

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Coombe Hill Infants' school
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	12% (33 pupils - 31 FSM)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Janet Berry
Pupil premium lead	Jacqueline Heard
Governor / Trustee lead	Tim Sandford and Tom Glossop

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,105 (financial year - Ap23 - March 24)
Recovery premium funding allocation this academic year	£4,495
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	£49,600  <small>*Please note the PPG funding is for our financial year rather than academic. The Recovery premium is academic.</small>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Coombe Hill Infants' is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas.

Our Pupil Premium Strategy plan shows how Coombe Hill Infants' School are planning to allocate Pupil Premium Grant funding in 2023-24, so as to raise attainment and progress for disadvantaged children, as well as to diminish the difference between these children and others in their cohort. This Strategy was written by the SENCO (Inclusion Manager), in consultation with SLT and shared with governors and is updated annually. The next review will be in September 2024, which will be conducted in preparation for the amended strategy, completed on an annual basis in December 2024. This Strategy is available to view on the School Website, together with previous PPG Strategy/Information reports, in line with legal requirements.

Coombe Hill Infants' school has high expectations, a broad curriculum and aspirations for all children. We recognise that the PPG, LAC and young carers group is diverse, but that many children in this group face barriers to learning. These needs vary individually between children and in each cohort, and this influences our individual and flexible approach to working with PPG children and their families. We never associate eligibility for PPG funding with low ability, ensuring we always aim for the highest levels. We reflect on what has worked well, lessons learnt from previous years and use evidence and research (e.g. the Education Endowment Foundation) to choose actions with evidence of raising attainment. We consider the whole child and the challenges that each child may have faced, such as those in care, those who have a social worker or those with SEND.

Our main aims are to;

- Improve and enhance educational outcomes of pupils eligible for pupil premium funding by delivering appropriately targeted support to ensure that they make good progress from their starting points and that they achieve in all areas to the best of their ability.
- To ensure pupils eligible for PPG are supported to achieve the highest levels.
- Ensure a consistent approach to Quality first teaching.
- Deliver daily "keep up" and "catch up" interventions to encourage independence and improve reading skills - all interventions are monitored and the impact regularly assessed.
- Address the health, well-being and social and emotional needs of those pupils eligible for the pupil premium funding.
- Wider strategies are established to help address and support behaviour and attendance
- All work carried out through the Pupil Premium funding is aimed at accelerating progress and moving children forward to achieve at least age related expectations and to narrow the achievement and attainment gap (where it exists) between disadvantaged pupils and their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Academic achievement - Periods of school closures have resulted in significant knowledge gaps. Our youngest children in reception were born during covid, so it is important to recognise the effect that this could still have on our current cohort</p> <p>It is also important to note that intersectionality affects over 70% of our PPG children, in both advantageous and disadvantageous ways.</p>
2	<p>Emotional wellbeing and safeguarding needs</p> <p>Ongoing discussions with pupils and their families show that a significant number of families require additional support, including social, emotional and mental health signposting.</p>
3	<p>End of year attendance data 2022/ 2023 showed that 33% of our PPG children (11 children) were classed as persistent absentees and therefore missed out on core learning building blocks.</p> <p>This can have detrimental effects on their language, long term memory (knowing more and remembering more) and their positive mental health.</p>
4.	<p>Our current economic climate in the UK means that more and more children are disadvantaged. We have seen a significant increase in food bank voucher requests.</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>All PPG children will achieve age related expectations and above in all subjects - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>QFT, adaptive practices and AFI continues to be a priority</p> <p>Focus on developing strong teaching, learning</p>	All EYFS children will achieve GLD
	Regular CPD for all staff on QFT - planned alongside AFL and adaptive practices - using Rosenshine principles. Teaching some vs teaching all - Tom Sherrington
	Reading progress is good/ better for all
	KS1 - PPG pupils - improve outcomes at EXS and GDS (in line with National) and ensure good progress

and assessment for oracy, phonics, early reading, writing, spelling and maths. Improving outcomes for pupils who are eligible for the pupil premium grant.	PPG children attend targeted academic support - where it is needed
	Enhance staff PPD - to ensure SDP priorities are monitored and discussed - helping to maintain a high standard for all children - Monitoring and coaching staff on a termly basis
	School to successfully attend SPARKED project - Inclusion charter and toolkit - Assessment and screening
Identified PPG children and families with SEMH difficulties will access EWP support and in house ELSA support	Children are resilient, positive and take pride in their achievements and relationships
	Parental support is consented to and accessed through the EWP and family links course.
	Relationship and behaviour policy and attachment training - is regularly reviewed with an annual focus through staff CPD
	School to achieve AASA - Attachment aware school award - silver
	CPOMS is introduced and used by all staff
	Regular meetings are held by the DSL team with a focus on PPG and disadvantaged children - safeguarding, behaviour and mental health support.
To improve the wider life experiences - Continue our high level provision with regard to school trips and enrichment activities and acceptance of diversity.  To support families during the current economic crisis	All pupil premium pupils are provided with full access to school trips and enrichment activities.
	Outdoor Play & Learning (OPAL) Programme is introduced with CHJ - improving wellbeing through play
	Opportunities for building cultural capital are planned for and arranged, both for the whole school and also for targeted disadvantaged groups.
	Regular audits are made to determine who is accessing our clubs
	Weekly reminders about being a foodbank voucher distributor are sent out to parents in every weekly newsletter - access to foodbank vouchers are given automatically to eligible parents
	Free places to clubs are offered on a termly basis - disadvantaged children are given priority
Maximise opportunities for effective parental and community engagement to help build relationships with families and gain trust.	Parents of PPG children attend school meetings - curriculum, welcome, EP workshops etc

Reduce the amount of PPG children classed as persistent absentees	PPG attendance is in line with the national average. Persistent Absence is decreasing over time for disadvantaged pupils.
	Offering volunteer opportunities for parents, to encourage working in school and building relationships.
	Allowing reasonable adjustments to be made. Supporting children depending on their needs when separating from parents and transitioning into school - ERSA (emotionally related school avoidance)
	Relationship policy to include references to attachment and trauma informed language and practices - which can be used with both children, parents and staff. To help build and maintain positive relationships.
	CPD surrounding the relationship policy - with aims to reduce absences by supporting those children with behavioural difficulties in school, leading to more positive relationships throughout
	Leaders plan to provide training for all staff on attendance with a focus on belonging and relationships.
Revisiting our attendance policy to ensure it has robust escalation procedures and step by step guidance including meetings with outside agencies and medical staff if applicable - ensuring this in line with CHJ	
<ul style="list-style-type: none"> <li>• There is a personalised approach for families with personalised strategies.</li> <li>• Leaders ensure that they are visible for pupils and parents and that a sense of belonging is promoted on arrival to school.</li> </ul>	

## 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: £ 29,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>CPD for all staff on QFT AFL and adaptive practice</p> <p>AFC costs Staff time to complete training - Head, deputy head and SENCO</p> <p>CPD for all staff on PPG children and how to ensure all children succeed in the classroom</p>	<p>EEF - Effective professional development report <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Tom Sherrington - Teaching some vs teaching all</p> <p>EEF - Metacognition and self regulation +7</p> <p>Sutton Trust (2011) 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers'.</p>	<p>1</p>
<p>CPD for staff on relationship and behaviour policy</p> <p>Ensure all staff understand and agree</p>	<p>EEF - Improving behaviour in schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>2 and 3</p>
<p>CPD for all staff on Attachment and trauma informed language Achieving attachment and trauma informed - Silver award</p> <p>Helping to build relationships with children, parents and staff.</p> <p>CPD for staff on attendance and belonging</p>	<p>EEF - Improving social and emotional learning in primary schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>John Bowlby attachment theory</p> <p>EEF - building positive relationships <a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-relationship-skills&amp;utm_source=early-years-evidence-store/personal-social-and-emotional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-relationship-skills&amp;utm_source=early-years-evidence-store/personal-social-and-emotional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>2 and 3</p>
<p>CPD to continue for all staff on the teaching of phonics- Plan and</p>	<p>EEF - putting evidence to work - implementation</p>	<p>1 and 3</p>

<p>implement revised guiding reading sessions to follow Little Wandle SSP using fully decodable books</p> <p>Continue to embed Little Wandle Systematic Synthetic Phonics Programme - monitor, review, ongoing CPD - focus on comprehension</p> <p>£925 annual membership £4,272 investment in reflecting realities books and Sparked book awards membership</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p>EEF - Improving literacy in KS1</p> <p>EEF Literacy toolkit - focus on Oral language interventions, phonics and comprehension</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p> <p>EEF - the reading house</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house</a></p> <p>EEF - Reading comprehension strategies +6</p> <p>EEF - Phonics +5</p>	
<p>Close monitoring of PPG progress and attainment</p> <ul style="list-style-type: none"> <li>- Spark-ed Project inclusion charter</li> <li>- assessment and screening</li> <li>- PPG lead and PPG champions working closely across all year groups</li> <li>- Meet on an annual basis to discuss interventions and support needed</li> <li>- Completed SIMs data</li> <li>- Subject leader learning walks with PPG focus</li> <li>- PLP's target setting - reviews, evidence, impact</li> <li>- SENCo time</li> <li>- termly progress meetings with SLT, SENCO and Headteacher</li> </ul>	<p>EEF - Assessment and feedback report</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p>Impact +6</p> <p>Internal data - Sims, Edukey</p> <p>Effective identification of pupil needs, for example through assessment</p>	1

<p>£18,000 - time for PPG champions and staff to meet to discuss progress, cost of literacy specialist teacher, cost of support staff to run interventions, PPG lead time, SLT time etc (£52*3*38) £5928 - SENCO time</p>		
<p>PPD revisited and focus shifted to incorporate both staff wellbeing, as well as a focus on SDP priorities - ensuring high standards are maintained for all children including those that are disadvantaged - monitoring and coaching staff</p>	<p><a href="https://www.gov.uk/guidance/education-staff-wellbeing-charter">https://www.gov.uk/guidance/education-staff-wellbeing-charter</a></p>	<p>1,2 and 3</p>

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure staff are skilled and trained to deliver targeted academic interventions and effective feedback time is allocated. - focus on reading and literacy - oral skills and comprehension</p> <p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>To upskill support staff with appropriate</p>	<p>EEF making best use of Teaching assistants report <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Previous success and outcomes - evaluations of impact - Edukey provision mapping</p> <p>EEF - 1:1 tuition +5 EEF - Oral language interventions +6</p> <p>EEF - small group</p>	<p>1 and 3</p>



<p>approaches and pedagogy to teaching interventions - link experienced TA/ support staff with inexperienced staff - regular support staff meetings - increase to 6 a year (previously 3 a year!)</p> <p>LSA's will provide weekly 1:1 support for identified children</p> <p>Class teachers and TA's will provide daily 1:1 support and targeted intervention - PLP targets, Keep up sessions, EP timeetc</p> <p>£8,200 + £1,000 EP time</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>Targeted interventions to support language development, literacy and numeracy - school start language intervention and speechlinks.</p> <p>£800</p> <p>(SDP Continue to develop vocabulary and knowledge through a language rich environment which builds throughout the school)</p>	<p>Communication and language +7</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=language">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=language</a></p> <p>EEF - oral language interventions - high impact and low cost +6</p>	<p>1,2 and 3</p>

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

Budgeted cost: £ 10,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EWP in position and able to provide 1-1 sessions for identified children.</p>	<p>EEF - social and emotional learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1,2 and 3</p>

<p>EWP to meet with families to identify relevant next steps for relevant children and family members</p>	<p>Parental feedback and surveys</p>	
<p>CPOMs are introduced and staff use to ensure all behaviour incidents are monitored closely. £685</p> <p>Time for staff training</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	<p>2</p>
<p>ELSA's and class teachers identify pupils as potentially vulnerable - additional ELSA trained staff in reception - increase trained staff from 2 to 3</p> <p>Small group or one to one time ELSA intervention planned by ELSAs with support from SENCo and class teachers in response to individual needs to start</p> <p>More time allocated to reception - train staff in reception</p> <p>Attachment awareness training £790 x 3 ELSA training and supervision = 2,370 CPD + hours from EP time if needed. £90 x 32 weeks ELSA staff £3420</p>	<p>EEF - social and emotional learning</p> <p>EEF: 'On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</p>	<p>1, 2, 3 and 4</p>
<p>CPD for staff on Zones of regulation, as a whole school approach</p> <p>Supporting children effectively with their ability to emotionally regulate</p>	<p>EEF evidence - teaching children how to self regulate</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-children-to-self-regulate&amp;utm_source=/early-years-evidence-store/personal-social-and-emotional-development&amp;utm_medium=sea">https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-children-to-self-regulate&amp;utm_source=/early-years-evidence-store/personal-social-and-emotional-development&amp;utm_medium=sea</a></p>	<p>2 and 3</p>

	<a href="#">rch&amp;utm_campaign=site_searchh&amp;search_term</a>	
Introduce Outdoor Play & Learning (OPAL) Programme with CHJ - improving wellbeing through play	<i>Supporting School Improvement Through Play</i> Play England, National Children's Bureau (2011). <a href="https://outdoorplayandlearning.org.uk/home/for-schools/research/">https://outdoorplayandlearning.org.uk/home/for-schools/research/</a>	2
<p>To ensure the curriculum is balanced and carefully sequenced, and allows opportunities for cultural development</p> <p>To allow all disadvantaged children free trips, clubs and experiences Each term - £1000 = £3000</p> <p>PPG packs - £1,000 (annual)</p> <p>Develop diversity group - ensure PPG children are represented and encouraged to join meetings</p> <p>To allow pupils and parents to partake in visits, both virtually and in school, which build on skills and knowledge from our curriculum</p> <p>To provide greater enrichment opportunities for disadvantaged pupils - forest school, drumming, theatre workshops etc Paid for by parental donations/ CHIPTA</p>	<p>EEF Outdoor Adventure Learning evidence summary</p> <p>EEF: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but 4,5,6 exposed to broader experiences. moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.</p> <p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	1,2, 3 and 4

Regular audits are made to decipher who is attending		
Regular second hand uniforms and books are given for free.		
Supporting families with regular and/ or persistent absenteeism	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a>	3
Training for all staff on attendance with a focus on belonging and relationships.	see above	3

**Total budgeted cost: £49,600 - Any additional costs spent are taken from our school budget.**

# 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 to 2023 academic year.

Our evaluation of the impact of our activities has been based upon sources of evidence such as summative assessment data, staff voice, pupil voice and attendance data.

- 1. Academic achievement - Periods of school closures have resulted in significant knowledge gaps. 2021/2022 data shows that our disadvantaged pupils are below national average in regards to attainment.**

**It is important to note that intersectionality affects over 79% of our PPG children, in both advantageous and disadvantageous ways.**

Overall 70% of PPG children in reception achieved a GLD, compared to 76.6% of non PPG children, with a gap of only 6.6%. Nationally this gap had increased to 13.6%.

The impact of adopting the Little Wandle phonics scheme so far seems positive. Teachers' and pupil voice, learning walks and phonics trackers suggest that the programme is now well embedded. Teachers and support staff are more confident in teaching and delivering interventions. Reading outcomes continue to improve.

**Our Year 1 phonic results show that 93% met the Phonic Screen threshold in June.**

Out of 13 PPG children, 85% passed. 63% of PPG children passed nationally.

As decoding is fundamental to children's attainment in all areas, CHI will continue to closely support and monitor our phonics provision.

- 2. Emotional wellbeing and safeguarding needs**

**Over 48% of our PPG children are vulnerable and/ or have safeguarding needs**  
**Ongoing discussions with pupils and their families show that a significant number of families require additional support, including social, emotional and mental health signposting.**

This year we have continued our focus on being an attachment and trauma informed school. We received the attachment aware schools award as a recognition of a commitment to the steps the school has taken, to further develop a culture of compassion and nurture. This plays a pivotal role in getting our children and young people into a state of 'learning readiness'. The award recognises and celebrates best practice in attachment and trauma aware schools and settings.

Our main aims were to

- Improve staff knowledge and competence around attachment and trauma informed approaches

- Ensure that the language used in PLP's and around children is attachment aware and trauma informed
- Ensure that the behaviour management policy is relationship focussed.

### Next Steps

- We intend to continue to focus on attachment awareness and trauma informed practices, by doing regular training in this area - as a whole school approach including governors, office staff, Coombe Connection staff etc
  - Spring 22/2023 - we have continued with our annual attachment CPD sessions and so far our SENCO has completed attachment training for Coombe Connections and support staff. In the summer term, we hope to revisit Emotion coaching with our staff team.
  - Summer 22/2023 - This term our SENCO has completed CPD for support staff on Emotion coaching and has started to devise an induction for our upcoming September INSET on attachment awareness, the language we use and Emotion coaching.
- We plan to update the majority of school policies, with relationships as a primary focus - we are now looking at our SEND information report and adapting the language used - making it more accessible and attachment aware.
  - Spring 22/2023 - We have adapted the SEND information report and the language used. Next steps are to ensure our behaviour and relationships policy continues to have a spotlight in every staff meeting.
  - Summer 22/2023 - Our SENCO along with the whole school are currently in the process of completing a QFT project on 'decreasing low level behaviour and disruptions' in school. This has involved training from SLT and a whole school focus on behaviour. We have adapted our behaviour and relationships policy and have included all staff in the process.

### Spring 2022/23

We have 2 ELSA trained staff. One in year 1 and one in year 2. This year we have ensured the trained staff have had time to train the TA's in reception, sharing their expertise and knowledge. There are 17 children in reception accessing a nurture group or 1:1 nurture time with a TA and/or teacher in their class.

There are 14 children in year 1 accessing nurture/ ELSA time with Mrs Vaughan.

There are 11 children in year 2 accessing nurture/ ELSA time with Mrs Thomas

There are 9 children (5 from year 2, 2 from year 1 and 2 from reception) accessing regular nurture/ELSA time with Mrs Heard our SENCO

This means there are 51 children (19%) accessing scheduled nurture time throughout the week, either 1:1 or in groups.

### Summer 2022/23

This term we continue to have 2 ELSA trained staff. One in year 1 and one in year 2. This year we have ensured the trained staff have had time to train the TA's in reception, sharing their expertise and knowledge.

Next year, we are considering moving some of our ELSA trained staff to reception, or if the budget allows training more staff. Ensuring that all year groups can benefit.

We continue to support 17 children in reception, who are accessing a nurture group or 1:1 nurture time with a TA and/or teacher in their class.

There are 14 children in year 1 accessing nurture/ ELSA time with Mrs Vaughan.  
There are 11 children in year 2 accessing nurture/ ELSA time with Mrs Thomas  
There are now 13 children (5 from year 2, 6 from year 1 and 2 from reception) accessing regular nurture/ELSA time with Mrs Heard our SENCO  
This means there are 55 children (20%) accessing scheduled nurture time throughout the week, either 1:1 or in groups.

CPOMs is currently being used by SLT with an aim to train all staff next year - This will help to streamline our safeguarding measures and help to further protect our disadvantaged children.

### **Mental health & Wellbeing**

This has been an important part of our work this year, as we see more and more children and families needing support.

Please see our MHST provision map for the work we have completed in 2022/23

### **Pupil Voice:**

We hold regular school council and prefect meetings where children have the opportunity to express opinions and take part in decision making. Children are regularly asked to vote on decisions. The RRS work has focused on pupil voice and we have recently signed up to Outright which enables children to learn about the importance of mental health and how it links to their rights. Children are regularly surveyed.

### **3. End of year attendance data 2021/ 2022 showed that 28% of our PPG children (8 children) were classed as persistent absentees and therefore missed out on core learning building blocks.**

**This can have detrimental effects on their language, long term memory (knowing more and remembering more) and their positive mental health.**

Overall attendance for the year is currently **94.56%** (this was 94.46% at 17/03/23) and persistent absence is **15.9%** overall (this was 16.6% at 17/03/23) with **43** children (was 45) currently in this category (PA - persistent absence is overall absence less than 90%).

- PPG children attendance –**90.68%**
- Non-PPG children attendance – **95.09%**
- Number of PPG children with PA – **11/33**

Our Attendance manager meets regularly with the Education Welfare Officer to discuss children whose absence % was below 95%.

We would like to see the % of PA in all children decrease next year

### **Parental engagement**

As a school we have prioritised this throughout the year. We now have a large number of parents coming in to work alongside us.

We held several workshops to support phonics and early reading at home which were a great success with parents. These were targeted at EYFS and KS1. We continue to encourage parents to support their child's learning with mathletics, reading eggs and e books.

We have an established Celebrating diversity group, run by parents, many of whom are parents of children accessing PPG. The PTA has committed to pay for our Forest School and Drumming teaching this year.

Our SENCO invites all SEND parents to attend an extra meeting each term, where notes are taken, shared and action points are followed up on and highlighted.

Parents are renewing their DBS and are now coming into school to help

Reception continues to use Tapestry as a communication tool. We are currently looking at ways to communicate with all parents in both EYFS and KS1 to ensure a consistent approach.

The adventure playground is now open to all families after school and this has had a positive impact in encouraging relationships and supporting families.

Children use e books, and online platforms for maths and spelling - this is being monitored to measure engagement - we have noticed that parents are less reluctant to tell us about their child's reading at home - this will be a focus next year.

- 4. Our current economic climate in the UK means that more and more children are disadvantaged. We have seen a significant increase in food bank voucher requests. Going from 2 requests in three years (2019-2021), to 5 requests in just 5 months of 2022.**

We have a range of enrichment opportunities and a strong focus on vocabulary. Our high quality texts and POR approach develop this area.

The full range of enrichment activities listed above enhance the cultural capital of our children. Here are just a few of the enrichment opportunities we provided for all of our children.

Out of all of our PPG children, 91% regularly accessed our free club offer.

<i><b>Opportunity</b></i>	<i><b>Impact</b></i>
All children take part in drumming/percussion lessons delivered by a professional musician. They have several opportunities to perform at the Rose theatre, summer concert and international night.  PPG pupils are offered additional sessions in smaller groups.	Increased musical knowledge Improved self confidence and self esteem
All children have the opportunity to swim in our outdoor pool in the summer term. They take part in a gala with other schools and PPG pupils are offered additional lessons.	Increased swimming ability Improved water confidence and therefore safety Improved fitness and self esteem
All children take part in Forest school lessons. We have a designated forest school area with a fully qualified FS teacher. PPG/DA pupils are offered additional sessions.	Improved well being Increased skills-DT/Science/PSHE/Maths/Art/ speaking and listening/Physical



All children experience Theatre workshops linked to the curriculum work eg. Florence Nightingale, minibeasts, Fire of London	Improved cultural capital Improved well being, confidence and self esteem
All children take part in the Daily mile programme	Improved fitness Increased self esteem and confidence Improved self esteem
All children learn about good nutrition and regularly prepare food	Increased knowledge of the importance of good nutrition Improved confidence and well being Links to science/Speaking and listening/ PSHE
Each child is given the opportunity and skills to reflect on their own wellbeing- focus weeks, PSHE curriculum, Wellbeing practitioners, circle time, focussed assembly, outdoor learning, worry box, carefully chosen books to support well being	Improved well being, awareness of the
Each child is given the opportunity to take part in a full menu of after school clubs.PPG pupils and other disadvantaged pupils are given priority and are able to attend free of charge. ■ Clubs Timetable Sum 23 (1).pdf	Increased opportunity experience new things Improved well being, self esteem and self confidence Opportunity to meet children from different year groups
Each child enjoys several peer massage session with a qualified practitioner	Improved well being and self esteem Improved self regulation
Each child enjoys regular class trips , or 'adventures'.	Increased cultural capital Improved confidence, self esteem.
Each child will learn a musical instrument	Improved musical knowledge Improved well being, self esteem and confidence
Each child will perform to an audience <ul style="list-style-type: none"> <li>● Summer concert</li> <li>● Class assembly</li> <li>● Christmas play</li> </ul>	Improved self esteem and confidence Increased cultural capital Improved well being
Each child will meet the RNLI, scientists, doctors, green campaigners, authors, illustrators, the firefighters from Green Watch etc	Increased cultural capital
All children celebrate our diverse cultures- International fortnight, reflecting reality books, curriculum.	Improved self esteem and well being Increased cultural capital Equality

<p>All families experience a range of events organised by the PTA</p> <ul style="list-style-type: none"> <li>● Fireworks</li> <li>● Summer and Christmas fairs</li> <li>● Bounceathon</li> <li>● Outdoor theatre</li> <li>● Pizza kits</li> </ul>	<p>Improved self esteem and confidence Increased cultural capital Improved well being</p>
<p>All children will enjoy extra curricular sports</p> <ul style="list-style-type: none"> <li>● Inter year competitions (gymnastics)</li> <li>● Football matches with other schools</li> <li>● Girls football</li> <li>● Swimming gala with cluster schools</li> </ul>	<p>Improved self esteem and confidence Increased cultural capital Improved well being</p>
<p>All children experience science week</p> <ul style="list-style-type: none"> <li>● Visiting scientists</li> <li>● Trip to secondary school</li> <li>● Science experiments</li> <li>● Coombe Hill spring watch</li> <li>● Competitions-birdwatching, tree search etc</li> <li>● Visits to the pond</li> <li>● Frogspawn, webcams of birds hatching</li> </ul>	<p>Improved self esteem and confidence Increased cultural capital Improved well being Increased curriculum knowledge</p>
<p>We now regularly advertise food bank vouchers in our weekly newsletters, collect for local food banks and offer second hand uniforms for free or for small donations.</p>	

## 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
Little Wandle systematic phonics programme	The Wandle English hub
Decodable books - online reading books	Oxford owl ebook library & Big Cat ebook library
Provision mapping	Edukey
PSHE teaching plans	Jigsaw
Online learning journal	Tapestry

Safeguarding and wellbeing online system	CPOMS
Focused SALT activities and assessment	Speechlinks
Power of Reading teaching sequences	CLPE

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A