

Iwade School Pupil Premium Strategy Statement

This statement details our Trust's use of pupil premium (and recovery 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	Iwade School
Number of pupils in school	613
Proportion (%) of pupil premium eligible pupils	15.3% (94 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 (3 years)
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs K Stewart
Trust Pupil premium lead	Mrs T Wood
Governor / Trustee lead	Mr J. White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,280.00
Recovery premium funding allocation this academic year	xxx
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,297.18
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	£162,577.18

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum whilst developing a love for reading and continuing to learn. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers, those adopted from care, and those who are facing hardship such as homelessness. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap (<http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>) and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We believe that our curriculum must be accessible for all children and bring equity so that all children can widen their cultural capital and take advantage of wider opportunities. Additionally, national absence data 2018-2019 shows a 9.9% difference between the attendance of Free School Meals children and their peers – this gap is evident in the Trust and the Strategy intends to continue to close this.

The Reading Framework (<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>) states that “Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success...pupils who find it difficult to learn to read are likely to struggle across the curriculum”. Our intention is that, every child, as they leave Key Stage 1, is a fluent reader. Any child who has wider barriers that impact on reading fluency will be identified at the earliest opportunity and additional support put in place to ensure that all children are successful fluent readers.

Research from a range of sources states that vocabulary underpins educational success. Our intent is that the deliberate teaching of oracy starting in Early Years will enable children to develop vocabulary and understanding of language, supporting the building of relationships (EEF toolkit), https://fdslive.oup.com/www.oup.com/oxed/wordgap/How_Schools_are_Closing_the_Word_Gap_Oxford_Language_Report%202021-22.pdf?region=uk

The Reading Framework supports this by stating “Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents talk with them that expands their vocabulary”.

EEF research evidenced that disadvantaged pupils have been worse affected by the pandemic. This is also born out across our schools and our strategy aims to proactively tackle this. This is supported by evidence around the “Matthew Effect” which states that children with gaps in their learning (weak schema) are more likely to suffer learning loss than their peers (<https://www.theconfidentteacher.com/2020/09/covid-19-and-the-literacy-matthew-effect/>)

The pandemic led to some significant impact on pupil well-being and mental health either directly or indirectly. Some of our families were unable to access the remote education provided due to either a lack of technology, or wider factors such as insufficient devices for each child in the family, balancing the demands of working from home, or personal challenges in supporting their child with their learning.

Furthermore, the lockdown restrictions meant that specialist outside agencies had restricted access to the children in school. The Pupil Premium Strategy sets out to address these issues.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Context

Iwade School is part of Bourne Alliance Multi Academy Trust, consisting of 3 mainstream Primary Schools and a Specialist Provision, all situated within close proximity, in the west part of Sittingbourne, in the borough of Swale.

Whilst Swale has a higher deprivation than the England average, Iwade School has a lower than national proportion of disadvantaged pupils

Within our disadvantaged pupils, 32% are also SEND

Challenges

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

Challenge number	Detail of challenge
1.	<p>Teaching & Curriculum</p> <p>Equitable access to all so that children are highly engaged and motivated and can “know more and remember more”.</p> <p>High quality teaching is underpinned by evidence informed practice supported by regular CPD opportunities for subject specific knowledge and pedagogy.</p> <p>To increase opportunities for Cultural Capital “the best that has been thought and said”.</p>
2.	<p>Phonics, Reading, Writing and Spelling</p>

Challenge number	Detail of challenge
	<p><i>Phonics</i> Year R children did not all complete their Nursery education. The pandemic has continued to impacted on secure phonics for children in Years 1 & 2 as well as those pupils who did not pass the Phonic Screening Check and those who were not secure. Lack of phonic skills will have a detrimental effect on their ability to read and write as well as to manipulate vocabulary and build the links within. SEND & Rapid Catch Up programmes are in place – introduce and train staff in using the Little Wandle Spelling programme to move from phonics into spelling.</p> <p><i>Reading</i> Identification of children who do not have access to reading texts at home and using the reading boxes each term to ensure that high quality texts are given to them. This was a successful introduction in 21/22. This is adapted for 2024 with Reading Club. Continue to develop the books available in the school library through using curriculum links, pupil voice, diversity and equality project and choices from the English Team. Continue with purchasing high quality texts which are challenging for all children, regardless of their fluency in reading, will support additional language acquisition.</p> <p><i>Writing</i> Writing continues to be challenging for many children, especially those who are disadvantaged and is the subject which has not recovered since the pandemic. Focus on writing stamina through short burst writing and deliver regular CPD for staff throughout the year. Tech in the curriculum to enhance writing Drawing Club for EYFS</p> <p><i>Oracy</i> Many children have a lack of confidence when speaking in front of their class, undertaking performances, or even in front of familiar adults. This can be caused by low self-confidence, S&L barriers, lack of vocabulary and lack of opportunities as examples. Building in opportunities for oracy through the curriculum will support children in developing this.</p>
3.	<p>Speech and Language Pupils starting school have shown a more complex combination of speech and language need.</p> <p>Nursery pupils are discharged from speech and language therapy when they become school age so time to rerefer delays support for speech. Clear identification of issues required before specific interventions are put in place at the earliest possible opportunity. All EYFS pupils are screened for S&L delays and those identified are given NELI intervention. Training for all members of the Year R team to ensure consistent delivery</p> <p>SALT schoolwork supplied.</p>
4.	<p>EYFS Cohorts coming into school show increased need which is been unidentified in nursery/preschool settings. Some pupils are unable to regulate and require</p>

Challenge number	Detail of challenge
	<p>significant support to coregulate. Several pupils with SEND require different provision to allow them to be successful in school.</p> <p>Continue to develop the opportunities for pupils who are the 'covid' born pupils to give foundation opportunities to impact now and for the rest of the school progressions. Continue to develop EYFS curriculum and deliver ongoing CPD for EYFS team. Deliver CPD for the EYFS team in using Birth to 5 and Development Matters, working towards ELG at the end of the year.</p> <p>A focus on development of gross and fine motor skills to enhance writing. Real maths mastery opportunities beyond the classroom and in the outside environment</p> <p>A development of the outside areas so it seamlessly extends classroom provision in all aspects of learning and focussed on engaging PP boys.</p> <p>Development of ETE provision working in partnership with STLS with individual needs and cross age interest and curriculum and social needs to be met. With Assessment and curriculum opportunities in class and ETE.</p>
5.	<p>Maths</p> <p>Math mastery continues to embed in year groups however poor basic fluency and application of knowledge is not yet embedded despite this approach. Lack of maths skills is impacting on pupils' schema as there are underlying gaps. Pupils need to have foundations to master knowledge in EYFS/KS1</p> <p>Parent confidence with maths teaching and how to support at home is an area to develop as they feel unable to offer support and guidance which runs online with the mastery approach.</p> <p>Pupils make gains when they apply manipulatives to learning so process becomes embedded, and children move from concrete to abstract.</p> <p>Pupils still require the concept and understanding of maths beyond the classroom so that it is purposeful</p> <p>Use of maths resources and techniques to support progress in maths</p>
6.	<p>Well-being & Mental Health</p> <p>Well being and mental health concerns for young children has increased as a direct result of the pandemic. Pupils show poor focus, low confidence in class and outside, and well-being and mental health decline and social skills are also difficult. Lockdown also impacted the parents' well-being and mental health which further impacts those of the parents</p> <p>Mental health support in school as an offer to pupils continues to grow – Edify Talktime, Counselling, Drawing and Talking, Sand Play, Lego Therapy, Play therapy along with further training for staff in bereavement and school based anxiety are also underway to support pupils.</p> <p>The number of pupils who require mental health support is increasing and waiting list is increasing to access therapeutic support</p> <p>Our curriculum offers OPAL and Forest School which give outdoor opportunities for pupils to collaborate and learn to risk day in a different setting away from the classroom.</p>

Challenge number	Detail of challenge
7.	<p>Attachment and Behaviour</p> <p>Pupils demonstrate understanding of Behaviour Expectations and our Core Values – embed how these can be demonstrated in class, outside of class, and in the community.</p> <p>Behaviour of pupils has changed overtime for a minority of pupils who impact on the teaching and learning.</p> <p>There are a small number of pupils who demonstrate challenging behaviours due to their SEND/Attachment/Trauma experiences and require intensive support during the day and at lunch to reduce overwhelmed experiences.</p> <p>School has set up roles and responsibilities for pupils to buy in to a collective process of behaviour support with RJ leaders and Diversity Ambassadors who will educate their peers. The school will be part of a Trust project to develop RJ approaches using an external consultant this year.</p> <p>OPAL is a lunchtime intervention to support pupils to use imagination and develop cooperative play, it will allow pupils to experience positive and full lunchtimes and will meet the needs of those who find unstructured play more challenging as zone will allow some organised activities. This will be developed over the year with sandpits and mud kitchen to extend the wellbeing opportunities from Forest school in to playtimes.</p> <p>Class targeted support to aid pupils in school to identify and address trauma, attachment and behaviour guidance</p>
8.	<p>Wider opportunities</p> <p>Pupils should be able to have the same opportunities as their peers and school will continue to subsidise and cover the cost for trips, year 6 leaver events organised by the school and visitors for these pupils.</p> <p>Trips are organised with the thought process of the curriculum enhancement and also giving opportunities to PP pupils – trips to London, Planetarium and live sport events.</p> <p>There are things that children should experience in their life and by creating Bucket list of 10 things we can organise the children to experience these things which may pass them by if not.</p> <p>Clubs and afterschool activities for pupils to drive aspiration and opportunities</p> <p>TECH in the curriculum give opportunities for pupils to develop skills for the future</p>
9.	<p>Attendance & Punctuality</p> <p>Children need to attend school regularly to make good progress and to ensure that they don't miss parts of their learning</p> <p>Difficulties with routine mean that some children are late to school and miss early work, or are persistent absentees.</p> <p>Cost of travel/living can impact parents in getting pupils to school on time</p> <p>Parents take pupils out on family holidays to avoid peak cost time</p> <p>Aspiration of school opportunities</p> <p>Reward system for attendance</p> <p>Mentoring system to engage pupils to meet and greet when pupils return.</p>

To help us to identify the barriers we used the Diagnostic assessment -

https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf

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
<p>1. All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum in line with their peers.</p>	<ul style="list-style-type: none"> - Children from disadvantaged families make at least expected progress. - All children are able to take part in extra-curricular activities. - All teaching staff receive ongoing, regular CPD to develop subject specific knowledge and pedagogy. - Teachers receive support from the Curriculum Development team.
<p>2. Children are able to use their phonic knowledge to read and write with confidence.</p> <p>All children leave KS1 as fluent readers</p> <p>Any child who is not fluent by the end of KS1 receives targeted support</p> <p>Writing at AE+ is inline with national and engaging for pupils.</p>	<ul style="list-style-type: none"> - At least 85% of children leaving EYFS working at expected levels for Reading - At least 90% of children pass the Phonic Screening Check in Year 1, and 100% to have passed by the end of Year 2. - Termly formative assessment and gap analysis provides focused teaching to fill gaps in learning - Increased numbers of children working at Expected levels or higher within Reading - Writing in all year groups improves with increased number of pupils working at AE to be at least in line with National averages. - Spelling in writing improves this is seen in curriculum and GPS - Discovery folder show opportunities to write extended pieces developing stamina – linked to their wider curriculum areas - Writing supports are careful scaffolded with support from Inclusion Leads - Pupil voice evidences high levels of engagement in reading for pleasure.
<p>3. Children’s vocabulary is broadened and used appropriately</p> <p>Pupils speaking and listening skills improve</p> <p>Early intervention effectively supports pupils in EYFS</p>	<ul style="list-style-type: none"> - Pupils are exposed to and use interesting vocabulary in their learning and in discussions - Pupils readily discuss their learning/home learning with inbuilt class opportunities. - Pupils with speech and language need are assessed early and interventions target support so their gaps close - Children are more confident to speak in front of the class as an audience.

Intended outcome	Success criteria
	<p>Teachers are not correcting their use of English, but model it throughout the day.</p>
<p>4. All pupils in EYFS have been able to access school successfully and made steps of learning which is documented against the framework.</p> <p>Outside area of EYFS is a seamless extension to the classroom provision</p> <p>Pack away provision 'ETE' make demonstrable progress from their starting points in all areas, as well as having time in class with their peers.</p> <p>A curriculum development designed for ETE pupil for seamless transition</p>	<ul style="list-style-type: none"> - GLD in line+ to national - Pupils have engaging curriculum that is personalised to meet their individual needs - Staff have CPD to enable them to meet the needs of the pupils - Pupils in 'ETE' are successfully able to access the main class - Pupils in ETE make steps of learning to their EHCP/ILP and Pathway curriculum - Pupils in ETE have resources accessible to them to enhance their learning opportunities - Outdoor provision is developed with maths and fine motor skills developed effectively - All adults develop the outside area to be outstanding and engaging at all times. - All adults plan effective free flow using the classrooms - Outdoor learners engage with teacher - Development of a curriculum for ETE – to meet needs and wider school curriculum offering
<p>5. Children's knowledge and application of Maths increases and is adaptable across a range of contexts</p> <p>Pupils can explain their mathematical thinking and use manipulatives effectively to solve maths questions.</p> <p>Parents feel more confident in supporting pupils</p> <p>Maths and reading club</p> <p>Outdoor maths learning</p>	<ul style="list-style-type: none"> - Maths SATs/NFER scores increase to at least inline with National - At least 85% of children to pass the Multiplication Tables Check at the end of Year 4 - Children have a range of strategies, both written and mental with manipulatives to support them - Parents are able to support maths at home with games and knowledge of mastery curriculum - Pupils can apply maths to all areas of the school curriculum including through OPAL
<p>6. Increased levels of well-being & improved mental health</p>	<ul style="list-style-type: none"> - The number of children applying strategies from intervention/counselling increases - Feedback from class staff indicates that the children are making more of a contribution to class discussions/ activities. - Pupil voice indicates that children feel safe at home and at school.

Intended outcome	Success criteria
	<ul style="list-style-type: none"> - Reduction in behaviour and well-being incidents logged on CPOMS. - FLO has a positive impact on both children and families - Pupils and families have access to support in school and services outside of school with FLO direct work - Pupils and Staff use strategies to support wellbeing and mental health consistently in class as a whole class approach - Reduced waiting list
<p>7. Behaviour continues to be celebrated positively and this good behaviour is seen in school.</p> <p>Pupils and staff are aware of effective strategies and approaches to use to manage behaviour</p> <p>Pupils with heightened behaviours have effective plans and strategies to allow de-escalation</p> <p>All staff support behaviour calmly and consistently using the stepped approach.</p>	<ul style="list-style-type: none"> - Behaviour team impact positively on the ethos of the school - Consistency and accountability of ethical behaviour strategies is applied throughout - Behaviour plans are simple to use and understand and are used appropriately and fairly - SOCCSS is used with an understanding of the SEND need of pupils - CPD for all staff on behaviour - Values are embedded in to the school ethos - RJ and Diversity Ambassadors are in place and support positive behaviour reinforcement - DOJO and learning ladders are used fairly, consistently and appropriately - Parents are kept informed of behaviour with conversations and DOJO - Good behaviour is celebrated and rewarded - Pupils are provided with learning that meets their need and resources that support effectively learning so that they are included and minimised behaviour outbursts
<p>8. Pupils will have life experiences</p>	<ul style="list-style-type: none"> - Number of pp attending clubs increases - Designed clubs for PP pupils voice - Bucket list developed and planned for - Visits not only enhance the curriculum but give children experiences and memories - Pupils attend sporting events and competitions

Intended outcome	Success criteria
<p>9. All children attend school regularly and on time.</p>	<ul style="list-style-type: none"> - Gap between the attendance of disadvantaged children and their peers is closing. - Families who are identified as persistently late or absent receive support from our FLO to improve. - Early help support in collaboration with Foodbank to provide for pupils. - Competitions – family - Relationship with TA Mentor for PA pupils

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.

EEF Pupil Premium recommends focussing this funding on:

1. Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils
2. Professional development to support the implementation of evidence-based approaches
3. Mentoring and coaching for teachers
4. Recruitment and retention of teaching staff
5. Technology and other resources to support high quality teaching and learning

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **100,423.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL links to Maths	<p>Pupils enjoying learning outdoors and applying concepts through play – Maths and OPAL link especially for spatial, shapes and measurements</p> <p>OPAL provides opportunities for deepening learning linked to curriculum subjects and topics</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p> <p>EEF tiered approach: targeted academic support – targeted interventions to support language development, literacy and numeracy</p>	1,5
EYFS Outside Area <ul style="list-style-type: none"> • RWM • Speech and Language • Fine Motor Skills 	<p>Free flow development</p> <p>Neli</p> <p>Mirroring outstanding environments</p> <p>It is every child's right to have access to a diverse and well-balanced early years provision that sets out to interlink play with teaching and learning. New concepts are explored through all areas of the EYFS curriculum and children need to make defined links between the abstract and real experiences so that they can succeed in Key Stage 1 and beyond. The importance of the adult to facilitate and question children leads to children having a deeper understanding. Continue with ongoing training for the EYFS team in the curriculum and using assessment tools.</p> <p>Further develop and resource the outside area to offer the same provision outside as inside to offer all children opportunities to independently learn.</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p> <p>EEF EYFS toolkit (Communication and language approaches +7m)</p> <p>EEF EYFS toolkit (Play based learning +4m)</p> <p>EEF EYFS toolkit (Self regulation strategies +3m)</p>	1,2,3,4,5,8
Love of Reading and purposeful texts	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008)</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p>	1,3
Phonics	<p>Rapid catch up Little Wandle</p> <p>SEND Little Wandle</p> <p>Parent Packs</p> <p>EEF toolkit (Phonics +5 months)</p> <p>EEF tiered approach: high quality teaching – developing high quality... broad and balanced curriculum that responds to the needs of pupils</p>	1,2

<p>Writing</p>	<p>Drawing Club Writing immersive from curriculum topics Writing Lead Team support GD Writing groups. CPD for Staff - how to scaffold for pupils.</p> <p>EEF tiered approach: targeted academic support: targeted interventions to support literacy</p> <p>EEF tiered approach: high quality teaching – developing high quality... broad and balanced curriculum that responds to the needs of pupils</p>	<p>1,2</p>
<p>Mentoring and Coaching including CPD</p>	<p>Support for all with CPD and SIT Team Mentoring National college CPD Subject leadership – immersive, life experiences, diverse Assessment and next steps and impact on pupils learning evident.</p> <p>EEF toolkit</p> <ul style="list-style-type: none"> • Feedback +6 months • Mastery learning +5 months • Phonics +5 months • TA intervention +4 months • Behaviour +4 months <p>EEF Guidance Report – Effective Professional Development EEF tiered approach: high quality teaching – developing high quality teaching EEF tiered approach – TA deployment and interventions</p> <p>EEF guidance for Pupil Premium is clear – “Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending”</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p>	<p>1,2,9</p>
<p>ETE</p>	<p>Increased need in EYFS and beyond for children who have started school working significantly below age expectation – train all teachers and recruit nursery trained staff to deliver ‘TheETE’ teaching. Further develop the curriculum to challenge these children.</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</p> <p>EEF EYFS toolkit (Self regulation strategies +3m) EEF EYFS toolkit (Communication and language approaches +7m) EEF EYFS toolkit (Play based learning +4m)</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p>	<p>3, 4, 6, 7</p>

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading	Provide Reading boxes/Clubs with high quality texts for children to keep at home. EEF tiered approach: targeted academic support: targeted interventions to support literacy EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum	1,2,3
Writing	Drawing Club Writing immersive from curriculum topics Writing Lead Team support GD Writing groups. CPD for Staff - how to scaffold for pupils. EEF tiered approach: targeted academic support: targeted interventions to support literacy EEF tiered approach: high quality teaching – developing high quality... broad and balanced curriculum that responds to the needs of pupils	1,2

<p>Maths</p>	<p>Power maths Manipulatives Scaffolded approach tailored to needs of pupils Numbots and TT rockstars Mastering Number approach to aid fluency Provide Maths boxes/Resources with high quality maths linked games for children to keep at home.</p> <p>All children need to have good fluency and the ability to apply their knowledge, both within maths and in the wider curriculum. Staff need ongoing CPD and opportunities to moderate. Purchase additional maths manipulatives. CPD for staff engaging in the Mastering Number programme, supported by the work of the Trust MaST teacher EEF toolkit (Mastery Learning +5 months) EEF Guidance Reports – Improving Mathematics in EY, KS1 and KS2. EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum EEF tiered approach: targeted academic support – targeted interventions to support numeracy EEF toolkit (Mastery Learning +5 months) EEF Guidance Reports – Improving Mathematics in EY, KS1 and KS2. Secondary school mathematics education brings with it an increased reliance on the use of times tables; there is a shared expectancy that students will have a fully formed knowledge base to draw upon. Not having this understanding and proficiency could lead to the respective child falling behind in their studies. EEF tiered approach: targeted academic support – targeted interventions to support numeracy</p>	<p>1,5</p>
<p>Neli</p>	<p>Communicate and Print accessibility and equity for all Neli CPD and Screening</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum EEF tiered approach: targeted academic support – targeted interventions to support language development There is strong clear evidence that shows that children who access the NELI programme, when starting school make 4+ months development in their overall communication skills and when accessing the 30-week programme as an intervention, children retained this skill into Year 1 (making 7+months progress overall.) EEF tiered approach: targeted academic support – targeted interventions to support language development EEF toolkit: oral language interventions +6m</p>	<p>1,2,3,4</p>

SEND	<p>ETE provision CPS and Coaching support for staff and pupils with scaffolding and closing the gap and ensuring progress OT SALT This offer could be to support SEND children and those who struggle with social, emotional and behavioural needs. CPD offered for in school staff for additional training such as Thrive & attachment EEF tiered approach: wider strategies – communicating with and supporting parents EEF tiered approach: wider strategies – supporting pupils social emotional and behavioural needs EEF toolkit (Behaviour interventions +4m) EEF EYFS toolkit (Self regulation strategies +3m)</p>	1,2,3,4,5,9
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Wider Strategies

Budgeted cost: £ **72159**


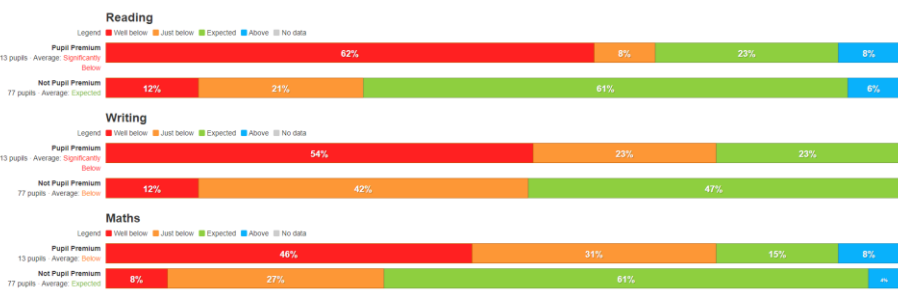
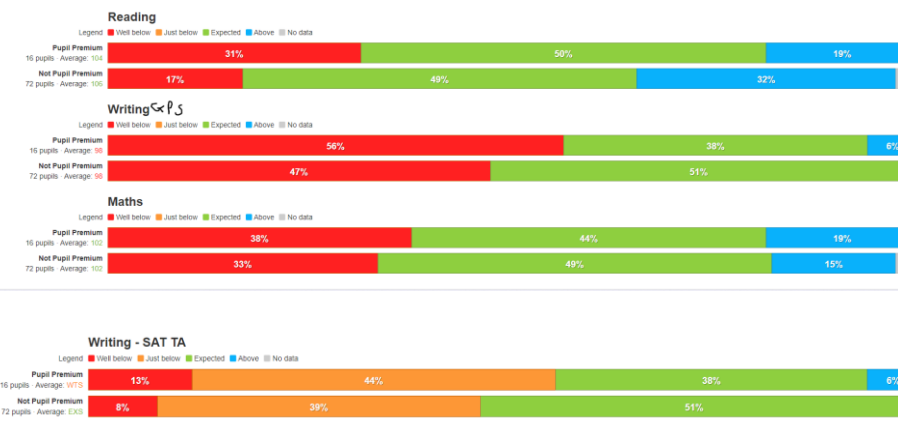
Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Training	<p>FLO</p> <p>EEF tiered approach: wider strategies – supporting pupils social emotional and behavioural needs</p>	1,2,6,9
Positive Behaviour Support	<p>Utilise highly trained Behaviour support TA with dys-regulated pupils to allow them to calm and reengage in the classroom</p> <p>Deliver CPD for all class facing staff on behaviour approaches using an external company. Embed the use of Restorative Justice through training RJ Lead pupils</p> <p>Celebrate the positive</p> <p>EEF toolkit (Behaviour interventions +4m)</p> <p>EEF EYFS toolkit (Self regulation strategies +3m)</p> <p>EEF tiered approach: wider strategies: supporting pupils social, emotional and behavioural needs</p>	1,2,6,9
Zones of Regulation	<p>Aspire school (part of the Trust) to support through delivering ongoing Zones of Regulation to support children with their learning</p> <p>TAT Teacher employed to support Staff and pupils with pupils</p> <p>EEF toolkit (Social and emotional learning +4m)</p> <p>EEF EYFS toolkit (Self regulation strategies +3m)</p>	1,2,3,6,7,9

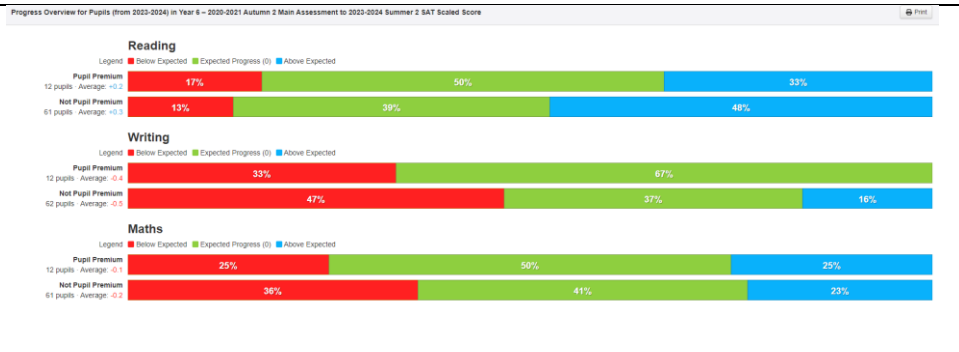
<p>Counselling and Wellbeing Support</p>	<p>The evidence suggests that how SEL is adopted and embedded really matters for children’s outcomes.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>“Children can play what they struggle to say, children can play to explain their way. Through play children can discover and rehearse different ways of understanding and coping with difficult feelings, leading to a healthier and happier way of being.”</p> <p>www.playtherapy.org.uk</p> <p>EEF tiered approach: wider strategies – supporting pupils social, emotional and behavioural needs</p> <p>EEF tiered approach: targeted academic support – targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE)</p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. (The link between pupil health and wellbeing and attainment - Public Health England)</p> <p>EEF tiered approach: wider strategies: supporting pupils social, emotional and behavioural needs</p> <p>EEF tiered approach: wider strategies – communicating and supporting parents</p>	<p>1,2,6,9</p>
<p>Forest School and OPAL</p>	<p>When planned effectively, taught to develop a skill set and monitored children can make 7+ months progress within their abilities to complete a task, pulling on other knowledge and skill. They then build a positive association to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://www.forestschoools.com/blogs/forest-school-blog/what-is-forest-schools-and-how-did-it-change-my-life</p> <p>https://www.waltham.com/news-events/human-animal-interaction/teachers-pets-animals-in-the-classroom-could-aid-learning</p> <p>EEF tiered approach: wider strategies – extracurricular activities</p> <p>EEF tiered approach: wider strategies – supporting pupils social emotional and behavioural needs</p> <p>EEF EYFS toolkit (Play based learning +4m)</p>	<p>1,6,8</p>

<p>Attendance</p>	<p>FLO Attendance Group support with LA and Gateway Schools</p> <p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE)</p> <p>Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.</p> <p>Generally, the higher the percentage of sessions missed across the key stage at KS2, the lower the level of attainment at the end of the key stage.</p> <p>Supporting vulnerable families with uniform, transport etc</p> <p>The link between absence and attainment at KS2 and KS4 – DFE</p> <p>EEF tiered approach: wider strategies - supporting attendance</p> <p>EEF tiered approach: wider strategies – communicating with and supporting parents</p> <p>Magic Breakfast research (https://www.magicbreakfast.com/blog/measuring-and-monitoring-school-survey-2021)</p>	<p>1,2,6,9</p>
<p>Clubs and experiences</p>	<p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF toolkit)</p> <p>The Guardian.com (21st July 2019) discussed the negative impact of cutting back on school trips on enriching the curriculum and in providing long term experiences and memories for children. Pupil premium is therefore used to reverse this so that school can fund disadvantaged pupils to access a wider curriculum e.g., to live performances, museums, parks etc. as well as fund resources/visitors that come to school to enhance the curriculum</p> <p>EEF tiered approach: wider strategies – extracurricular activities</p>	<p>6,8,9</p>
<p>Child's Play</p>	<p>Evidence suggests that significant persistence absence and lateness impacts on a pupil's mental health, friendship/social groups as well as their academic achievements</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>EEF tiered approach: wider strategies - supporting attendance</p> <p>EEF tiered approach: wider strategies – communicating with and supporting parents</p> <p>EEF tiered approach: wider strategies – breakfast clubs and meal provision</p> <p>EEF Toolkit Parental engagement +4m</p>	<p>6,8,9</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

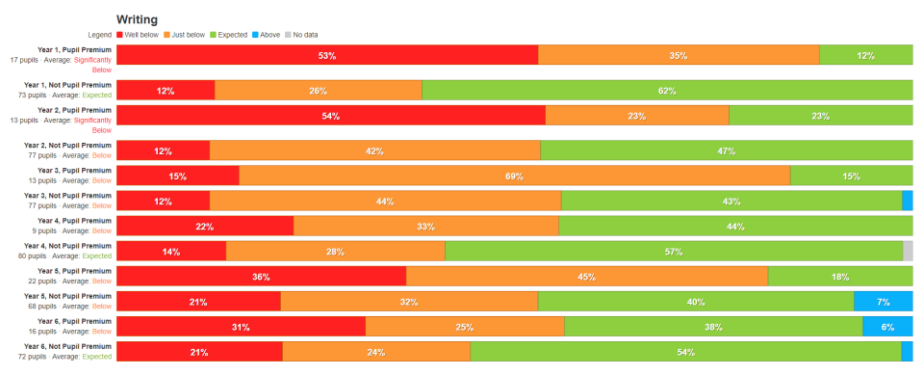
Intended Outcome	End of Strategy
<p>All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum</p>	<p>2023/2024 – PP v NON PP Attainment</p> <p>End Of EYFS (12 PP, 6 of whom SEND)</p>  <p>End of KS1 (13 PP, 6 of whom SEND)</p>  <p>End of KS2 (16 PP, 4 of whom SEND)</p>  <p>Progress for PP in Key Stage 2 Year 2 was Covid Closures – impact in Writing data remains significant</p>



Children are able to use their phonic knowledge to read and write with confidence. All children leave KS1 as fluent readers. Any child who is not fluent by the end of KS1 receives targeted support. Writing at AE+ is inline with national

Writing is a school focus for all pupils – gaps in knowledge has not closed over time after - remains a key area of focus.

2023/2024



Phonics Y1

All Pupils 67%
PP 35% (4 pupils also SEND)
Non PP 74%

Phonics by the end of Year 2

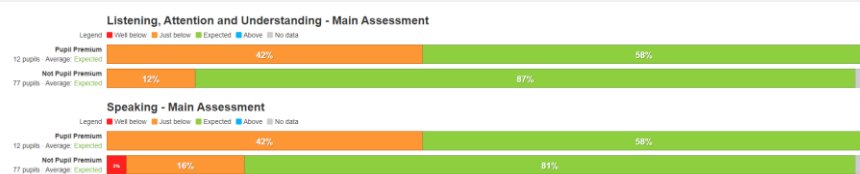
All Pupils 79%
PP 53%
Non PP 83%

Phonics remains an area of focus with Little Wandle, Catch up and SEND programme

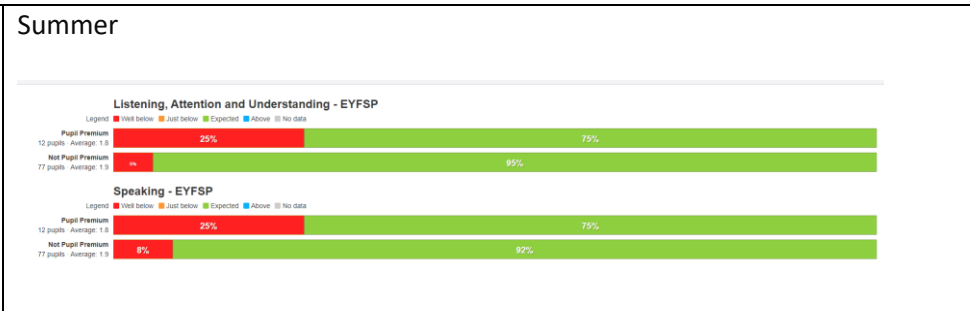
Children’s vocabulary is broadened and used appropriately. Pupils speaking and listening skills improve Early intervention

EYFS – Neli

Spring data



effectively supports pupils in EYFS



All pupils in EYFS have been able to access school successfully and made steps of learning which is documented against the framework Outside area of EYFS is a seamless extension to the classroom provision Pack away provision 'ETE' make demonstrable progress from their starting points in all areas, as well as having time in class with their peers

Outside learning in EYFS continues to develop to mirror classroom environments

Development of

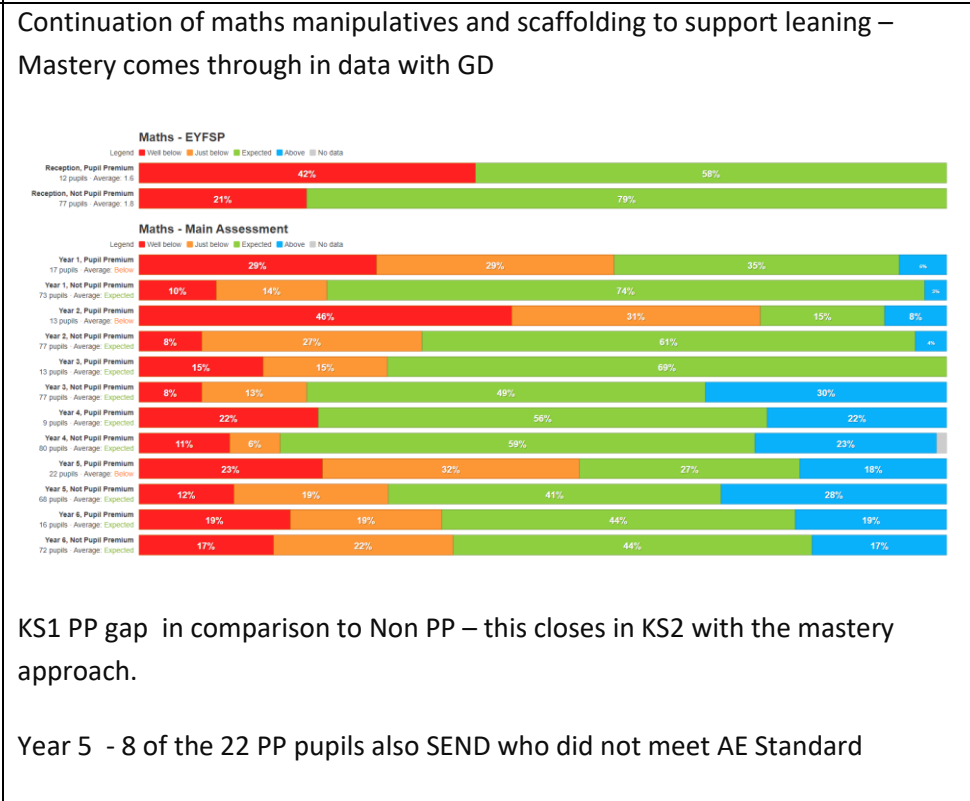
- Breakout sensory rooms
- Attention Autism
- Gross and Fine Motor Skills
- Self regulation

Were implemented to supported the more complex needs of pupils in EYFS and beyond. Full sensory ETE pack away resourced and CPD continues to support the differing a complex needs of pupils to allow tailored opportunities.

Zones of Regulation throughout school with tool kits fo all pupils and adapted when needed individually.

Collaboration with Aspire and Specialist Teacher Service

Children’s knowledge and application of Maths increases and is adaptable across a range of contexts Pupils can explain their mathematical thinking and use manipulatives effectively to solve maths questions. Parents feel more confident in supporting pupils



Multiplication Tables Check (MTC)									
Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
	Trust	National	Trust	National	Trust	National	Cohort	Trust	National
% of pupils scoring full marks (25/25)	-	0%	30%	27%	35%	29%	171	39%	34%
Average score (out of 25)	-	0.0	21.4	19.8	21.7	20.2	171	21.7	20.6

MTC 2022 2023

44% PP 25/25 Average Score 23

48% NON PP 2/25 Average Score 22

MTC 2023 2024

33% PP scored 25/25 Average Score 22

Compared to

38% NON PP scored 25/25 (38%) scored 25/25 Average Score 22

Increased levels of well-being & improved mental health

Full used wellbeing offering for pupils. FLO runs workshops and actively engaging with support groups in and out of school to meet needs of pupils.

- Play therapist
- Blue Sky Counselling
- Talk Time
- ELSA
- LEGO
- Drawing and Talking
- Sunlight Project
- Bereavement Sessions

Mental health continues to need funding for our pupils. There is a waiting list of pupils for each support programme.

Behaviour improves in school
Pupils and staff are aware of effective strategies and approaches to use to manage behaviour
Pupils with heightened behaviours have effective plans and strategies to allow de-escalation

TT training for Staff

CPD with CPI and school based support – Stepped approach to allow calm and consistent behaviour support including the implementation of clear expectations for behaviour, such as robust behaviour plans that support children in moving forward and learning from their actions.

Development of Pupil Restorative Justice Leads to promote communication and playground support for peers.

Development of positive rewards including Dojo, Forest School Initiative.

Teaching of our positive Behaviour Expectations of Ready, Respect and Safe to pupils and sharing the platform with parents has developed communication and understanding amongst stakeholders

Pupils will have life experiences

All pupils attended a School Trip

	<p>Clubs continued to be offered and 2024/2025 bid for funding for a Tech Club for PP pupils received.</p> <p>PP Girls were invited to watch Cricket at Kent's Ground.</p> <p>Year 1, 3, 5 attend Forest School for 10 weeks learning outside - learning about nature, risk and collaboration.</p>
All children attend school regularly and on time.	<p>PP Attendance 90.7% whole school 95.4%</p> <p>48 PP pupils had attendance of 95%+</p> <p>Late (U) impacts on attendance for our PP pupils</p> <p>Identification of barriers – difficult to identify – step approach shared with parents regarding attendance with the change in August 2024.</p> <p>FLO working with families to offer support to tackle attendance.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle	www.littlewandlelettersandsounds.org.uk
NELI Programme	Home Nuffield Early Language Intervention (NELI) (teachneli.org)
Forest Schools Education	www.forestschoools.com
Accelerated Reader	Renaissance Learning
Power Maths	Pearson Schools
Letter Join	Letter-join whole school handwriting scheme (letterjoin.co.uk)
TT Rockstars	Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)