

Review of Pupil Premium Spending 2021-2022 Academic Year.

Intended outcome	Success criteria	Outcome and impact to date (22/6/22)																																																																																																																														
To continue to develop and embed the therapeutic support offered to individuals and their families	- Improvement in Boxall Scores for all children receiving targeted support - Improved attendance for all vulnerable groups. Reduction in persistent absentees. - Reduction in attendance gap for PPG. - The number of behavioural incidents reported on CPOMs reduces over time.	New HLTa appointed – booked on to Mental Health lead training for the Autumn term. TAF’s attended to support vulnerable pupils and their families. Family Support Worker now working with families within our school community. New Senco appointed has met with several families to build positive relationships. Attendance continues to be an area of concern. Reg Group STARLIGHT Percentages <table><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr><tr><td>Pupil Premium</td><td>5</td><td>87.44</td><td>11.10</td><td>0.84</td><td>0.84</td><td>0.31</td></tr><tr><td>Not Pupil Premium</td><td>19</td><td>94.11</td><td>4.69</td><td>0.55</td><td>0.31</td><td>0.24</td></tr></table> Reg Group SUNSHINE Percentages <table><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr><tr><td>Pupil Premium</td><td>8</td><td>89.36</td><td>6.04</td><td>3.96</td><td>3.16</td><td>2.08</td></tr><tr><td>Not Pupil Premium</td><td>13</td><td>95.11</td><td>3.37</td><td>0.83</td><td>0.80</td><td>0.43</td></tr></table> Reg Group VENUS Percentages <table><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr><tr><td>Pupil Premium</td><td>10</td><td>89.47</td><td>6.84</td><td>3.13</td><td>0.84</td><td>0.68</td></tr><tr><td>Not Pupil Premium</td><td>16</td><td>93.49</td><td>3.94</td><td>1.96</td><td>1.47</td><td>0.28</td></tr></table> Reg Group MARS Percentages <table><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr><tr><td>Pupil Premium</td><td>6</td><td>93.72</td><td>4.53</td><td>0.97</td><td>1.75</td><td>0.71</td></tr><tr><td>Not Pupil Premium</td><td>18</td><td>94.16</td><td>4.20</td><td>1.04</td><td>0.53</td><td>0.19</td></tr></table> Reg Group SATURN Percentages <table><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr><tr><td>Pupil Premium</td><td>9</td><td>92.41</td><td>5.04</td><td>2.00</td><td>0.62</td><td>0.08</td></tr><tr><td>Not Pupil Premium</td><td>15</td><td>95.91</td><td>2.41</td><td>1.08</td><td>0.48</td><td>0.10</td></tr></table> Reg Group JUPITER Percentages <table><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr><tr><td>Pupil Premium</td><td>4</td><td>93.92</td><td>4.33</td><td>1.14</td><td>0.23</td><td>0.68</td></tr><tr><td>Not Pupil Premium</td><td>17</td><td>95.52</td><td>2.74</td><td>1.14</td><td>0.13</td><td>0.13</td></tr></table> CPOMS logs continue to show a high number of behaviour incidents across the school with a small number of children being involved in the majority of incidents. These children are having support from NHSPSS on a regular basis in school. One new referral		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	5	87.44	11.10	0.84	0.84	0.31	Not Pupil Premium	19	94.11	4.69	0.55	0.31	0.24		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	8	89.36	6.04	3.96	3.16	2.08	Not Pupil Premium	13	95.11	3.37	0.83	0.80	0.43		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	10	89.47	6.84	3.13	0.84	0.68	Not Pupil Premium	16	93.49	3.94	1.96	1.47	0.28		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	6	93.72	4.53	0.97	1.75	0.71	Not Pupil Premium	18	94.16	4.20	1.04	0.53	0.19		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	9	92.41	5.04	2.00	0.62	0.08	Not Pupil Premium	15	95.91	2.41	1.08	0.48	0.10		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	4	93.92	4.33	1.14	0.23	0.68	Not Pupil Premium	17	95.52	2.74	1.14	0.13	0.13
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		has been made with support planned to start in September. All staff completed roots and fruits for children regularly involved in behaviour incidents. Risk management plans were then written and a behaviour support plan for the highest needs. <u>Lessons learned:</u> • Need to upskill all staff to respond to pupil's therapeutic needs – book zones of regulation training for all staff to help the pupils recognise and regulate emotions • Nessie supervision for pastoral lead to up skill in house responses to pupils through nurture, social stories • Hertfordshire steps to be embedded with new staffing team
To develop effective language and communication skills for all pupils	• There will be an increase in the % of children with language skills at ARE or above. • Children will make accelerated progress in the CL area	Nuffield Early Language Intervention has been implemented to some extent this year. The children receiving the intervention in the Autumn term made good progress.

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	• There will be a systematic approach to the teaching of vocabulary. • Vocabulary teaching will be accurately pitched to the needs of the cohort, ensuring all learners are supported and extended as appropriate.	At the end of the year 66.7% of children eligible for Pupil Premium met or exceeded the end of year expectations in communication and language compared to 84.4% of those not eligible. However in terms of progress 91.7% of Pupil Premium children made expected or better than expected progress compared to 89.7% of non-pupil premium children. Vocabulary teaching is now included in all lessons. This is supported by communicate in print and follows the progression outlined in the curriculum. Children are becoming more confident at using new words due to the active learning approaches. <u>Lessons learned:</u> Oracy to be a focus on the School Improvement plan Neli principles to be applied at the point of learning rather than children being taken out of class for intervention
To improve the % of disadvantaged pupils meeting the expected standard in reading across the school	• Half termly assessments will show pupils making rapid progress in reading.	The switch to RWI has meant that there has been a period of change so that reading progress is not easy to decipher. However, children are becoming more and more fluent with their reading and this is clear to both parents and teachers. RWI highlights pupils that need 1:1 intervention and this has been put in place and delivered by a HLTA. <u>Lessons learned:</u> Parental engagement and clear systems for home – school contact about the changes and communicating home reading needs clarity
To improve the % of disadvantage pupils meeting the expected standard in writing across the school	• All pupils will make at least expected progress from starting points.	In reception 66.7% of children eligible children met or exceeded the expectation for the end of the year but only 33.3% of children made expected or greater progress. In year 1 18.2% of pupil premium met or exceeded the expectation for the end of the year with 77.8% of those children having made expected or greater progress from their reception data. In year 1 none of the pupil premium met or exceeded the expectation for the end of the year with 55.6% of the children made expected or greater than expected progress. <u>Lessons learned:</u> Writing progress has been affected by the introduction of Read, Write, Inc. This has been addressed for next year following the English Hub advisor informing us that in their school they do additional writing activities twice a week and only have Read, Write, Inc sessions 4 days a week. Next academic year the timetable has been adjusted to include more writing sessions. A clear progression of skills for handwriting is also going to be put in place for September 2022

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To continue to develop the curriculum to provide children with enrichment experiences.	• Pupil voice to evidence development of children's aspirations. • New vocabulary acquired will be embedded through use in spoken and written work in the classroom.	New curricula have been introduced History, Geography, DT, Art, Computing, Science, and Phonics. This is a more progressive knowledge rich curriculum with clear links to vocabulary learning throughout each session. Feedback from HIP The Read Write Inc introduction is underway and parents and children are becoming more familiar with the way that it works. It is still very early to see impact of this programme and we have been advised that we will not see this for approximately 18 months. <u>Lessons learned:</u> Forest schools' impact difficult to measure. Teachers to provide after school/lunch/before school enrichment opportunities as well as outside clubs – cookery/sporting Ensure that the provision maps the demand – survey pupils – what sort of clubs would they like to see?
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