

Pupil premium strategy statement – Bishop Chavasse Church of England Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	20
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	31.12.24
Date on which it will be reviewed	31.12.25
Statement authorised by	Becks Hood
Pupil premium lead	Suzanne Abdullah
Governor / Trustee lead	Chris Hammond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,840.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£122,840.00

Part A: Pupil premium strategy plan

Statement of intent

It is our intention at Bishop Chavassee Church of England School, that all pupils, irrespective of their background, barrier to learning or life chances, receive the equality of opportunity and access to learning, fulfil their potential and achieves excellence.

Using a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, we will ensure targeted additional support strategies result in every pupil, however financially disadvantaged, being able to:

- improve their levels of attainment and progress
- close attainment gaps relative to their peers ensuring we act early to intervene at the point need is identified and pupils are working on the right things at the right time
- have full access to our broad, rich and rigorous curriculum
- reach and exceed their potential

Pupils at Bishop Chavassee School (BCS) will make good progress and achieve highly in all areas of the curriculum, both through quality first teaching, and by accessing an ever- increasing number of opportunities for reinforcement of learning at home and at school. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Underlying our approach to meeting the needs of all our disadvantaged pupils is identifying the gaps between these pupils and the rest of our school community. This is done through rigorous assessment procedures each long term. High-quality teaching then forms the fundamental foundation to our approach to closing the gaps, with a focus on the areas identified as needing most support. Recent research has proven that this has the greatest impact on closing the disadvantage attainment gap, while also benefitting our non-disadvantaged pupils. It is fundamental that non-disadvantaged pupils will continue to make excellent progress and achieve highly alongside the disadvantaged pupils for whom this strategy is intended to support.

We approach the teaching and learning of all our pupils equally and ensure all groups of children have access to equal opportunities with regards learning and well-being opportunities. Without the promotion of positive wellbeing, children are unlikely to make the progress and attainment we strive for them to achieve. We have a commitment to Therapeutic Thinking and inclusion across the school to respond to the challenges and needs of all our pupils that have been identified. This approach has arisen from strong diagnostic procedures and includes but is not limited to the challenges some

disadvantaged children face. The approaches we have chosen and adopted complement each other and enable our pupils to excel.

To facilitate our commitment and our intent, we have focused on High Impact lower cost interventions including:

- high quality adaptive teaching, learning and feedback strategies
- metacognition and self-regulation
- collaborative learning
- early years interventions
- one to one and small group intervention programs
- phonics,
- outdoor learning,
- digital learning and online safety programs,
- social and emotional self-regulation based on Zones of Regulation and Therapeutic Thinking,
- behaviour interventions
- improving parental engagement,
- sports and arts participation
- effective use of teaching assistants

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

The activity we have outlined in this statement is also intended to support the needs of vulnerable pupils, such as those with a social worker, regardless of whether they are disadvantaged or not. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

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

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

Challenge number	Detail of challenge
1	Significant knowledge gaps lead to pupils falling further behind age-related expectations in oracy, vocabulary and language. We know that some of our pupils entering Reception year have a significant language delay and that this is generally more prevalent amongst disadvantaged pupils compared to their peers.
2	Formative and summative assessments inform us that basic skills in early English are below typical expectations for some of our disadvantaged pupils, compared to their non-disadvantaged peers, which has contributed to pupils falling further behind age-related expectations as they move through the school.
3	Attendance data over the last year indicates that persistent non-attendance amongst disadvantaged pupils has been higher than amongst non-disadvantaged pupils. Absenteeism negatively impacts disadvantaged pupils' progress.
4	Assessments, observations and discussion with parents suggest disadvantaged pupils generally have greater difficulties with reading development than their peers. The year groups most impacted by this are Years 1, 3 and 4.
5	Observations and internal assessments tell us that there is a rise in the number of pupils presenting with Social, Emotional and Mental Health difficulties across our school. We have witnessed an increase in the number of pupils who, have had concerns with their mental health and self-esteem. This is possible down to interrupted learning or lockdown during the pandemic.

	The number of pupils recorded on our SEND register as having SEMH as an area of need has increased. The rates of SEMH concerns are higher within disadvantaged pupil groups compared to non-disadvantaged pupil groups.
6	Limited exposure to cultural enrichment outside of school means that many of our disadvantaged pupils lack opportunities to access enrichment provision, to a greater extent than for other pupils.

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
Improve oracy skills for pupils eligible for the Pupil Premium in Reception, KS1 and lower KS2 classes to support pupils in the development of writing and reading	<p>Pupils eligible for PP in Reception and KS1 and lower KS2 classes make accelerated progress by the end of the year so that the % of pupils eligible for PP are meeting progress expectations equal to or exceeding that of non-pupil Premium children</p> <p>Vocabulary strategy (Opening World - for the Foundation Subjects, Ready Steady Write for English) is in place and being used consistently across the curriculum by all teachers, as well as the expectation that staff require the children to answer in full sentences.</p> <p>The school uses Ready Steady Write to ensure high quality texts and modelling of rich, high-quality vocabulary.</p> <p>Curriculum Intent includes the expectation that key vocabulary is taught consistently well and that all children are exposed to high-level vocabulary across the curriculum.</p> <p>Learning Walks and Book Looks demonstrate that disadvantaged children are using and applying this vocabulary well within their work.</p>
Higher rates of progress in all year groups for reading, writing and maths for PP pupils	Data will show accelerated progress for Pupil Premium children, increased number of Pupil Premium children working above the expected level and this will be at least in line with all pupils.
Embedding increased and sustained attendance rates for PP children due to Attendance Lead, SENDCO and Behaviour and Learning mentor working closely with families	Reduction in the number of persistent absentees among PP children. Overall PP attendance to improve to be in line with other pupils

<p>To sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils through provision of evidence-based interventions that have a significant impact on the emotional wellbeing of disadvantaged pupils, such as, Nurture provision, Therapeutic Thinking, Drawing and Talking Therapy, Play Therapy, Healing Together and Zones of Regulation, alongside support and training from our allocated Educational Psychologist.</p>	<p>Play Therapy opportunities are available for identified children in order to make a significantly positive difference to the emotional health of targeted disadvantaged pupils.</p> <p>Monitoring of well-being through regular Strengths and Difficulties Questionnaires and Boxall Reports to demonstrate sustained high levels of wellbeing.</p>
<p>To continue to enhance cultural capital through provision of a range of broad experiences for disadvantaged pupils.</p> <p>Disadvantaged pupil's rates of uptake for enrichment opportunities is consistent and in line with their disadvantaged peers.</p>	<p>Subsidised school journey, music lessons and places at Enrichment clubs ensure disadvantaged pupils are not excluded from enrichment activities.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 67,3400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all pupils	EEF Tiered approach states that Quality First Teaching is a top priority and will have the biggest impact. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 2, 3, 4
Phonics and Early Reading Lead to have dedicated release time to monitor the effectiveness of teaching and attainment in	<p>Synthetic phonics programmes have been consistently found to be effective in supporting pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>The Read Write Inc phonics programme is embedded consistently throughout the school as a proven synthetic</p>	1, 2, 4

<p>phonics across the school.</p> <p>Phonics and Early Reading Lead to lead partnership work with Kingsnorth English Hub to improve consistency of delivery of Read Write Inc across EYFS and KS1 through CPD for all staff including HLTAs and Tas.</p>	<p>phonics programme that ensures early success in reading, writing and spelling.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole school language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only part of a successful literacy strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read within the home. Targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Read Write Inc relies on small group tuition - small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.</p> <p>Studies in England have shown that pupils who are eligible for free school meals typically receive additional benefits from small group tuition approaches as they provide intensive, targeted support for those identified as having low prior attainment or who are at risk of falling behind. The approach allows the teacher to tailor teaching so that it closely matches pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching and can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Through partnership with the Kingsnorth English Hub for 3 years, we can be assured our provision is consistent and of the highest quality across the school, that our</p>	
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	practitioners are delivering phonics with fidelity to our chosen scheme and our Phonics Lead is equipped with the most current evidence based research to lead phonics and train our staff most successfully at school.	
<p>Embed reading strands using high quality texts to secure stronger attainment across the school.</p> <p>Training for teachers in the delivery of progressive guided reading sessions; Reading Strands through use of high quality texts from newly established school library.</p> <p>Phonics and Early Reading (KS1) and English Lead to have dedicated release time with phase leaders to monitor the effectiveness of teaching and attainment in guided reading across the school from years 2-6.</p> <p>Headteacher and Deputy Headteacher to deliver training to develop fluency across the school.</p>	<p>According to the EEF, reading strategies are shown to have a high impact with an average of +6 months progress. It is a crucial component of early reading alongside a phonics programme.</p> <p>Purposeful speaking and listening activities support the development of pupil's language capability and provide a foundation for thinking and communication. Purposeful activities include reading books aloud and discussing them, activities that extend pupils' expressive and receptive vocabulary, collaborative learning activities where pupils can share their thought processes, structured questioning to develop reading comprehension, teachers modelling inference-making by thinking aloud and pupils articulating their ideas verbally before they start writing.</p> <p>Fluency EEF (educationendowmentfoundation.org.uk)</p> <p>Arbor, purpose built assessment tracking system used in situ to track and monitor progress and attainment of all pupils across the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>By delivering evidence based training to all staff a consistent approach to and understanding of the key strategies to teaching reading effectively will be embedded throughout the school in all year groups.</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p>	1,2,4
Purchase of standardised diagnostic	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help	1, 2, 3,4

<p>assessments (NFER).</p> <p>In-school moderation</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>SLT and English lead to provide moderation support following moderation training- DHT is a county moderator for East Sussex and English Lead has undertaken moderator training led by KCC.</p> <p>CPD dedicated to moderation and 1:1 moderation support delivered by English Lead to ensure consistency across year groups and throughout the school.</p>	
<p>CPD led by the English Lead Subject Leads on teaching vocabulary across the curriculum.</p> <p>Dedicated release time for subject leads to develop the strategy for teaching vocabulary and the development of oracy across the curriculum.</p> <p>Opening worlds (History and Geography) incorporates the pre teaching of topic vocabulary in KS1 and KS2.</p> <p>Dedicated release time for subject leads to monitor and support the teaching of vocabulary across the curriculum.</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills develop through explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language approaches might include:</p> <p>Readers theatre is taking place throughout the school.</p> <p>NIM reading in classes throughout the school.</p> <p>Targeted reading aloud and book discussion with young children.</p> <p>Explicitly extending pupils' spoken vocabulary.</p> <p>The use of structured questioning to develop reading comprehension.</p> <p>The use of purposeful, curriculum-focused dialogue and interaction.</p> <p>Reference to Vocab in Action Poster v1.0.pdf produced by EEF to remind teachers about effective strategies for embedding vocabulary and language in teaching and learning across the school</p> <p>Several approaches will be incorporated across the curriculum including use of high-quality texts in English Curriculum through use of Ready Steady Write, White Rose Maths, Opening Worlds and teaching of Latin in KS2.</p>	<p>1, 2, 4</p>

Trust wide CPD on implementation of Opening Worlds materials for subject leads and leadership teams.	<p>The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Most of the studies focus on reading outcomes. The limited number of studies focusing on maths and science also show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.</p> <p>Improving Primary Science EEF</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 23,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximising and improving the practise of Teaching Assistants	<p>EEF recommendations state that the impact of high quality support to enhance learning in the classroom has the greatest impact on pupil progress. Teaching Assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Research which focuses on the impact of Teaching Assistants who provide 1:1 or small group targeted interventions demonstrates that this type of support</p>	1, 2, 4,5

	<p>results in a stronger positive benefit of between four and six months of additional progress on average.</p> <p>Interventions are often based on clearly specified approaches which teaching assistants have been trained to deliver, such as paired reading, precision teaching and colourful semantics.</p>	
<p>Use of recruitment agencies to aid with recruitment of support staff.</p>	<p>Effective use of Teaching Assistants across the school will improve outcomes for pupils when recommendations on effective use of TAs are followed.</p> <p>There is a commitment to the recruitment and retention of high-quality Teaching Support Staff and the continuation of a thorough induction process for all new staff members.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,4,5
<p>Targeted support for identified children with personalised work overseen by the SENDCo.</p> <p>Structured Phonics interventions for identified children in year 1 pupils and year 2's who need to retake phonics screening.</p>	<p>Phonics approaches are consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that a structured phonics approach is particularly beneficial to younger learners (4-7year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading and is part of a successful literacy strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Intervention for lowest attaining pupils who are not accessing age related phonics teaching: catch-up programme and 1:1 intervention in place for a number of pupils, ongoing review for some pupils with reference to RWI's guidance about supporting pupils with SEND: Support with SEND in mainstream schools - Ruth Miskin Literacy using the guiding principle that 80-85% will be fine with your core offer if consistently delivered with responsive catch up, a.10% might need small group teaching and targeted catch up, and a.5% might need to be taught to read 1:1 from the start</p>	1, 2, 4,5
<p>Speech and Language Link</p> <p>Speech and language TA delivering speech and</p>	<p>Pupils entering the school in Reception will, within their first term with us, be screened using Speech and Language Link, to aid the early identification of any difficulties.</p> <p>By identifying areas of concern pupils can then be grouped for targeted interventions prior to referrals to Speech and Language where necessary.</p>	4

language two days a week.	<p>The EEF states that oral language approaches have a high impact on pupil outcomes with an average of six months' additional progress. Oral language approaches might include targeted reading aloud and book discussion with young children, the use of structured questioning to develop reading comprehension and explicitly extending pupil's spoken vocabulary.</p> <p>School has developed curriculum in the foundation subjects and in RE, to support vocabulary development and oracy. High quality texts are visible throughout the school.</p>	
<p>Intervention Groups targeted at disadvantaged pupils who require further literacy or maths support in years 2-6.</p> <p>Reading support for identified disadvantaged pupils in KS2.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition approaches as they provide intensive, targeted support for those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to tailor teaching so that it closely matches pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching and can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>An intensive literacy intervention involving daily short individual reading sessions for at least 10 weeks.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading</p> <p>Staff have identified daily readers in order to close the gap in reading comprehension attainment.</p> <p>School has trained and implemented reading support from parent volunteers and pupils from Tonbridge Boys School. We ensure that disadvantaged pupils are daily readers in school.</p>	1, 2, 4
<p>Targeted literacy and EAL support.</p> <p>EAL training for staff to ensure provision and</p>	<p>Targeted literacy interventions delivered 1:1 or in small groups from qualified teachers and reading specialists are among the most effective intervention for struggling readers. – EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1702243606</p> <p>Qualified teacher engaging in training by The Bell Foundation to support pupils with EAL; The EAL Programme seeks to improve the educational outcomes of disadvantaged children in the UK who use English as</p>	1, 2, 4

support is in place across the school	an Additional Language (EAL), in order to benefit the individual child and society as a whole.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being and enhancement of children's resilience through outdoor learning participation across the school year for all pupils.</p> <p>Provision of on-site Forest School.</p> <p>Release time for PE lead to monitor the impact of active learning.</p>	<p>Enrichment of the lives of pupils through an increase in opportunities for pupils to take part in outdoor activities.</p> <p>https://www.gov.uk/government/news/activity-passport-to-inspire-schoolchildren-and-boost-resilience</p> <p>Trained HLTA to lead Forest School and outdoors learning to ensure all pupils across the school access outdoor learning for a minimum of 3 school terms per year.</p> <p>Forest school members of staff provide opportunity to nurture emotional and social intelligence by fostering teamwork, communication, and resilience in challenging outdoor scenarios.</p> <p>School participating in KCC run Nurture U.K training and accreditation gained.</p> <p>Monitoring for P.E found that pupils are enjoying P.E lessons and daily mile activities. In KS1 and EYFS pupils enjoy their brain breaks. Running club before school is helping pupils to focus on morning lessons.</p> <p>Pupils currently receiving 2 hours of P.E each week, brain breaks and games at break and lunchtimes. Additionally, the school currently offers 20 after school clubs.</p>	5, 6
<p>Zones of Regulation as a whole school approach to emotional resilience led by Behaviour mentor.</p>	<p>Behaviour mentor delivering Zones of Regulations training to all staff and leading on this in order to embed this as a whole school directive.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel</p>	5

Whole school behaviour policy with roots in therapeutic thinking embedded across the school.	Review of Behaviour policy and SLT to attend Therapeutic Thinking training to ensure consistent whole school approach to behaviour is embedded across the school.	
Embedding principles of good practice set out in the DfE's Improving School Attendance.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced the levels of absence and persistent absences.</p> <p>Headteacher to work with attendance and admissions officer to monitor attendance, work with families and support in improving attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	3
<p>Attendance and Admissions officer to continue to improve the attendance of persistently absent pupils.</p> <p>HT to monitor pupil attendance and provide support to families of persistent absentees.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced the levels of absence and persistent absences.</p> <p>Schools may spend pupil premium budget on non-academic interventions and making reasonable adjustments (eg attendance at Breakfast club, adult education classes offered free of charge to support parents understanding separation anxiety, importance of school or EBSA) to improve pupil attendance as these are often vital to boosting attainment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	3
Whole school staff training on behaviour management and Therapeutic Thinking with the aim of developing our school ethos and improving behaviour across the school	<p>Both targeted interventions and universal approaches can have positive overall impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Appointment of Behaviour Mentor to lead behaviour management and Therapeutic Thinking to develop the whole school approach to behaviour.</p>	5

	Play therapist employed for 1.5 days a week working with pupils identified as having SEMH needs.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools we have identified a need to set aside a small amount of funding in order to be able to quickly respond to needs that have not yet been identified.	All
Free breakfast club and Enrichment Club (1x weekly) to be offered to pupils in receipt of pupil premium. Subsidise or cover costs of school trips.	Schools may spend pupil premium budget on non-academic interventions, such as, improving pupil attendance as these are often vital to boosting attainment. Access to paid-for enrichment clubs enable pupils to have fairer access to cultural enrichment.	6
Behaviour and Inclusion mentor.	Behaviour and Inclusion mentor supports the inclusion team with managing behaviours and ensuring we are able to manage the increasing number of pupils with SEMH needs.	5

Total budgeted cost: £ 122,840.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School performance data for the 2023-2024 academic year should be used with caution, giving the ongoing impact of disrupted learning for many of our pupils over the last few years, which affected individual schools and pupils differently; most significantly at our school, in writing. Significant work took place last academic year to ensure all children had access to a sequenced, knowledge-rich curriculum in all subjects with a focus on developing rich vocabulary for all children with the impact being higher progress and attainment in reading, writing and maths across the school.

Whole school (yr 1-6) Reading, Writing and Maths 2022-2023

Subject	% PP children achieving expected standard or higher	% non-PP children achieving expected standard or higher
Reading	45%	77.4%
Writing	35%	66.1%
Maths	46.3%	77.8%

Language development, oracy and vocabulary: Systematic intervention work here really began in 2023/2024 with the development of the SAL TA role. Prior to that, interventions were delivered by class TAs and focused on the pupils within their class. Since 2022, The school has always screened reception pupils on entry using both speech and language link and now also screens pupils who join in other year groups on entry to the school. Almost all pupils who need to be re-screened due to previous assessment scores have had their re-screens completed. Now almost all pupils across the school have been screened. Intervention has focused on Reception children, around 25% of whom are flagging up as needing more support with S&L development. This work is at a transitional stage due to the changes at County level and their move to the 'Balanced System'. This has resulted in changes to the referral process and support from the Speech and Language therapist will look very different. The school evaluation has been completed and initial conversations with the Link Therapist have resulted in a clear plan going forwards and the school plans to continue to use PP funding to support this crucial area. Our specialist Speech and Language Teaching Assistant has completed a comprehensive CPD delivered by Language Link to ensure the work she does with the children is impactful. More widely, the school has developed its curriculum in the foundation subjects based on Opening Worlds and in RE, to support vocabulary development and oracy. High quality texts are visible throughout the school. This has had a positive impact on pupils' developing vocabulary demonstrated in data collected across the school in reading and writing where across all year groups over gains were made in reading and writing.

Reading: the school became a partner school with the Kingsnorth English Hub, embarking on a 3 year partnership to raise standards in consistent teaching and learning in phonics and early reading. The focus has been on ensuring the school maintains fidelity to the scheme and supporting PP pupils, particularly those with SEND: [Support with SEND in mainstream schools - Ruth Miskin Literacy](#). This uses the guiding principle that 80-85% are fine with our core offer if consistently delivered with responsive catch up, a.10% might need small group teaching and targeted catch up, and a.5% might need to be taught to read 1:1 from the start. Our targeted 1:1 intervention program is in place in all year groups to ensure children still needing phonics/children not making expected progress are given targeted catch up every day as planned on year group provision maps. The school continues to embed its whole school guided reading program for children who are fluent readers. This offers an opportunity for disadvantaged children to work alongside their non-disadvantaged peers, reading high quality texts from our new library. A local secondary school continues to partner with us to listen to pupils read following basic training from the Headteacher. Some EAL pupils read with the link school's English lead.

Our school library has been re configured in partnership with an external library lead. We can now guarantee every book in the library meets school library standards with regard content and quality of vocabulary. All pupils are able to borrow books on a weekly basis.

Writing/writing stamina: The school introduced Letterjoin at the beginning of last academic year. However, leaders recognise that the programme is not being consistently implemented. The wider English curriculum was introduced this academic year as leaders recognised that Power of Reading was not having the impact they wanted it to, with writing continuing to offer our weakest data in the school.

The school have moved to 'Ready Steady Write', which is more prescriptive and provides teachers with full resources including example 'WAGOLLS'. A trial of the scheme late in the academic year, had a positive impact on KS2 writers and it has been rolled out across the school. Writing in EY and in Year 1 in particular is a priority. Some Year 1 pupils who joined the school during EYFS have moved up with gaps in terms of letter formation, and their ability to write simple sentences meaning some pupils are not accessing the planned English curriculum and so adaptations are made to support their learning, through interventions and 1:1 Tuition.

Maths: the school joined the Maths Hub at the developing stage to support the development of a consistent mastery approach to teaching maths, recognising that the school now had a full staffing contingent. This has greatly improved consistency in approach to teaching maths and engagement levels of the children. Substantial time was given to 1:1 and small group intervention using 2 school led tutors, most notably in year 2 and in year 6 which led to marked improvements in confidence and progress for these Pupil Premium Children.

Attendance: The headteacher is the school's attendance lead. Much work on attendance has focused on building positive relationships with families, and this was the headteacher's key focus last year. The school engages with external services, inclusion early help and KCC's attendance services to support in this area. This work has had impact, with PA reducing for PP pupils.

PP pupils for academic year 23/24: 92.78% (this year, 93.1% to date)

Non-PP pupils for academic year 23/24: 96.06% (this year, 95.81%)

Number of persistent absentees PP (current): 24% last year (25%), this year 20 are PA (22.9%)

Number of persistent absentees non-PP (current): 22% last year (7%), this year, 34 (11.8%) – increase here linked to PT timetables

Formative and summative assessments inform us that basic skills in writing and stamina are below typical expectations for some of our disadvantaged pupils, compared to their non-disadvantaged peers, which has contributed to pupils falling further behind age-related expectations.

Assessment results showed significant increase in raw data for these children. Children in Year 2 were identified as having large gaps, meaning they were unable to access the KS1 curriculum in preparation for end of KS1 assessments. However, summative assessment data showed Year 1 to have greater need for extra intervention leading to a change in focus for the School Led Tutor. Year 2 staff set an intensive intervention program manageable by the Year 2 team as part of afternoon interventions to ensure children were assessment ready. Year 1 pupils benefitted from the extra support the School-Led Tutoring provided. In addition, our disadvantaged pupils received targeted intervention through the school day through intervention timetables put together with the Headteacher, SENCO with class teachers.

We had our first cohort of KS2 SAT assessment data this year. Year 6 staff worked intensively with pupils to ensure they were assessment ready through interventions, conferencing and carefully planned lessons with a School-Led Tutor.

SEMH: The school has a very broad offer to support pupils' SEMH and wellbeing to ensure our growing number of pupils on the SEND register with SEMH needs are well supported at school and are able to thrive and flourish. The school are continuing to build capacity in this area both through extending work to support parents via adult education classes on site, and for pupils, through the recruitment of a play therapist and our Behaviour and Learning Mentor. Across the school, the Behaviour and Learning Mentor has embedded Zones of Regulation, and worked to embed our behaviour policy, based on Therapeutic Thinking. Children are supported on a 1:1 basis by the behaviour and learning mentor using a CBT program; Cool Connections, to improve resilience. Class based support and work with parents has supported this, leading to improved wellbeing and engagement of the children at school. The school are now implementing tracking systems to monitor the impact of this work. Boxall profiling is being used across the school to identify pupils who would benefit from a Nurture Based curriculum as the Headteacher and SENDCO have completed training to become a Nurture UK school and are awaiting accreditation. By profiling all pupils, we will be able to track new Nurture provision.

Cultural capital and enrichment: The school has an extensive after school enrichment offer, and PP pupils are funded to ensure they can benefit. The school is aware that not all PP pupils do benefit, and some parents are resistant to after school clubs and extending the school day. School trips have a high profile across the school, recognising the need to widen the children's understanding of their place in the wider community and these have been subsidised for all Pupil Premium pupils requesting it; from day trips to the week-long residential. On site, our forest school provision has grown to ensure every child reaps the benefits of learning outdoors as our curriculum has been extended to include a progressive rigorous outdoor learning curriculum for all pupils in all year groups. In addition, Kent Music provided some PP pupils 1:1 music tuition through use of Pupil Premium funding, which was received positively. This will be continued through to this year.

Externally provided programmes

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

Programme	Provider
Speech and Language Link	Speech Link Multimedia Ltd
Read, Write, Inc.	Read Write Inc./Kingsnorth English Hub
Opening Worlds	Steve Mastin – Tenax Schools Trust
Play Therapist	Heather Kemp
After School Clubs	Funded by school for some PP children

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
n/a
The impact of that spending on service pupil premium eligible pupils
n/a