

# Westwood Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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	Westwood Academy
Number of pupils in school	209 (237+nursery)
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	Dec 2022 Reviewed Dec 2023
Date on which it will be reviewed	Progress towards targets reviewed termly. End of year review- Dec 2023 Full review Dec 2025
Statement authorised by	Emily Perryman
Pupil premium lead	Gemma Clarke
Governor / Trustee lead	Dominic Carver

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,650
Recovery premium funding allocation this academic year	£4785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48435

# Part A: Pupil premium strategy plan

## Statement of intent

### ***School Context***

Westwood Academy is close to average in terms of size, with 210 pupils in the main school, with an additional 27 pupils taking sessional nursery places – this number increases as the year progresses. Across the whole provision, around 15% are currently in receipt of Pupil Premium funding compared to 23.2% average in England during 2021-22. In 2019, the neighbourhood in which the school is located was ranked in the 40% most deprived in the country.

Around 1.3% of the pupils have English as an additional language. Our Special Educational Needs provision has grown rapidly in recent years, now at almost 7% and having seen pupils with Education, Health and Care Plans grow from zero to four in the past 2 years. Ethnic minorities have increased in recent years and now account for almost 12% of the school population. Stability levels are well above average at 91% in 2021, and the school is usually heavily oversubscribed for admissions. Attendance has historically been very strong with low levels of persistent absence, although recent years have been impacted by the absences and isolations necessitated by COVID19, although it remains the highest within the South Essex Academy Trust of schools (for comparison purposes) at 93.37% during 2021-22, which has risen during the start of 2022-23. Persistent absence has become a greater issue since COVID19, although the need for isolations and cases of COVID have artificially inflated this figure which is now improving. The school has historically low numbers of exclusions.

The school forms part of the South Essex Academy Trust, a multi-academy trust of 5 schools. The school was last inspected in December 2017 and received an Outstanding inspection report (judged outstanding in all areas).

## Challenges

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

Challenge number	Detail of challenge
1	<p>Social &amp; emotional</p> <p>Following the pandemic, we have seen increasing numbers of pupil who struggle to regulate their emotions particularly across the PPG group. These pupils often present with low self-esteem and difficulty with social communication which can result in challenges meeting the high expectations of staff particularly in reference to positive choices on the playground.</p>

2	<p>Attendance data shows that pupils who are disadvantaged have lower attendance rates than their peers. 90.08% for pupils registered as pupil premium compared to 94.17% for non-pupil premium.</p> <p>22.5% of pupil premium pupils are considered persistently absent compared to 17.48% of non-pupil premium children.</p>
3	<p>Financial barriers which limit opportunities.</p> <p>Many of our disadvantaged families struggle to afford payments towards trips, out of school clubs, school uniform, swimming lessons residential trips. We aim to improve the outcomes for these children through narrowing the gaps and allowing these children the same opportunities as their peers.</p>
4	<p>Academic attainment</p> <p>Internal data shows that writing attainment for pupils who are disadvantaged is at 60% compared to 66% across the non-disadvantaged group.</p> <p>In maths (PP- 80% vs 73.4%) and reading (PP – 80% vs 79.8%) our disadvantaged children perform broadly in line with our non-disadvantaged children so we aim to capture the successes of this provision.</p>
5	<p>Communication and language skills</p> <p>Children enter our school with weaker communication and language skills. In turn this directly impacts their progression in both reading and writing.</p> <p>We have appointed a phonics lead who manages high impact interventions across the school with a particular focus in EYFS and years 1 and 2. Staff in the early years completed the EYFS Nuffield speech and language training in order to deliver quality intervention to ensure our disadvantaged children close the gaps with the peers through the early years and key stage 1 education.</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
<p>1 – Social and Emotional</p> <p>* Low level behaviours are dealt with quietly and effectively, by all staff. Staff are skilled at using de-escalation scripts and distraction techniques to refocus pupils with their learning as well as using the Good to be green system to provide a consistent guide.</p> <p>* Pupils are able to identify and regulate their emotions throughout the day because staff model and help co-regulate behaviours</p>	<p>*SEMH interventions baselined and impact measured.</p> <p>*Zones of regulation are evident in each classroom and used during the day.</p> <p>* Most pupils are able to use the zones of regulation to effectively self-regulate their behaviour, some pupils will be able to co-regulate their behaviour with the support of members of staff.</p>

<ul style="list-style-type: none"><li>* Non-confrontational language and body language is modelled (TPP and Essex STEPs – therapeutic approaches) and used consistently by all staff across the schools.</li><li>* Identified children attend timetabled SEMH interventions with our wellbeing manager to individually support regulation strategist and emotional understanding.</li></ul>	<ul style="list-style-type: none"><li>* Pupils demonstrate good learning behaviours in class; they show increased stamina and perseverance towards their work.</li><li>* Staff help pupils regulate their behaviour so focus is on learning</li></ul>																		
<p>2 - Attendance</p> <ul style="list-style-type: none"><li>* Increase attendance of PP pupils – targeted families attendance improves ‘term on term’.</li><li>* 90% of PP pupils have an attendance of 95% or higher and the number of PP persistent absentees decreases.</li><li>* Half termly data analysis shows that attendance % for PP children are increasing.</li></ul>	<ul style="list-style-type: none"><li>* Attendance of PP children improving term on term.</li><li>* Attendance focused TAF’s in place for key families</li><li>* New attendance team developed and trained through the attendance compliance team at Essex</li><li>* Essex Attendance procedures in place allowing early identification and intervention.</li></ul>																		
<p>3 – Financial barriers</p> <ul style="list-style-type: none"><li>* Ensure all children have equal opportunities by funding/part funding experiences.</li><li>* An open door policy allows families to discuss financial difficulties with staff who can provide local recommendations and support.</li></ul>	<ul style="list-style-type: none"><li>* Disadvantaged children to have the option of making selected contributions towards experiences.</li><li>* PTFA to run school uniform sales with significantly reduced costs</li></ul>																		
<p>4 – Academic attainment</p> <table><tr><td>25 pupils</td><td>Below</td><td>Risk or higher</td><td>At or higher</td><td>Above or higher</td><td>Significantly Above</td></tr><tr><td>Writing</td><td>10 (40.0%)</td><td>15 (60.0%)</td><td>11 (44.0%)</td><td>6 (24.0%)</td><td>6 (24.0%)</td></tr><tr><td>Combined</td><td>Below in one or more 10 (40.0%)</td><td>Risk or higher in all 15 (60.0%)</td><td>At or higher in all 11 (44.0%)</td><td>Above or higher in all 6 (24.0%)</td><td>Significantly Above in all 6 (24.0%)</td></tr></table> <ul style="list-style-type: none"><li>* All class based LSA’s to focus on raising the attainment of identified disadvantaged children through: precision teaching, gap analysis interventions, regular pupil conferencing, phonics interventions, targeted writing groups.</li><li>* Continued focus on identified children during pupil progress meetings to ensure the strategies are having the desired impact.</li><li>* School led tutoring through purple ruler in years 3 and 4.</li></ul>	25 pupils	Below	Risk or higher	At or higher	Above or higher	Significantly Above	Writing	10 (40.0%)	15 (60.0%)	11 (44.0%)	6 (24.0%)	6 (24.0%)	Combined	Below in one or more 10 (40.0%)	Risk or higher in all 15 (60.0%)	At or higher in all 11 (44.0%)	Above or higher in all 6 (24.0%)	Significantly Above in all 6 (24.0%)	<ul style="list-style-type: none"><li>* Writing attainment in the disadvantaged children to increase from 60% to be broadly in line with their peers (75%)</li><li>* Barriers identified and appropriate intervention in place for writing to be reviewed at PPM's.</li><li>* 90% of disadvantaged children taking part in the tutoring programme to improve on original baseline, transferring this to their class work so they reach age related expectation by the end of their current phase.</li></ul>
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<p>5 – Communication and Language</p> <p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <ul style="list-style-type: none"><li>* SPAL interventions</li><li>* Adult modelled communication</li><li>* High quality phonics teaching and additional interventions</li></ul>	<p>90% of disadvantaged children to reach the expected standard in CL by the end of reception.</p> <p>For 90% of disadvantaged children to consistently reach the expected standard in both reading and writing by the end of key stage 1.</p>																		

## 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: £ **£15,060.51**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership release: All subject leaders released across the term to gain an understanding of their subjects and to work toward actions on their action plans.	EFF Research: Professional development for teachers is a key success factor in interventions Leaders need to be rigorous at driving standards up – they need regular release to monitor standards; drop ins, book looks and pupil perceptions. Set targets and follow them up in a timely fashion  <b>10% of HW - £1512.37</b>	4, 5
SEN national aware being undertaken by CR across the next 2 academic years – release time to support the teaching and engagement with the course	EFF Research: Professional development for teachers is a key success factor in interventions Leaders need to be rigorous at driving standards up – they need regular release to monitor standards; drop ins, book looks and pupil perceptions. Set targets and follow them up in a timely fashion  The biggest contribution to school leadership development lies in providing rich and varied opportunities to lead, innovate and take responsibility, and the encouragement and trust to accept a measure of risk and enable new and aspiring leaders to demonstrate their aptitude for leadership. (The national college for school leadership)	4,5
All staff trained in the delivery and implementation of Read, Write Inc.	EFF Research: Professional development for teachers is a key success in interventions	4,5

Targeted training for 1:1 tutoring delivery to support early phonics.	<p>Parental engagement – moderate impact (+4 months)</p> <p>Early literacy approaches - +4 months. Consistently found to have a positive effect on early learning outcomes.</p> <p>EEF – Oral language interventions +6 months when appropriately matched to learners current stage of development.</p> <p><b>CR SEN training - £1800</b></p>	
Additional LSA training focussing of adaptive teaching and reflects how our curriculum is sequenced to support the needs of all.	<p>EEF – teaching assistant intervention +4 months – correct deployment results in significant impact</p> <p>QFT – High impact</p> <p><b>5% SENCo time - £2947.95</b></p>	4, 5
<p>Attendance officer role supported through additional hours</p> <p>Support in place by Essex Attendance team and release time in place for leads across the trust to share good practise.</p>	<p>DfE – Each day missed results in a lower chance of achieving 5 or more good GCSE's</p> <p><b>JN attendance officer contract - £1092.17</b></p> <p><b>10% of CW - £1529</b></p>	2
<p>Financial Barriers – regular coffee mornings set up to invite in parents in.</p> <p>New PTFA in place with new ideas for fundraising including linked parent spending and optional parental contributions.</p>	<p>The parent kind impact report documents the national picture linked to the positive effects PTFA's can have on schools.</p> <p><a href="https://www.parentkind.org.uk/your-pta-expert/pta-resources/pta-impact-report-2022">https://www.parentkind.org.uk/your-pta-expert/pta-resources/pta-impact-report-2022</a></p> <p>Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment.</p>	3
AC committee training in place giving increased presence and scrutiny for PP across the school	gov.uk supports the strategic implementation of a governing body in holding leaders to account and	1-5

	clearly setting out next steps for the school. <b>5% of SENCo time - £2947.95</b> <b>10% of Learning mentor time - £1731.07</b>	
Training across the trust – Leadership pathways which focuses on staff development.	The biggest contribution to school leadership development lies in providing rich and varied opportunities to lead, innovate and take responsibility, and the encouragement and trust to accept a measure of risk and enable new and aspiring leaders to demonstrate their aptitude for leadership. (The national college for school leadership)  <b>Directed time – Planning time for delivers - £1500</b>	1, 2, 3, 4 and 5
	<b>£15,060.51</b>	

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

Budgeted cost: **£24,588.77**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language teaching and intervention: EYFS- Nuffield Early Language Intervention Programme	There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention. EEF <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>  <b>Budgeted cost:</b> <b>*40% of SH hours - £3188</b>	4, 5
RWI training for all staff – release time for reading lead	1. Phonics has a positive impact overall (+5 months) with very extensive	4 and 5

for development days, assessment and monitoring.	<p>evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p><b>40% of KW - £19,469.70</b></p>	
NASEN funded SEN in the EYFS training	<p>1. Self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment.</p> <p>2. Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions in early years settings but may have a lasting positive impact on later learning at school.</p> <p>3. Successful approaches include structured programmes as well as more general approaches to develop self-regulation skills.</p> <p>4. Staff are likely to benefit from training or professional development to use programmes and approaches successfully.</p> <p><b>Funded</b></p>	1
Hamish and Milo 2 <sup>nd</sup> Year of the programme	<p>1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful</p>	1

	<p>to monitor the efficacy of SEL approaches in their settings.</p> <p>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p><b>£200</b> <b>Delivery – 10% KT £1731.07</b></p>	
	<b>£24,588.77</b>	

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

Budgeted Cost - £5255.81



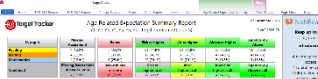

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further implementation of the Wellbeing Manager including training opportunities. Wellbeing Manager to provide a range of support services: Targeted social and emotional	<p>'When carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their peers.' <a href="https://www.eef.org.uk/media/1026/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><b>LM time 20% £3462.14</b></p>	1, 5

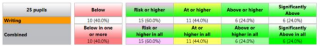
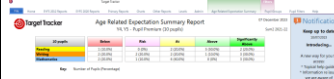
teaching to small groups and individuals.		
Subject leaders to run parent groups to support key areas as identified as part of school improvement including: Read, write, Inc Specific SEN spotlights. Times tables. Curriculum enrichment	<p>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. The evidence suggests that three areas are particularly worth focusing on:</p> <ul style="list-style-type: none"> <li>• supporting parents to have high academic expectations for their children;</li> <li>• developing and maintaining communication with parents about school activities and schoolwork; and</li> <li>• promoting the development of reading habits.</li> </ul> <p>Working with parents to support children's learning. EEF guidance.</p> <p><b>10% of HW - £1512.37</b></p>	1, 4, 5
Funding for pupils to attend extra curriculum activities, school trips and extended provision clubs.	<p>Evidence collected by the University of Bath in their report, 'An Unequal Playing Field' suggests that children from the wealthiest backgrounds are up to 3 times more likely to take up extra-curricular activities as pupils from poorer background. The research also highlights the benefits of extra-curricular activities including strong links between extra-curricular activities and educational outcomes and greater confidence in interacting socially.</p> <p><b>£2000</b></p>	1, 2, 3
Development of mid-day assistants through local secondary schools partnership and learning mentor role.	<p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p> <p><b>10% KT - £1731.07</b></p>	1, 5
	<b>£5255.81</b>	
<b>Total Cost – £47,305.09</b>		


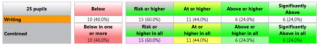
# Part B: Review of outcomes in the previous academic year

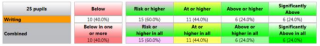
## Pupil premium strategy outcomes

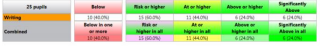
This details the impact that our pupil premium activity had on pupils in the 2022/23 academic year.

Intended outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>4 – Academic attainment</p>  <ul style="list-style-type: none"> <li>* All class based LSA's to focus on raising the attainment of identified disadvantaged children through: precision teaching, gap analysis interventions, regular pupil conferencing, phonics interventions, targeted writing groups.</li> <li>* Continued focus on identified children during pupil progress meetings to ensure the strategies are having the desired impact.</li> <li>* School led tutoring through purple ruler in years 3 and 4.</li> </ul> <p>5 – Communication and Language</p> <p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <ul style="list-style-type: none"> <li>* SPAL interventions</li> <li>* Adult modelled communication</li> </ul> <p>5 – Communication and Language</p> <p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <ul style="list-style-type: none"> <li>* SPAL interventions</li> <li>* Adult modelled communication</li> <li>* High quality phonics teaching and additional interventions</li> </ul>	<p>Leadership release: Ensure English Maths, EYFS and Phonics and SEN lead have weekly release to monitor standards in their subjects/areas</p> <p>Feedback to staff areas to improve and follow up on actions (GD, CR, KW, SB)</p> <p><b>50% of SS hours - £3616.50</b></p>	<p>EFF Research: Professional development for teachers is a key success factor in interventions</p> <p>Leaders need to be rigorous at driving standards up – they need regular release to monitor standards; drop ins, book looks and pupil perceptions. Set targets and follow them up in a timely fashion</p>	<p>4, 5</p>	<p>Leaders identified further adaptations needed to support SEN and PP children.</p>  <p>At or above date at the beginning of the academic year: Reading –88%, Writing - 59%, Maths - 74%</p>  <p>Compared to 78%, 67% and 74% at the end of the year giving reading as a clear focus for the year ahead linked to the implementation of Read Write Inc.</p>
<p>4 – Academic attainment</p>  <ul style="list-style-type: none"> <li>* All class based LSA's to focus on raising the attainment of identified disadvantaged children through: precision teaching, gap analysis interventions, regular pupil conferencing, phonics interventions, targeted writing groups.</li> <li>* Continued focus on identified children during pupil progress meetings to ensure the strategies are having the desired impact.</li> <li>* School led tutoring through purple ruler in years 3 and 4.</li> </ul> <p>5 – Communication and Language</p> <p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <ul style="list-style-type: none"> <li>* SPAL interventions</li> <li>* Adult modelled communication</li> </ul> <p>5 – Communication and Language</p>	<p>Phonics Lead to run training for both staff and parents to ensure targeted support is in place both at home and school.</p> <p><b>5% of KW time - £2150</b></p>	<p>EFF Research: Professional development for teachers is a key success in interventions</p> <p>Parental engagement – moderate impact (+4 months)</p> <p>Early literacy approaches - +4 months. Consistently found to have a positive effect on early learning outcomes.</p> <p>EEF – Oral language interventions +6 months when appropriately matched to learners current stage of development.</p>	<p>4,5</p>	<p>Feed back from parents suggested the need for an updated reading scheme and something which parents could further engage with.</p> <p>In response to this feedback the school brought into Read write Inc at the end of the academic year and have fully implemented the programme at the beginning of this new academic year.</p> <p>This will be crucial in picking up reading for PP from 78% on track at the end of the academic year.</p>

<p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <ul style="list-style-type: none"> <li>* SPAL interventions</li> <li>* Adult modelled communication</li> <li>* High quality phonics teaching and additional interventions</li> </ul>				
<p>– Academic attainment</p>  <ul style="list-style-type: none"> <li>* All class based LSA's to focus on raising the attainment of identified disadvantaged children through: precision teaching, gap analysis interventions, regular pupil conferencing, phonics interventions, targeted writing groups.</li> <li>* Continued focus on identified children during pupil progress meetings to ensure the strategies are having the desired impact.</li> <li>* School led tutoring through purple ruler in years 3 and 4.</li> </ul> <p>5 – Communication and Language</p> <p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <ul style="list-style-type: none"> <li>* SPAL interventions</li> <li>* Adult modelled communication</li> <li>* High quality phonics teaching and additional interventions</li> </ul>	<p>Short term teacher cover for additional leadership release allowing for increased LSA hours for interventions and the teacher led cover to increase outcomes across the curriculum.</p> <p><b>Budgeted cost:</b>  <b>*30% of JF hours (Y6 and 5) - £2,817</b>  <b>**50% of JN hours (Y6) - £5053</b>  <b>***50 %of LR hours(Y5) - £6568</b>  <b>Total: £16239</b></p>	<p>EEF – teaching assistant intervention +4 months – correct deployment results in significant impact</p> <p>QFT – High impact</p>	4, 5	<p>Impact of intervention.</p> <p>Following on from previous focus of attainment in year 3 and 4.</p>  <p>Interventions maintained 90% of children AAR in Reading and Maths with Writing dropping by 1 child, confirming the correct focus of writing from the current academic year.</p> <p>Intervention for PP children in Year 6 saw Reading - 75%, Writing - 63% and maths 71%. At AAR however this did not transfer to end of year tests which saw 50% making AAR across all subjects. Intensive monitoring and review in place for current academic year.</p>
<p>2 - Attendance</p> <ul style="list-style-type: none"> <li>* Increase attendance of PP pupils – targeted families attendance improves 'term on term'.</li> <li>* 90% of PP pupils have an attendance of 95% or higher and the number of PP persistent absentees decreases.</li> <li>* Half termly data analysis shows that attendance % for PP children are increasing.</li> </ul>	<p>Attendance officer role developed. Additional hours assigned and work in place with Essex Attendance team to support training and processes.</p> <p><b>JN attendance officer contract - £1092.17</b>  <b>10% of CW - £1529</b></p>	<p>DfE – Each day missed results in a lower chance of achieving 5 or more good GCSE's</p>	2	<p>Attendance remained the same at 90% for our PP children but, due to more rigorous monitoring, regular attendance meeting and additional support from the team at Essex new strategies are in place for the new academic year.</p> <p>A large proportion of PP children with PA left year 6 at the end of last year so we envisage this number rising.</p>
<p>1 – Social and Emotional</p> <ul style="list-style-type: none"> <li>* Low level behaviours are dealt with quietly and effectively, by all staff. Staff are skilled at using de-escalation scripts and distraction techniques to refocus pupils with their learning as well as using the Good to be green system to provide a consistent guide.</li> <li>* Pupils are able to identify and regulate their emotions throughout the day because staff model and help co-regulate behaviours</li> </ul>	<p>Training across the trust for PP leads – CR to begin shadowing through attending:</p>	<p>The biggest contribution to school leadership development lies in providing rich and varied opportunities to lead, innovate and take responsibility, and the encouragement and trust to accept a measure of risk and enable new and aspiring leaders to demonstrate their aptitude for leadership. (The national college for school leadership)</p>	1, 2, 3, 4 and 5	<p>Further support required – PP training to be addressed in leadership pathways of the leadership academy.</p>

<p>* Non-confrontational language and body language is modelled (TPP and Essex STEPs – therapeutic approaches) and used consistently by all staff across the schools.</p> <p>* Identified children attend timetabled SEMH interventions with our wellbeing manager to individually support regulation strategist and emotional understanding.</p> <p>2 - Attendance</p> <p>* Increase attendance of PP pupils – targeted families attendance improves 'term on term'.</p> <p>* 90% of PP pupils have an attendance of 95% or higher and the number of PP persistent absentees decreases.</p> <p>* Half termly data analysis shows that attendance % for PP children are increasing.</p> <p>3 – Financial barriers</p> <p>* Ensure all children have equal opportunities by funding/part funding experiences.</p> <p>* An open door policy allows families to discuss financial difficulties with staff who can provide local recommendations and support.</p> <p>4 – Academic attainment</p>  <p>* All class based LSA's to focus on raising the attainment of identified disadvantaged children through: precision teaching, gap analysis interventions, regular pupil conferencing, phonics interventions, targeted writing groups.</p> <p>* Continued focus on identified children during pupil progress meetings to ensure the strategies are having the desired impact.</p> <p>* School led tutoring through purple ruler in years 3 and 4.</p> <p>5 – Communication and Language</p> <p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <p>* SPAL interventions</p> <p>* Adult modelled communication</p> <p>* High quality phonics teaching and additional interventions</p>	<p>* Leadership academies</p> <p>* Teacher meets</p> <p>* Peer reviews</p> <p><b>50% pf SS hours - £3616.50</b></p>			
	<p><b>Total cost - £28,243.17</b></p>			
<p>4 – Academic attainment</p>  <p>* All class based LSA's to focus on raising the attainment of identified disadvantaged children through: precision teaching, gap analysis interventions, regular pupil conferencing, phonics interventions, targeted writing groups.</p> <p>* Continued focus on identified children during pupil progress meetings to ensure the strategies are having the desired impact.</p> <p>* School led tutoring through purple ruler in years 3 and 4.</p> <p>5 – Communication and Language</p> <p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <p>* SPAL interventions</p> <p>* Adult modelled communication</p> <p>* High quality phonics teaching and additional interventions</p>	<p>Speech and Language teaching and intervention: EYFS-Nuffield Early Language Intervention Programme</p> <p><b>Budgeted cost: *40% of MB hours - £3188</b></p> <p>WellComm Assessment in place and further</p>	<p>There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention.</p> <p>EEF <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication,</p>	<p>4, 5</p>	<p>Of the 2 PP children in reception, 1 made ELG. This was an increase from the beginning of the year predictions.</p> <p>The 1 PP child in nursery achieved expected standard prior to moving in reception in September.</p>

	training offered through RP teaching hours to identify pupils with underlying speech and language needs throughout the school.	and interaction development in order to ensure early targeted intervention.		
<p>4 – Academic attainment</p>  <p>* All class based LSA's to focus on raising the attainment of identified disadvantaged children through: precision teaching, gap analysis interventions, regular pupil conferencing, phonics interventions, targeted writing groups.</p> <p>* Continued focus on identified children during pupil progress meetings to ensure the strategies are having the desired impact.</p> <p>* School led tutoring through purple ruler in years 3 and 4.</p> <p>5 – Communication and Language</p> <p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <p>* SPAL interventions</p> <p>* Adult modelled communication</p> <p>* High quality phonics teaching and additional interventions</p>	<p>Provide tutoring for individuals and small groups through school-led tuition.</p> <p><b>Recovery fund for purple ruler £4,785</b></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4, 5	<p>Tuition focussed on year 3 and 4 children:</p> <p>Interventions maintained 90% of children AAR in Reading and Maths with Writing dropping by 1 child, confirming the correct focus of writing from the current academic year.</p> <p>Of those children participating 3/9 made accelerated progress as a result of the tuition.</p>
	<b>£7973</b>			
<p>1 – Social and Emotional</p> <p>* Low level behaviours are dealt with quietly and effectively, by all staff. Staff are skilled at using de-escalation scripts and distraction techniques to refocus pupils with their learning as well as using the Good to be green system to provide a consistent guide.</p> <p>* Pupils are able to identify and regulate their emotions throughout the day because staff model and help co-regulate behaviours</p> <p>* Non-confrontational language and body language is modelled (TPP and Essex STEPs – therapeutic approaches) and used consistently by all staff across the schools.</p> <p>* Identified children attend timetabled SEMH interventions with our wellbeing manager to individually support regulation strategists and emotional understanding.</p> <p>5 – Communication and Language</p> <p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <p>* SPAL interventions</p> <p>* Adult modelled communication</p> <p>* High quality phonics teaching and additional interventions</p>	<p>Increased funding for an out of class Wellbeing Manager including training opportunities. Wellbeing Manager to provide a range of support services:</p> <p>Targeted social and emotional teaching to small groups and individuals.</p> <p><b>50% of KT hours - £8655.38</b></p>	<p>'When carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their peers.'</p> <p><a href="#">EEF Social and Emotional Learning g.pdf (educationendowmentfoundation.org.uk)</a></p>	1, 5	<p>SDQ's for the PP children showed improved scores following a period of intervention in 100% of cases</p> <p>17/32 were seen regularly by the learning mentor last academic year.</p> <p>As a result of targeted intervention in year 6 there were a significant reduction in playground incidents. Lunchtime clubs further supported this group run by the learning mentor.</p> <p>There was a reduction in recorded behaviour incidents through the school year with 6 recorded in the first term compared to 1 in the final term.</p>
<p>1 – Social and Emotional</p> <p>* Low level behaviours are dealt with quietly and effectively, by all staff. Staff are skilled at using de-escalation scripts and distraction techniques to refocus pupils with their learning as well as using</p>	<p>Subject leader to run further parent groups to support</p>	<p>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. The evidence suggests that</p>	1, 4, 5	<p>Parent groups attended by an average of 10 parents. Feedback suggested timings were a barrier for a lot of our parents.</p>

<p>the Good to be green system to provide a consistent guide.</p> <ul style="list-style-type: none"> <li>* Pupils are able to identify and regulate their emotions throughout the day because staff model and help co-regulate behaviours</li> <li>* Non-confrontational language and body language is modelled (TPP and Essex STEPs – therapeutic approaches) and used consistently by all staff across the schools.</li> <li>* Identified children attend timetabled SEMH interventions with our wellbeing manager to individually support regulation strategist and emotional understanding.</li> </ul> <p>4 – Academic attainment</p>  <ul style="list-style-type: none"> <li>* All class based LSA's to focus on raising the attainment of identified disadvantaged children through: precision teaching, gap analysis interventions, regular pupil conferencing, phonics interventions, targeted writing groups.</li> <li>* Continued focus on identified children during pupil progress meetings to ensure the strategies are having the desired impact.</li> <li>* School led tutoring through purple ruler in years 3 and 4.</li> </ul> <p>5 – Communication and Language</p> <p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <ul style="list-style-type: none"> <li>* SPAL interventions</li> <li>* Adult modelled communication</li> <li>* High quality phonics teaching and additional interventions</li> </ul>	<p>key areas as identified as part of school improvement including:</p> <p>Phonics</p> <p>Behaviour</p> <p>Mental health</p> <p>Maths</p> <p><b>10% of HW time - £1512.37</b></p>	<p>three areas are particularly worth focusing on:</p> <ul style="list-style-type: none"> <li>• supporting parents to have high academic expectations for their children;</li> <li>• developing and maintaining communication with parents about school activities and schoolwork; and</li> <li>• promoting the development of reading habits.</li> </ul> <p>Working with parents to support children's learning. EEF guidance.</p>		<p>Mental health group was at capacity and further sessions have been booked in for this academic year.</p>
<p>1 – Social and Emotional</p> <ul style="list-style-type: none"> <li>* Low level behaviours are dealt with quietly and effectively, by all staff. Staff are skilled at using de-escalation scripts and distraction techniques to refocus pupils with their learning as well as using the Good to be green system to provide a consistent guide.</li> <li>* Pupils are able to identify and regulate their emotions throughout the day because staff model and help co-regulate behaviours</li> <li>* Non-confrontational language and body language is modelled (TPP and Essex STEPs – therapeutic approaches) and used consistently by all staff across the schools.</li> <li>* Identified children attend timetabled SEMH interventions with our wellbeing manager to individually support regulation strategist and emotional understanding.</li> </ul> <p>2 - Attendance</p> <ul style="list-style-type: none"> <li>* Increase attendance of PP pupils – targeted families attendance improves 'term on term'.</li> <li>* 90% of PP pupils have an attendance of 95% or higher and the number of PP persistent absentees decreases.</li> <li>* Half termly data analysis shows that attendance % for PP children are increasing.</li> </ul> <p>3 – Financial barriers</p> <ul style="list-style-type: none"> <li>* Ensure all children have equal opportunities by funding/part funding experiences.</li> <li>* An open door policy allows families to discuss financial difficulties with staff who can provide local recommendations and support.</li> </ul>	<p>Funding for pupils to attend extra curriculum activities, school trips and extended provision clubs.</p> <p>£1000</p>	<p>Evidence collected by the University of Bath in their report, 'An Unequal Playing Field' suggests that children from the wealthiest backgrounds are up to 3 times more likely to take up extra-curricular activities as pupils from poorer background. The research also highlights the benefits of extra-curricular activities including strong links between extra-curricular activities and educational outcomes and greater confidence in interacting socially.</p>	<p>1, 2, 3</p>	<p>PP children took part in trips and were offered spaces at sports club as a priority</p> <p>1 funded PP piano lesson improved engagement with family.</p> <p>Breakfast club funded for 4 pupils last year – this saw a slight improvement in the attendance figures of this group from 91% to 92.3% across the academic year.</p> <p>Sports participation for children with PP was good last year with 10 of our 18 key stage 2 pupils representing the school at the district sports.</p>
<p>1 – Social and Emotional</p>	<p>Training for support</p>	<p>The development of self-regulation and executive function is consistently</p>	<p>1, 5</p>	<p>MDA and playground leaders training implemented leading to</p>

<p>* Low level behaviours are dealt with quietly and effectively, by all staff. Staff are skilled at using de-escalation scripts and distraction techniques to refocus pupils with their learning as well as using the Good to be green system to provide a consistent guide.</p> <p>* Pupils are able to identify and regulate their emotions throughout the day because staff model and help co-regulate behaviours</p> <p>* Non-confrontational language and body language is modelled (TPP and Essex STEPs – therapeutic approaches) and used consistently by all staff across the schools.</p> <p>* Identified children attend timetabled SEMH interventions with our wellbeing manager to individually support regulation strategist and emotional understanding.</p> <p>5 – Communication and Language For children with low CL baselines to reach the expected standard by the end of reception through:</p> <p>* SPAL interventions</p> <p>* Adult modelled communication</p> <p>* High quality phonics teaching and additional interventions</p>	<p>staff, including mid-day assistants through the developing role of the Wellbeing Manager and SENCO</p> <p><b>50% of KT hours - £8655.38</b></p> <p><b>5% of SENCo - £2947.95</b></p>	<p>linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p>	<p>increased playground opportunities for all children. This lead to a significant reduction in playground incidents, with only 3 recorded incidents in the final half term on the year.</p> <p>Engagement from PP children in becoming playground leaders was good. 7 of the 16 leaders were PP.</p>
<b>Total cost - £46229.24</b>			

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	