

Pupil Premium Data Analysis - Term 1&2 - 2023/24

FOCUS: 1) Compare the progress of individual cohorts
2) Identify trends across Pupil Premium and Non-PP.

Progress

Year Group	No. of PP		T1		T2		Overall	
			PP	Non-PP	PP	Non-PP	PP	Non-PP
6	4	R	1.4	1.0	1.0	1.1	2.4	2.1
		W	1.7	1.0	1.3	1.0	3.0	2.0
		M	1.0	1.0	2.0	1.1	3.0	2.1
5	4	R	0.5	1.0	1.0	0.9	1.5	1.9
		W	1.0	1.0	1.0	1.0	2.0	2.0
		M	0.8	1.0	1.0	0.9	1.8	1.9
4	7	R	1.2	1.0	1.0	1.0	2.2	2.0
		W	0.9	1.0	1.0	1.0	1.9	2.0
		M	1.2	1.0	1.0	1.0	2.2	2.0
3	5	R	0.9	1.0	0.8	1.1	1.8	2.0
		W	1.0	1.0	1.0	0.8	2.0	1.8
		M	1.1	0.8	1.0	0.9	1.8	1.9
2	1	R	1.0	0.8	3.0	1.2	4.0	2.0
		W	1.0	0.8	1.0	1.1	2.0	1.9
		M	1.0	1.2	1.0	1.1	2.0	2.3
Overall	30 *Some chn not included	R	1.0	1.0	1.4	1.1	2.4	2.0
		W	1.1	1.0	1.1	1.0	2.2	2.0
		M	1.0	1.0	1.2	1.0	2.2	2.0

PP exceeds non-PP PP under-performs compared to PP – Difference is 0.4pts above or below.

Headlines

- Overall, PP are performing as well as non-PP with PP making on average making between 0.2pts -0.4pts greater progress. All subject areas are above the 2.0pts progress that the school considers to be good progress.

Attainment

		PP	Working at age related									
			Below		At Risk		Work at Age Expected		Above		Significantly	
PP	R	2.4	50.0	50	35.0	35	15	15	0	0	0	0
Non-PP	R	2.0	23.2	20.3	23.2	25	30.5	30.5	23.2	24.2	0	0
PP	W	2.2	55	55	30.0	30	15	15	0	0	0	0
Non-PP	W	2.0	31.5	32.8	27.0	27.3	29.7	29.7	11.8	10.2	0	0
PP	M	2.2	50	50	20.0	20	25	25	5	5	0	0
Non-PP	M	2.0	20.0	21.1	21.6	20.3	32.8	24.8	24.8	25.8	0	0

Budgeted cost: £ 9600

Activity	Evidence that supports this approach	Progress to date – Autumn 2023
Continual Professional Development to support Teaching Assistants development and knowledge. Target 2021/22, 2022/23 and 2023/24	<i>'Ensure TAs are fully prepared for their role in the classroom.'</i> (The EEF Guide to making best use of teaching assistants, September 2021) The school plans a clear CPD runs which support the aims of the School Development Plan to ensure continuity with training and development of our Teaching Assistants. Training is provided through the EEffective (KCC) program to deliver NELI to support the language development in our Early Years and Key Stage 1 classes. In addition, our TA's	All reception and new nursery children have been screened using WELLCOM to identify additional support need in September/October 2023. Speech and Language advice is given by our Speech and Language consultant with training provide for TA's. Targeted intervention is being delivered in Year 1. The Year 1 TA has completed the NELI Refresher training.

	attend training and workshop to develop the wide range of language strategies.	The School has been awarded its Balance System accreditation. The tools, mentor support and peer support has ensured that we are making the best of resources to support speech, language and communication for all children.
Training on Makaton through Specialist Teaching and Learning Service	School is success in support children communication needs and is developing the use of Makaton as a strategy to support language development and communication.	Staff training is given in Two staff member have attended additional training and are the school Makaton Champions. Makaton actions have been used in hymns in Harvest and Christmas Services as a way of developing their use. They are confidently used by children with some vulnerable children finding the actions a way of being able to communicate simple requests. A club for children who are Makaton Ambassadors has continued through Term 1&2 2023
Speech and Language Therapist To screen children on entry and bespoke programmes are put in place following identification either with WellComm language screen	Weak Language and Communication skills. A number of children are working in the below age expected language and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Higher than average numbers of children access SALT in Reception. All of our disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist.	In Reception, there are currently 5 not working at age expected and children who are being 'monitoring'. They receive a range of interventions such as listen and colour, S&L building sentences which are delivered by experienced TA's. Three reception children have been reviewed and assessed by our S&L Therapist. This has reduced because some will have been seen in Nursery and/or being supported with intervenetions.

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

Budgeted cost: £ 25,029

Activity	Evidence that supports this approach	Progress to date – Autumn 2023
Language Interventions. Nuffield Early Language Intervention (EYFS) Infant and Junior Language Link	<i>'The Nuffield Early Language Intervention is designed to improve the spoken language ability of children during the transition from nursery to primary school. It is targeted at children with relatively poor spoken language skills. Children receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months additional progress for the 20-week version.'</i> (Nuffield Early Language Intervention Evaluation report and executive summary February 2016) The School baselines the language ability and needs of all children that join using WellComm or through our Speech Therapist. The data show children's early speech and language development is presenting as a barrier in higher levels than previous years. The use of speech and language programs support early intervention to support pupils. The children are tracked into Year 1 where language provision is continuing.	Targeted NELI interventions are planned in Reception and delivered in Year 1. It is too early to have outcome data for Autumn term. The school funds one Year R and Year 1 children to have specific S&L Therapy sessions with our Speech and Language Therapist. TA's attend the sessions so that they can run follow-up interventions and so that they are up skilled.

Small Group or Individual Tutoring	<i>'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.'</i> (EEF Evidence Report 1:1 Tuition) <i>'We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.'</i> (DFE School Led Tutoring Guidance 2021) Tuition has been led by a qualified teacher with a wealth of experience. Children are identified following discussion in Pupil Progress Meeting with the class teacher and SLT. Using the knowledge of the children and work they have completed areas are focused upon for up to 6 weeks. A bespoke programme is developed with regular feedback to the class teaching team.	Through PPM children are identified to work with our catch-up teacher. Currently, 15 children have or are working with our qualified teacher.
Maths Pre Teaching project.	<i>'Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise. Interventions should start early, be evidence-based and be carefully planned.'</i> (EEF Improving Maths in KS2 and KS3, 2017) Teaching Assistants working with class teacher lead pre teaching of topic that are due to be taught so that the children have familiarity and a basic starting point. Feedback from staff showed children were more able to access new learning after pre teaching occurred. Misconceptions were picked up and addressed early supporting this children's learning.	TA's with subject specialisms in maths are delivering pre-teach maths in number of Key Stage 2. Interventions are delivered to Year 2 - 6 children. 14 children currently attend a range of interventions. The main Maths Intervention TA is supporting some children afterschool. This is having a positive impact and the children are making the choice to participate.
Writing conferencing	<i>'Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goalsetting and activating prior knowledge. The strategies should be described and modelled before pupils practise them with feedback. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.'</i> (EEF KS2 Literacy Guidance 2017) Developmental feedback with writing conferencing occurs between teacher and child as part of the feedback in 'Big Writes' or through next step marking feedback e.g maths challenges. The marking system allows for the discussion of progress so far and next steps. The child may	Snapshots are used in English to identify areas of strength and areas for development following a longer piece of writing. Following this teachers consistently plan for follows eg Year 4 focused activities and use PP time to conference with the children. Teachers have moderated writing judgements internally in staff meeting and also with other another school in December.

	engage in a marking dialogue and respond to teacher comments on their record in terms of their own progress. Conferencing has proved to be successful in children have a better understanding of what they can do to make further progress.	
Reading Catch Up/1:1 reading	<i>'Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:</i> <i>• prediction;</i> <i>• questioning;</i> <i>• clarifying;</i> <i>• summarising;</i> <i>• inference;</i> <i>• activating prior knowledge.</i> <i>It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.'</i> (EEF KS2 Literacy Guidance 2017) <i>'The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.'</i> (DfE The Reading Framework, July 2021) Through discussion, the school uses the above evidence and approach to identify pupils who need support with reading early. There is a range of support in place provided to all pupils using staff expertise and evidence based interventions such as Precision Teaching, Phonics Boosters, 1:1 daily reading with TA's or teacher and a VIPERS session is used and has been found to have a positive impact for pupils. In response to the updated Reading Framework from the DfE school have invested in two new library areas and have sourced new reading material for EYFS and KS1 pupils so that Floppy Phonics aligns with the next reading scheme.	Time is allocated in timetables for VIPERS/1:1 reading at least once a week by with an adult. Children are identified in PPM for additional daily 1:1 reading. AR continues to be of a high profile with teachers proactively setting and monitoring targets. Parent meetings have been held for Floppy Phonics and AR. Summative assessments with gap analysis have been undertaken along with PM Benchmarking to aid judgements. English Deep Dive is planned for January 2024.

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

Budgeted cost: £ 14,680

Activity	Evidence that supports this approach	Progress to date – Autumn 2022
Wellbeing interventions: ELSA, Drawing and Talking, Farm School, Forest School	<i>'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.'</i> (Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges June 2021) School has seen positive impact from running the well-being provision and is creating a well-being team that is working towards accreditation such as ELSA or Forest School Leaders. Pupil Attitude to Self and School (PASS) survey have shown	A wide range of well-being interventions have been offered to our children. Children are identified through PASS surveys, Boxall profiles, Provision Maps, Advice from STLS, PPM and teacher expertise. Other targeted interventions are offered including Trauma Informed Practice, Drawing and Talk and Sand Play through our Wellbeing Leader.

	interventions have a positive effect on children's well-being and outlook.	An additional ELSA will attend training from January – June to provide additional capacity.
Family Liaison Officer working with key families.	<i>'Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.'</i> (The EEF Parental Engagement Guidance, December 2018) Our Family Liaison Officer has worked to develop trusted relationships with our families. The school office will make first day calling to support parents with attendance and monitors children so that barriers and intervention/ support can be put into place early. The FLO will actively engage with the families to remove barriers to good attendance.	Our pastoral support has evolved and the Wellbeing Leader continues to be a good point of advice and support. Attendance letters and subsequent meeting have been held with families who child/ren are at risk of persistent absence or patterns of concerns attendance. A Senior Teacher will be supporting the attendance work so that rapid improvement attendance can be seen.
Access to Extended School	In school, we have found that offering places in Breakfast Clubs has had a positive impact on pupil's punctuality and attendance. This also support children starting the day in a positive and calm way.	Nine PP children attend breakfast club on a daily basis with a further 10 vulnerable children joining throughout the week (December 2023). Breakfast club has ensured that children are punctual and has improved attendance.
Supporting access to opportunities which promote cultural capital such as music lessons or sports activities.	<i>Cultural Capital is defined as, '... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.'</i> (OFSTED 2019 para 203) The school plans a wide range of enrichment activities and opportunities such as school residential visit, trips and visitors such as theatre groups to enhance the curriculum. We aim to provide all children with equitable opportunities to enhance their experiences and memories in addition to striving for their best possible outcomes so that when they leave our school they have experiences and memories regardless of background.	PP funding has helped to fund two children to attend the Year 6 residential in September 2023. PP children were funded for visits to the Tate Modern Art Gallery, Kent Life, Horton Kirby in addition to places for O2 Young Voices which is planned for January 2024.

Total: £49,309