play are more fully realised, and there are accompanying benefits in an educational and wider context as children learn to get on together, enjoy school, undertake forms of exercise that involve moderate stress and moving in non-regular patterns, find time and space to recover attention and so on.</p> <p>Supporting school improvement through play: An evaluation of South Gloucestershire's Outdoor Play and Learning Programme</p>		
<p>OPAL Provision £5000 to support playground development within the school. This is in addition to the money allocated in the Sports Premium Report which will support staff training, staff development and employment of additional MTA.</p>			
Autumn Review	This funding has not currently been accessed.		
Spring Review	<p>This funding has not currently been accessed. Grant funding applications have been made. Support of 6K has been provided by the Hayward's Trust for a contribution towards the installation of a shed, mud kitchen and sand pit. These will be actioned in the summer term.</p>		
Summer Review	Some of this funding has been used to support the acquisition of the new shed to store the OPAL materials. Other funding has come from the Sports Premium funding line.		
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 contributions to trips/visits to ensure that vulnerable children are not impacted and can engage in the full curriculum.</p>	1-7	£2000
<p>Contingency Funding £2000</p>			
Autumn Review	Residential have not taken place yet and the money is more likely to be used in the Spring Term.		
Spring Review	Money has been used to support families (mainly disadvantaged) who have struggled to engage with the cost implications of the residential.		
Summer Review	Money has been used to support families (mainly disadvantaged) who have struggled to engage with the cost implications of the residential. It has also supported uniform acquisition and supplies for a newly arrived family.		

Total budgeted cost: £148,945

