

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

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

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

School overview

Detail	Data
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Becks Hood
Pupil premium lead	Sam Fenton
Governor / Trustee lead	Emma Spencer
Note	The percentage above is based on pupil premium percentage and numbers taken from the 2022 Census where we were still a growing school with 6 year groups in the school. In that census there were 307 pupils of whom 72 were Pupil premium, making 23.5% of our intake eligible for pupil premium. Our current funding is based on this data. As a new school, this academic year is the first year we have each cohort of children from EYFS to year 6 and so percentage and funding moving forward will be reflective of a whole school.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104.76k
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	

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>	£104.76
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Part A: Pupil premium strategy plan

Statement of intent

It is our intention at Bishop Chavasse 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.

Pupils at Bishop Chavasse 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 at the beginning of 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.

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



Challenges

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

Challenge number	Detail of challenge
1	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 2, 5 and 6.
2	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.
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	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.
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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in phonics by the end of Key Stage 1.	<p>The number of disadvantaged children achieving the Phonics pass mark will increase year on year.</p> <p>Disadvantaged children's phonics outcomes are in line with those of disadvantaged pupils nationally.</p>
Disadvantaged children will demonstrate increasing levels of vocabulary.	<p>Vocabulary strategy (Opening World - for the Foundation Subjects) 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 The Power of Reading 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.</p> <p>Learning Walks and Book Looks demonstrate that disadvantaged children are using and applying this vocabulary well within their work.</p>
For all disadvantaged pupils to make or exceed nationally expected progress rates in writing through the school.	Disadvantaged children make equal progress or better when compared to non-disadvantaged pupils.
Attendance rates and levels of persistent non-attendance for disadvantaged pupils will be at least at national levels.	<p>Effective Attendance Tracking System in place which will be further enhanced through using Arbor.</p> <p>Significant improvement in attendance for targeted disadvantaged pupils.</p> <p>Significant reduction in persistent absences amongst disadvantaged pupil groups.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.</p> <p>To provide evidence-based interventions that have a significant impact on the emotional wellbeing of disadvantaged pupils, such as, Nurture provision, Therapeutic Thinking, speech bubbles, Drawing and Talking Therapy, Play Therapy 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>
To continue to enhance cultural capital through provision of a range of broad experiences for disadvantaged pupils.	Subsidised school journey, music lessons and places at Enrichment clubs ensure

Disadvantaged pupil's rates of uptake for enrichment opportunities is consistent and in line with their disadvantaged peers.	disadvantaged pupils are not excluded from enrichment activities. Current uptake for after-school clubs shows that 40 places are subsidised by the school.
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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.

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

Budgeted cost: £37K

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
Maximising and improving the practise of Teaching Assistants	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. Research which focuses on the impact of Teaching Assistants who provide 1:1 or small group targeted interventions demonstrates that this type of support results in a stronger positive benefit of between four and six months of additional progress on average. 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.	1, 2, 3, 4
Phonics and Early Reading Lead and English Lead to have dedicated release time to monitor the effectiveness of teaching and attainment in phonics across the school.	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. The Read Write Inc phonics programme is embedded throughout the school as a proven synthetic phonics programme that ensures early success in reading, writing and spelling.	1, 2, 4

	<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>Small group tuition has an average impact of four months' additional progress over the course of a year. 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>Implement reading strands using high quality texts to secure stronger</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>1, 2, 4</p>

<p>attainment across the school.</p> <p>Training for teachers in the delivery of progressive guided reading sessions.</p> <p>Phonics and Early Reading (KS1) English Lead to have dedicated release time to monitor the effectiveness of teaching and attainment in guided reading across KS2.</p> <p>Headteacher and Deputy Headteacher to deliver training to develop fluency across the school.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefit from small group tuition approaches as they can support pupils by providing intensive, targeted teaching for those identified as having low prior attainment or those who are at risk of falling behind. The approach allows teachers to focus on the needs of a small group of learners to provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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 has been purchased and in being used in situ.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Purchase of standardised diagnostic assessments (Testbase).</p> <p>In-school moderation and Trust wide moderation.</p> <p>Training for staff to ensure assessments are interpreted and</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>1, 2, 4, 5</p>

administered correctly.		
<p>Maths Lead to have dedicated time to monitor the effectiveness of teaching and attainment of maths across the school.</p> <p>Maths Lead to join the Maths Hub to help develop focus in the classroom.</p> <p>Termly (3x yearly) assessments to be undertaken and validated alongside teacher assessments.</p>	<p>The impact of mastery learning approaches is indicated to secure an additional five months' progress, on average, over the course of a year. Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next area – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches aim to address these challenges by giving additional time and support to pupils who may have missed learning or taken longer to master new knowledge and skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 2, 4
<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 KS2. .</p> <p>Dedicated release time for subject leads to</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> <ul style="list-style-type: none"> Readers theatre is taking place throughout the school. NIM reading in classes throughout the school. Targeted reading aloud and book discussion with young children. Explicitly extending pupils' spoken vocabulary. The use of structured questioning to develop reading comprehension. The use of purposeful, curriculum-focused dialogue and interaction. 	1, 2, 4

<p>monitor and support the teaching of vocabulary across the curriculum.</p>	<p>Several approaches will be incorporated across the curriculum including use of high-quality texts, White Rose Maths, Opening World and teaching of Latin in KS2.</p> <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>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>	
<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>	

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

Budgeted cost: £31.76K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>BCS teacher-led small group (1:6) tuition as part of the School Led Tutoring Grant.</p> <p>Year 2: 26 pupils Year 5: 20</p>	<p>On average, small group tuition is very effective at improving pupil outcomes. EEF led research shows that providing tuition outside of the school day is of benefit. Tuition should have clear structure and strong links to the curriculum.</p> <p>Staff should be trained in order to achieve strong academic benefits.</p> <p>Short, regular sessions over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching and that teachers should monitor progress to ensure tutoring is beneficial.</p>	<p>1, 2, 4, 5</p>
<p>Targeted support for identified children with personalised work overseen by the SENDCo.</p> <p>Structured Phonics interventions for identified children attending Early Bird Groups in Term 5 for 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>1, 2, 4</p>
<p>Speech and Language Link</p> <p>Speech and language TA delivering speech and language two days a week.</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>	<p>4</p>

	<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>Early Bird Groups targeted at disadvantaged pupils who require further phonics, literacy or maths support in years 2-6.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</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 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>	1, 2, 4
<p>Reading support for identified disadvantaged pupils in KS2.</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. 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
<p>Employment of a music specialist to promote music within the school.</p>	<p>EEF led research shows that participation in the arts has a positive impact on academic attainment for a relatively low cost.</p>	4, 5, 6
<p>Qualified class teacher delivering targeting literacy</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>	1, 2, 4

and EAL support. 1.5 days a week.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1702243606	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being and enhancement of children's resilience through increased outdoor learning experiences, including the introduction of outdoors learning.</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>Qualified Teacher and Trained HLTA to lead the development of Forest School and outdoors learning. This has led to increased capacity for pupils across the school to access outdoor learning.</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. Sensory circuit and running club before school are helping pupils to focus on morning lessons.</p> <p>Pupils currently receiving 2 hours of P.E each week, daily mile, brain breaks and games at break and lunchtimes. Additionally, the school currently offers 20 after school clubs.</p>	5, 6
<p>Introduction of the Zones of Regulation as a whole school approach to emotional resilience.</p> <p>Appointment of new Behaviour and Inclusion Mentor 3 days a week.</p>	<p>Behaviour mentor to complete Zones of Regulations training in order develop this further 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
<p>Embedding principles of good practice</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced the levels of absence and persistent absences.</p>	3

<p>set out in the DfE's Improving School Attendance.</p>	<p>Appointment of attendance and admissions officer to have dedicated 2.5 days to monitor attendance, work with families and support in improving attendance under the direction of the Assistant Headteacher.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Half day release time for AHT to support improving attendance and the use of Arbor to implement this.</p> <p>Appointment of Attendance and Admissions officer in order to improve the attendance of persistently absent pupils.</p> <p>Half a day a week release time for AHT 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, such as, improving pupil attendance as these are often vital to boosting attainment. A focus on these issues is particularly important now given the impact of school closures.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	3
<p>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>	<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> <p>Play therapist employed for 1.5 days a week working with pupils identified as having SEMH needs.</p>	5

	School participating in KCC run Nurture U.K training.	
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.	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 enables pupils to have fairer access to cultural enrichment.	6
3 day service level agreement commissioned to the Kent Educational Psychology Service.	Staff CPD and teacher surgeries/ drop ins to discuss Social, Emotional and Mental Health challenges of individual pupils or groups of pupils.	3, 5
Behaviour and Inclusion mentor appointed.	Behaviour and Inclusion mentor appointed to support the inclusion team with managing behaviours and ensure we are able to manage the increasing number of pupils with SEMH needs.	5
School development of Forest School.	Forest school members of staff appointed and trained in order to provide opportunity to nurture emotional and social intelligence by fostering teamwork, communication, and resilience in challenging outdoor scenarios.	1, 3, 6

Total budgeted cost: £ 104.76k

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This is the review of our progress towards intended outcomes by 2025:

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 2, 5 and 6.

Assessments and discussions with parents reflected the presentation that disadvantaged children have greater difficulties with reading development than their peers. School led tutors, pre-teaching and Early bird groups have targeted these children, offering them more regular opportunities to read in school. Class teachers have identified pupils who need daily 1:1 reading and teaching assistants work with these children throughout the day. A whole school guided reading program has been developed and implemented across the school with each day focusing on a different skill needed to develop fluency in reading. Disadvantaged children work alongside their non-disadvantaged peers for this. We have developed connections with a local secondary school who send Year 11 pupils to work with our pupils and listen to them read following basic training on how to support children with developing reading from the Headteacher.

Summer term 2023 whole school reading assessment of children who are non-disadvantaged was 71% meeting age related expectations or greater with 53.1% Pupil Premium children meeting age related expectations.

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 EBG and afternoon interventions to ensure children were assessment ready. Year 1 pupils benefitted from the extra support the School-Led Tutoring provided. 2 new School-Led Tutoring experienced teachers were recruited to support PP children in year 3 and 4. In addition, our disadvantaged pupils received targeted intervention through Early Bird Groups and well thought through intervention timetables put together with the Headteacher and SENDCO with class teachers.

37.5% Outcome for disadvantaged pupils in KS1 statutory assessments were lower than non-pupil premium children. Overall the cohort was above national average.

Statutory Assessments were moderated internally by Kent County Council county moderator. Moderators looked through test papers and books; selected pupils were asked to read to KCC

moderators to ensure that pupils met the standards set out in the interim framework. School teacher assessments were all agreed with the exception of one pupil's being moved from 'greater depth' to 'working at' in writing.

End of Key Stage Data for KS2 is not included in this report due to the academic year 23/24 being our first year 6 cohort.

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.

The whole school rate of attendance for this academic year was 94.66%.

Whole school rate of persistent absentees was 19.6%

For disadvantaged pupils, attendance last year was on average 89.9% (pupil premium recipients)

The rate of persistent absenteeism of Pupil premium children was 22.8% of those classified as persistently absent across the school.

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.

All children are assessed using speech and language link on starting in EYFS and personalised interventions put in place to support the children with the development of their language skills. The curriculum in EYFS has been carefully planned to ensure children are immersed in a language rich learning environment at all times and supported by the use of high-quality vocabulary rich stories shared with children every day. EYFS data shows that 33.3% of pupils achieved GLD. This was below the non-pupil premium percentage of 86% which was above national averages. Pupils were teacher assessed and moderated internally.

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. Zones of regulation are embedded and the school has 2 in house play therapists. The new behaviour policy is underpinned by a Therapeutic Thinking approach. We have recruited a behaviour and inclusion mentor as part of our initiative to improve the wellbeing and progress of the children in school.

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.

Pupil premium children are offered one free breakfast club and enrichment club per week. In addition, year group class teachers have planned educational trips and workshops each term to enrich the cultural capital for these children. These workshops and trips are subsidised for PP children at the confidential request of the parents.

Externally provided programmes

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

Programme	Provider
Speech and Language Link	Speech Link Multimedia Ltd
Read, Write, Inc.	Read Write Inc.
Opening Worlds	Steve Mastin – Tenax Schools Trust
Play Therapist	Heather Kemp
Education Psychologist	Claudia Stevens
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: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

n/a