

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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:	Airedale Infant School
Number of pupils in school	180/180 (Rec-Y2)
Proportion (%) of pupil premium eligible pupils	30.33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 – July 2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ms McKechnie (EHT)
Pupil premium lead	Ms McKechnie
Governor / Trustee lead	Mrs Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,865
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£67,865

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children may be but not exclusive to: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed and in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.
- Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Airedale Infant School is a now full 2-form entry community school located in Airedale, Castleford, which provides 180 places from Foundation Stage to Key Stage One and 78 part time places in Lower Foundation Stage.

It is situated in an area of significant socio-economic deprivation. The school ranks 104th out of 114 primary schools in the Local Authority. (1 + least deprived) and the UK local area profile for quality of life 'is relatively poor this is related to the income, employment, health, education and crime deprivation indicators

The school deprivation indicator falls within the highest quintile 0.29 – to 0.69.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectation and better at the end of KS1 and thus achieve age related expectations and better by the end of KS2.

Achieving these Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' TA to each class group - providing small group work with an experienced TA/HLTA focussed on overcoming gaps in learning support
- Additional teaching and learning opportunities provided through highly experienced SEND and SLT leaders and external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for activities, educational visits and residentials, ensuring that children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To provide the opportunity for children to learn a musical instrument and to sing in a choir
- A designated Attendance officer to improve PA and encourage regular and prompt attendance
- Behaviour and nurture support during various times of the day, by providing activities to engage and promote our Trust values and thus enhance learning.
- Support for parents and carers through vital pastoral support, on-line learning resources, workshops and webinars

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Below age-related speech, language and communication skills on entry to nursery, leading to delays throughout their school life (e.g. phonic skills in Y1) (E/I)
2	Reduced attendance and punctuality (E/I)
3	Lack of access to wider experiences (I/E)
4	Poverty of academic expectation from pupils, parents, staff etc (leading in some cases to reduced parental engagement) (E/I)
5	A proportion of pupils eligible for Pupil Premium have additional needs which make them vulnerable, resulting in them needing further emotional and social support to overcome barriers to learning to aid their performance in school (E/I)

6	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes (I/E)
7	Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP) (I/E)

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
Accelerated language development in EYFS and KS1 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage	Nursery SLT outcomes rising rapidly for EYPP pupils, continuing into Reception; pupils eligible for PP make similar or better progress as 'other' pupils, across EYFS and Key Stage 1. Measured by teacher assessments, in house /cross school moderation and end of Key Stage tests and benchmarking against national data. School data and pupil progress meetings will identify improvements in performance for those in receipt of PP).
Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.	Improved levels of attendance punctuality, and a decrease in Persistent Absence. Attendance figures for children eligible for Pupil Premium are well above national PP rates and close to national non-PP figures.
All pupils take part in curriculum enrichment activities before, during and after school irrespective of income, and receive additional opportunities to access curricular and other experiences.	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend. Academic outcomes in all Key Stages increase as a result, measured by termly tracking data and end of KS results.
Pupils' emotional well-being, mental health and personal needs are supported and developed through targeted interventions, 1:1 Work and nurture groups	Meeting of basic needs/children's readiness for school and learning Children's emotional well-being and behaviour Learning Mentors are involving relevant services to work with families
Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.	Before and after questionnaires demonstrate impact for pilot year groups and more widely in school. Common use of Growth Mind Set language evident across school.
All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points and perform well in comparison to their Other SEND counterparts within school and nationally.	ASP figures show that Disadvantaged Low prior attainers have positive progress figures (on average) (may not be statistically significant).

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: £ 26,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Champion employed to monitor provision for PP throughout the school (EHT)</p> <p>£4,000</p>	<p>Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment for pupil premium pupils</p>	1-7
<p>Provide a range of targeted CPD to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom - 'Biasing the learning' as a PP mantra.</p> <p>£6,000</p>	<p>QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years' for highly effective ones). (see also preamble to Sir John Dunford's 10-point plan 2014).</p>	1,3,4,5
<p>Bug Club Raising the profile of reading and targeting key PP children with a range of reading resources to increase attainment in reading</p> <p>£600</p>	<p>Need to develop literature within the developing library areas/classrooms</p> <p>EEF Toolkit - Reading comprehension strategies (+5 months)</p> <p>EEF Improving Literacy in KS1 Recommendation (updated)</p>	1,3,4,5
<p>Non-class based Inclusion Lead to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met, including through improved identification of SEND needs.</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs.</p> <p>17% of pupils who are PP/SEND = £8,500</p>	<p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils, including those with SEND.</p> <p>Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p> <p>SEND in Mainstream Schools EEF Recommendations</p> <p>Improving social and emotional learning in Primary schools EEF Recommendations (+4 months)</p>	6
<p>Comprehension Development Raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Bug Club</p>	<p>Reading attainment at KS1 for both ARE and GDS outcomes is below National, leading to a lower combined score-</p> <p>Need to develop literature within the developing library areas/classrooms</p>	1,5,6

<p>£4,000</p>	<p>EEF Toolkit - Reading comprehension strategies (+5 months) EEF Preparing for Literacy EEF Improving Literacy in KS1 Recommendation (updated)</p>	
<p>RWI Leader to focus on phonics teaching, purchasing resources, delivering training and feedback to staff on impact of teaching £4,000</p>	<p>Low number of children achieving the threshold for the Phonic Screening Check-Especially PP children The Education Endowment Foundation (EEF) shows phonic intervention can support an additional 4 months progress. See also EEF EY Toolkit – C&L approaches (+ 6 months) EEF Preparing for Literacy EEF Improving Literacy in KS1 Recommendation (updated)</p>	<p>1</p>
<p>To develop a Mastery approach. Training Resources £500</p>	<p>% of children working at greater depth below national at the end of each key stage. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches. See also metacognition and self-regulation (+8 months) EEF Preparing for Literacy EEF Improving mathematics in the Early Years and KS1 EEF Improving Literacy in KS1 Recommendation (updated)</p>	<p>1-7</p>
<p>EYFS Outdoor- To develop a language rich outdoor environment to support the developing interests of boys specifically £2000</p>	<p>Outdoor adventure learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning (EEF toolkit +4 months)</p>	<p>3,4</p>

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

Budgeted cost: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extended school time – small group tutoring (1:5)</p> <p>£10,000</p>	<p>To provide small group intervention before school for children especially those who are PP. QFT has a positive impact for pupil premium pupils, especially in a small group situation</p> <p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged</p>	<p>1,5,6,7</p>
<p>Use of additional TA's 2X KS1 2X EYFS 35% PP = £28,000</p>	<p>To support high number of PP children within Y2 (60 children in the year group), but also in Reception (60 children in the year group)</p> <p>To support children entering UFS below/well below ARE</p>	<p>1-7</p>
<p>Oral Language Intervention- Welcom Speech & Lang Package £300 (EYFS)</p> <p>Talk Boost- Language development intervention programme written by SALT (EYFS scheme)</p> <p>Vocabulary Gap INSET Training</p> <p>35% = £500</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. See EEF toolkit</p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress and appear to be particularly beneficial for children from low-income families.</p> <p>See Early Years Toolkit – C & L approaches (+6 months)</p>	<p>1,4,6</p>

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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance initiatives (proportion of rewards and salary from PP)</p> <p>Attendance officer – £7,500 EWO - £800 SLA for 30% PP</p>	<p>Attendance is below national. School has reduction of PA. However, it remains an on-going challenge.</p> <p>Education Welfare Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards.</p> <p>Raise profile of good attendance</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	2
<p>Employment of Learning Mentor £4,000</p> <p>Increased targeted support for vulnerable families to enhance pupils' attendance and learning</p> <p>Targeted action and work with families to address safeguarding issues.</p>	<p>School ranked 111th most deprived out of 114 LA schools on the IDACI scores</p> <p>To ensure children are safe through monitoring of and response to welfare/safeguarding concerns.</p> <p>To support families so that home circumstances support readiness for learning.</p> <p>To build positive home school relationships and maximise parental support for learning.</p> <p>EEF Toolkit – parental involvement (+3 months)</p>	4,5
<p>Nurture Groups 1x Learning Mentor Resources to deliver bespoke nurture intervention £4,000</p>	<p>Children not ready for National Curriculum expectations/PSED needs developing (Overall average impact +3 months)</p> <p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.</p> <p>The EEF states: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues.</p> <p>EEF states that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	4
<p>Guest speakers- Raising aspirations, visits from a range of professionals across school, visits from topic linked experiences e.g. Great Fire of London Speaker, Toys</p>	<p>Children have limited experiences, aspirations and knowledge of the wider world due to poverty of expectation and lack of exposure.</p> <p>EEF Toolkit S & E aspects (+4 months) Metacognition (+8 months)</p>	3

in the past, Ambulance, Fire Services, Forest Schools £4,000	EEF Enrichment recommendations: Outdoor Adventure Learning (+4 months) Sports Participation (+2 months)	
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Total budgeted cost: £84,700.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Intended outcome	
<p>Accelerated language development in EYFS and KS1 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage</p>	<p>Contextual information census Jan 23: 28% of 58 disadvantaged pupils in Reception 26% of 61 disadvantaged pupils in Y1 18% of 60 disadvantaged pupils in Y2</p> <p>EYFS outcomes The overall achievement of reception class has been used for the purposes of this data since the number of pupils eligible for PPG is so small at this point. FSM eligibility is 17/60 28.3% in 22-23</p> <p>GLD: 22-23 = 67% attained GLD compared to 21-22 = 62%. The outcomes <i>remain stable and in-line national average.</i></p> <p>Listening, Attention and Understanding: 22-23 = 85% achieved in LA&U compared to 75% in 21-22 <i>an improvement of 10%</i> and in-line with national data. Pupils in receipt of FSM (17): 82% of the 17 achieved LA&U compared to 69% of this group in 21-22 <i>an improvement of 13%</i> and in-line with national data.</p> <p>Speaking: 22-23 = 83% achieved in Speaking compared to 75% in 21-22 <i>an improvement of 8%</i> and in-line with national data. Pupils in receipt of FSM (17): 76% of the 17 achieved in speaking compared to 69% of this group in 21-22 <i>an improvement of 7%</i> and in-line with national data.</p> <p>Year 1 phonics screening outcomes: 22-23 = 86% passed the phonics screening compared to 21-22 = 87%. The outcomes <i>remain stable and above national average.</i></p> <p>Disadvantaged pupils in 22-23 = 80% compared to 21-22 = 46% <i>a significant improvement of 34%</i> and above national data available. It should also be noted that 21-22 data is also cohort specific Disadvantaged boys in 22-23 = 67% compared to 21-22 = 25% <i>a significant improvement of 42%</i> and above national data available. It should also be noted that 21-22 data is also cohort specific Disadvantaged girls in 22-23 = 89% compared to 21-22 = 56% <i>a significant improvement of 33%</i> and above national data available. It should also be noted that 21-22 data is also cohort specific</p> <p>End of KS1 outcomes:</p> <p>Reading: 22-23 = 63% ARE compared to 21-22 = 65% ARE. The outcomes <i>remain stable and broadly in-line national average.</i> Of the Y2 cohort of 60, 11/60 were disadvantaged: 9 girls and 2 boys. The low number of boys skews the data. Disadvantaged pupils in 22-23 = 27% ARE compared to 21-22 = 46% ARE <i>a reduction of 19%</i> and below national data available. It</p>

	<p>should also be noted that 22-23 data is cohort specific Both disadvantaged boys and girls attained lower in 22-23 than in 21-22 and remained below national averages for those groups. Disadvantaged girls did better than disadvantaged boys.</p> <p>Writing: 22-23 = 58% ARE compared to 21-22 = 53% ARE. The outcomes <i>remain stable and broadly in-line national average.</i> Of the Y2 cohort of 60, 11/60 were disadvantaged: 9 girls and 2 boys. The low number of boys skews the data. Disadvantaged pupils in 22-23 = 27% ARE compared to 21-22 = 38% ARE a reduction of 11% and below national data available. It should also be noted that 22-23 data is cohort specific Both disadvantaged boys and girls attained lower in 22-23 than in 21-22 and remained below national averages for those groups. Disadvantaged girls did better than disadvantaged boys.</p> <p><i>The successes at EYFS and in phonics are taking time to impact on reading and writing in Year 2. Consideration is needed as to the transition between RWInc into Guided Reading and Writing lessons and the explicit focus on SL&C in KS1. Where impact was greatest, there were sustained and robust tracking and monitoring systems in place that the senior leaders carried out and feedback on. The non-contact time provided for senior leaders to do this was worthwhile and impactful.</i></p> <p><i>SL&C skills on entry remain a concern in EYFS and a potential barrier to learning as the post-pandemic babies enter EYFS nationally. Consideration is needed on how the school will continue to support and develop SL&C as an intervention and within the main body of the school offer. Upskilling the EYFS Leader around matters relating to SL&C will allow this agenda to be driven through EYFS and be part of the ethos and culture which generates the underpinning systems and processes</i></p>
<p>Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.</p>	<p>2022-23 attendance for AIS overall was 92.36% compared to 21-22 when it was 91.25% <i>an improvement of 1.1%</i></p> <p>In 22-23, pupils in receipt of pupil premium funding attendance was 91.23% compared to 86.01% in 21-22 <i>an improvement of 5.2%.</i></p> <p>The difference between PP attendance and non-PP attendance in 22-23 was slight with a difference of just 1% whereas the difference in 21-22 had been a 5% difference in favour of non-PP children. Showing <i>an improvement in closing the gap of 4%.</i></p> <p>2022-23 persistent absenteeism (PA) for AIS overall was 23.91% compared to 21-22 when it was 38.08% <i>an improvement of 14.2%</i></p> <p>Persistent absenteeism for PP pupils in 22-23 was 10.89% compared to 21-22 when it was 10.38% <i>this remains static.</i> Non-PP children showed the greatest improvement year-on-year with 13.04% in 22-23 compared to 27.69% the previous year. <i>An improvement of 14.7%</i></p> <p><i>Overall, it is an improving picture post-pandemic and one that reflects the national and local picture. Staff capacity is the main barrier to more positive, deep impact on families through building meaningful</i></p>

	<p><i>relationships with one PT Attendance Officer working across both this school and the much larger junior school next door.</i></p>
<p>All pupils take part in curriculum enrichment activities before, during and after school irrespective of income, and receive additional opportunities to access curricular and other experiences.</p>	<p>A range of curricular enrichment was offered during 22-23 and reflected the needs of the pupils and the needs of the wider community. Key Stage 1 clubs – none offered to EYFS</p> <p>Before school Breakfast club Y2 SATS boosters Year 2 bespoke boosters (21/60) (5PP invited- 2 attended) Year 2 phonics boosters (3PP- 1 attended) Y1 Phonics parent workshops (60 invited- 24 attended) Year 1 boosters (10/60)</p> <p>Lunchtime Quiet club with Miss Hooley – in school facility for pupils finding outdoor play/breaks challenging. Numbers varied</p> <p>PE After school club PE: Aut1: 12/20, Aut2: 8/20, Sp1: 37/40, Sp2: 24/40, Sum1: 19/40, Sum2: 22/40</p> <p>KS1 After school clubs Aut 1- Reading Arts and Crafts- 20/20 Aut 2- Science 20/20 Sp1- Mindfulness 8/20 Sp2- Cooking 20/20 Sum1- Cooking 22/22 Learning mentor ASC Crafts: Spring- 15 Summer 15.</p> <p>The outcome for pupils was on a qualitative nature with increased sports interest, increased participation in lessons due to additional confidence, improved PSC outcomes for 10 target children per half term, improved SATs outcomes for targets children in Y2 boosters and personal and social skills improved</p> <p><i>Take up of additional curricular clubs varied across KS1 and across the year with some being more popular than others (see data above). The clubs were open to all pupils rather than targeted to PPG pupils as the school identifies that there are multiple categories of ‘vulnerability’ that meant opening the clubs up to all would achieve more impact. What was noted and needs to be considered for 23-24 is that take-up from the most vulnerable families was lower than hoped and it was recognized that those pupils most in need of additional enriching experiences were often the ones least likely to attend. A focus for 23-24. The Senior Leadership Team will track and analyse take-up of extracurricular opportunities as a focus for 23-24 on a term-by-term basis so that adjustments are timely and accurate to the demonstrated needs of the school</i></p>
<p>Pupils’ emotional well-being, mental health and personal needs are supported and developed through targeted interventions, 1:1 Work and nurture groups</p>	<p>146 children accessed support from the learning mentor during 22-23 which is a considerable portion of the school and <i>an improvement on previous years</i>. Of the 146 children, 52 children had: targeted intervention through encompass, targeted early help or in-class support. Half of these cases were multi-agency. Key families were supported as individual or through-school strategic meetings – many families had pupils also in the junior school next door.</p> <p><i>Progress was achieved</i> in relation to positive parental engagement and accessing school (and school support). 15 children accessed Targeted</p>

	<p>Early Help/Social services support with improved engagement from all families.</p> <p>Learning mentors supported with the <i>increase in requests for referrals</i> to agencies: food banks, well woman, school nursing and behaviour support services – which has meant that children could start to make academic progress because basic needs were being met.</p> <p><i>Number of suspensions sitting at zero.</i></p> <p>Number of children accessing support through SEND through targeted work in the inclusion team has now <i>increased</i> to 45 – and more accurately reflects the school and the community it serves. Many of the referrals were supported by the Learning Mentor adding a further level of monitoring and response to an already comprehensive school system.</p> <p>Two children moved to specialist provision, and this was in consultation with parent and inclusion team/Learning Mentor.</p> <p>There were 7 pupils who had 1:1 case work with <i>significant impact</i> which has allowed all 7 pupils to better access learning in the classroom environment.</p> <p>Basic needs of key pupils are being better met through the prompt and focused actions of the Learning Mentor. Without the LM support, higher levels of dysregulation and disengagement had been apparent and limited academic progress. The support of the Learning Mentor provided children with the strategies that they needed – and could use – to self-regulate and in doing so were able to access more learning with less time lost to dysregulation</p> <p><i>Consideration now to the further development of the capacity to work with more families and parental partnerships further reflecting the current needs in the community-combating community stresses that impact on pupils such as the cost of living, mental health and legacy of covid. Further developing the role to include DSL work and develop agency working. The Learning Mentor now has an active safeguarding caseload and attends strategy meetings etc and completes the follow up for this.</i></p> <p><i>Embedding robust and impactful monitoring, tracking and feedback strategies from senior leaders to learning mentors is a further consideration so that pupil outcomes are closely tracked against time, strategies invested. Non-contact time for senior leaders to carry out this role is essential.</i></p>
<p>Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.</p>	<p>Identify as not achieved</p>

All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points and perform well in comparison to their Other SEND counterparts within school and nationally.

There were 42 children on the SEND register at some point in 2022-23; 5 children with EHCPs. Of the 42 pupils with an identified send need, 50% (21/42) were in receipt of pupil premium funding. 2/21 were CiC. 2/21 have SGCs. Our SEND pupils who qualify for pupil premium funding tend to have more complex needs aggravated by societal & economic influences.

The progress of SEND-PP pupils is assessed/measured against the success achieved against the individual SEND targets set by class teachers. The school uses a system introduced by the Trust to record targets. Of the 21 SEND-PP pupils, 7/21 made limited progress against their targets, 7/21 made some progress and 8/21 made optimum progress. The progress picture for SEND-PP pupils compared to SEND-non PP pupils was positive and showed more progress for the former group.

Children made most progress on the Lingo programme which was a speech and language intervention ran by a Speech Therapist who worked two days in the school. Lingo is a company that they school funded through the NTP initially. All pupils on the programme made progress, most made good progress against their targets and for some the targets were amended and refined. The impact of this programme is clear.

Moving forwards, there should be training around the accuracy of SEND-PP targets set and a reflection on the accuracy, achievability, and manageability of such targets so that they support the pupil in developing in relevant and necessary areas of learning. Additional staff training by the SENDCos and Inclusion Lead alongside more robust monitoring over the targets will result in better pupil progress. Monitoring by SENDCos and senior leaders is essential to hold all stakeholders to account.

LINGO had the greatest impact and all children met targets – this needs embedding in 23-24 and building upon with consideration of how this might be used in EYFS and beyond AIS.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Oxford Spelling and RWI phonics Portal	Oxford University Press
Bug Club	Pearson
X tables Rockstars	TT Rockstars
Times Tables/Spellings	Purple Mash

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.