



Bramley Sunnyside Infant School

Pupil Premium Strategy Statement 2022 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bramley Sunnyside Infant School
Number of pupils in school	278 (228 not including FS1)
Proportion (%) of pupil premium eligible pupils	4.8% of school
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Mary Smith Head Teacher
Pupil premium lead	Mrs Dorothy Stothard (Deputy Head Teacher) Mrs Kirstie Fitzgerald (Senior Leader)
Governor lead	Mrs Emily Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,465
Recovery premium funding allocation this academic year	£2,300

School Led Tutoring	£2,268
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 29,033

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with staff indicate our disadvantaged pupils generally have greater difficulties with phonics than their peers. This therefore negatively impacts their development as readers. Generally, there is a lack of support with reading at home so children are not getting the everyday extra opportunity to apply phonic skills into reading and develop fluency outside of daily reading lessons</p> <p>Phonics Baseline data-</p> <p>FS2- 22% between PP and others</p> <p>Y1- -30% between PP and others</p> <p>Y2 –22% between PP and others</p>
2	<p>Assessments, observations indicate our disadvantaged pupils lack poor mathematical skills, fluency and spatial awareness. Therefore, are at risk of not achieving the expected or better standards. Baseline data</p> <p>Maths Baseline data- (Aut 1)</p> <p>FS2- 21% between PP and others</p> <p>Y1- -65% between PP and others</p> <p>Y2 –5% between PP and others</p>
3	<p><i>Assessments and discussion with EYFS staff indicate poor Speech and Language development on entry. In the Speaking strand only</i></p> <p><i>29% of F1 on track at baseline - 20% gap between PP and others</i></p> <p><i>42% of F2 on track at baseline -14% gap between PP and others</i></p>
4	<p>A lack of school readiness, focus and learning behaviours continue to be identified. Social, Emotional and Mental Health needs continue to be prevalent within cohorts (in particular current Year 1) and in particular with disadvantaged children.</p>
5	<p>Monitoring of foundation subjects through work scrutiny staff and pupil voice indicates disadvantaged pupils struggle to know and remember more in terms of key knowledge, skills and vocabulary.</p>
6	<p>Our attendance and punctuality data over the last years indicates that attendance among disadvantaged pupils remains lower than non-disadvantaged pupils.</p>
7	<p>Family financial restraints may result in disadvantaged children not having access to first-hand experiences and extra-curricular activities which may impact on well-being and Cultural capital.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1.Improved reading attainment for disadvantaged pupils.	<ul style="list-style-type: none"> -Internal/external data will show disadvantaged children will achieve in line with their peers in phonics and reading ARE/+ by the end of the year or make accelerated progress 3+ steps of progress -New staff will be trained and effectively delivering RWI phonics/reading sessions daily. -PP children not meeting ARE are swiftly identified and receiving fast track one to one phonics or Herts fluency to close the gap.
2.Improved maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> -Maths tutoring catch up is in place for PP children in Year 1 and Year 2. Maths tutor is working closely with class teachers/TA to support improvement of maths intervention - Internal/external data will show disadvantaged children will achieve in line with their peers in maths ARE/+ by the end of the year or make accelerated progress 3+ steps of progress from relative starting points.
3.Improved oral listening skills speech and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observation show significant improvement in oral language and communication PP children will achieve in line with their peers in the CL strand ARE/+ by the end of the academic year or make accelerated progress 3+ steps from starting points
4.To achieve and sustain improved SEMH development and well-being for all pupils in school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> -Disadvantaged children in EYFS will achieve in line with peers in PSD strand ARE/+ or make accelerated progress 3+ steps relative to starting points. -Assessments will show an increase in SDQ scores for children accessing an ELSA programme. -PP children will engage in their learning and feel happy and safe. -PP children will be able to manage and self- regulate their emotions and behaviours both independently and with support. -Staff will be able to signpost and support children and their families to strategies and agencies that can help.
5. To ensure that children know and remember more in particular within the foundation curriculum.	<ul style="list-style-type: none"> -Disadvantaged children will know and remember as much as their peers within the foundation curriculum.
6.To achieve and sustain improved attendance rates for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> -Overall attendance expectations are at least in line with or higher than school/LA/National targets - Attendance gaps between disadvantaged and nondisadvantaged pupils will be narrowed /eradicated. -Percentage of persistent absentees will be reduced.

7. Disadvantaged children have access to wider experiences beyond learning in the classroom Cultural capital is not limited.	Financial restraints on disadvantaged families will be addressed through subsidised visits and clubs including breakfast club provision.
	Disadvantaged children will access reading for pleasure opportunities and texts in line with their interests.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,317

Read, Write, Inc Day (Nov 2022) – Ruth Miskin	£1,620.00
R, W, Inc Books (from Oxford University Press – October & November & December)	£1896.00
Key texts	£628
Release time for staff to undertake training with new staff RWI FTT induction	£1,200.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> -Purchase of RWI development day to continue to secure a stronger robust phonics and reading teaching for all pupils. - Purchase extra lesson texts, book bag books and RWI speed sound cards in order to deliver the programme as required. -Assessments will continue to be carried out by the RWI lead 	<p>RWI is a DFE validated synthetic phonic scheme. https://www.ruthmiskin.com/en/?region=5</p> <p>EEF teaching and learning toolkit phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>	1

<p>Teachers and TA to ensure consistency.</p> <p>More frequent assessment will happen so that children can be moved more swiftly to the next group when ready.</p> <p>-Fund teacher and literacy/phonics leader release time to ensure continuous training assessment and tracking of progress is in place.</p> <p>Ensure contingency plans are in place for staff absences or school events so that daily phonics is always prioritised.</p> <p>-Phonics teaching in FS will get off to a more swift start in the autumn term.</p>	<div data-bbox="405 80 1090 463"> <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 in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> </div>
<p>-Dedicated RFP time each day allocated for reading aloud to the class.</p> <p>-Mystery readers to be promoted in RFP sessions.</p> <p>-Story votes and reading incentives will continue</p> <p>-Book discussions to promote wider reading amongst our older children.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development</p> <p>https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</p>

<p>-All staff in EYFS will continue to use Mastering Number Programme in their daily Maths teach. - Daily dashboards will remain integral to the daily maths lesson to help children know and remember more as well as developing fluency with number facts/strategies. -New staff will receive training and coaching in Mastering number and Daily dash boards in Y1 /Y2 - Extra time will be given to Maths e.g end of day maths games/fluency sessions. - Teachers will include intervention for maths in their class intervention timetable.</p>	<p>https://www.ncetm.org.uk/teaching-formastery/mastery-explained/supporting-researchevidence-and-argument/</p> <p>An exchange programme between teachers from England and Shanghai has informed effective pedagogic strategies for achieving mastery of maths. The striking performances of Shanghai and other East Asian countries in maths have become well-established. They have been measured in successive international tests such as TIMSS and PISA.</p> <p>https://www.ncetm.org.uk/maths-hubsprojects/mastering-number/</p> <p>This project aims to secure firm foundations in the development of good number sense for children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p>
<p>- Maths lead will set fluency targets for each year group and develop incentives for achieving them.</p>	

<p>-Provide teachers and HLTAs with a series of CPD sessions so that they understand the science of memory and how this can inform the way we teach. - Begin to implement retrieval practice in our teaching sequences to enable pupils to know and remember more e.g</p>	<p>In order to help children to remember more we explore working memory and its importance to teaching and learning what it is, why it's important for teachers to know about it and how an understanding of working memory can inform the way teachers teach.</p> <p>e.g A recent independent evaluation of Improving Working Memory, a small group intervention to improve working memory, found that pupils in schools following the programme made the equivalent of +3 months' additional progress in maths.</p> <p>https://educationendowmentfoundation.org.uk/news/trialled-and-tested-podcast-working-memory?utm_source=/news/trialled-and-testedpodcast-working-memory&utm_medium=search&utm_campaign=site_search&search_term=memory</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £36,008.

School Based Tutoring	£9,925
Maths intervention teacher	£9,925
RWI fast track tutoring	£4000
Class 6 support a.m SH for CW HF PK	£7400
ELSA Training – new staff training	£600
ELSA supervision 2 x TA's for 6 half days each	£840
EPS hours	£3918

Activity	Evidence that supports this approach	Challenge number(s)
		addressed

<p>School based tutoring led by a specialist maths teacher who works in partnership with NCETM</p> <p>Children identified as working below in Maths will be targeted through maths intervention 3 times per week throughout the Autumn term.</p> <p>They will work in groups of no larger than four children with the aim to narrow gaps in their learning/catch up and accelerate their progress.</p> <p>The maths tutor will liaise with class teachers/parents on gaps and areas of learning that require focus and feed information from sessions into assessments</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	2
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---

<p>Additional one to one phonics fast track sessions will be targeted at disadvantaged children to enable them to keep up.</p> <p>Teachers will ensure targeted children receive, intervention in SALT and FTP as part of LSP programmes or in (story time/ assembly times sunshine room sessions in EYFS)</p> <p>Children who failed PSC in year one will be targeted straight away for FTP and Every day readers.</p> <p>PSC fail children will begin to be exposed to set 3 sounds through literacy spag sessions, 5 min flash cards and homework activities.</p> <p>-Y2 staff will be trained by Literacy lead to deliver the Herts Fluency project. - Disadvantaged children will do this project as soon as they are at the recommended book band to be able to access it.</p>	<p>https://global.oup.com/education/content/primary/series/rwi/fast-track-tutoring/fast-track-tutoringphonics/?region=uk</p> <p>Focused catch up support to get children reading fast</p> <p>Read Write Inc. Phonics Fast Track Tutoring provides a simple, but powerful solution to accelerate pupils' reading progress for Years Reception to 4 (P1 to 5).</p> <p>The online training and Tutoring Packs have been written and developed by Ruth Miskin and the training is delivered by her expert trainers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) 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 the tutoring is beneficial</p> <p>https://www.hertsforlearning.co.uk/teachingand-learning/research-projects/englishresearch-projects/key-stage-1-readingfluency-project</p> <p>Pupils who take part in the HfL Reading Fluency Project make exceptional progress in a short space of time. In just 8 weeks: The average increase in reading comprehension age for participating pupils is 1 year 5 months*. 76% on pupils on the project make (on average) more than 6 months progress in reading comprehension age; 66% of pupils moved up at least 1 book band. Pupils made, on average, 11 months progress in reading accuracy age.*</p> <p>*According to the YARC assessment tool. Based on data for over 400 pupils.</p> <p>Pupils typically demonstrated improvements in reading behaviour in terms of:</p> <ul style="list-style-type: none"> -stamina – able to read more text for a longer period whilst retaining understanding -accuracy – children make fewer substitutions, omissions, mispronunciations and additions when reading a 'cold' text - enjoyment – pupils read more and are more willing to explore a wider range of literature 	<p>1</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

	<p>-confidence – pupils tackle challenging texts with greater willingness and show improved tenacity in teasing out meaning</p> <p>-engagement – pupils offer more extended contributions in group discussions about challenging texts</p>	
<p>The new ELSA to undertake 6 sessions of training. We will continue to undertake the ongoing training of both ELSA trained staff, providing them with release time for training and supervision sessions termly.</p> <p>Within FS children will be supported with their selfregulation development through class-based interventions.</p> <p>Access specialist expertise in order to support regulation and</p>	<p>Emotional Literacy Support – interventions which target social and emotional literacy seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. ELSA interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulationstrategies?utm_source=/education-evidence/earlyyears-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=sit_e_search&search_term=sel</p> <p>As the EEF states ‘the development of selfregulation and executive function is consistently linked with successful learning, including prereading skills, early mathematics and problem</p>	4

specific learning and behaviour needs e.g EPS support, release time for staff to complete referrals to EH CAHMS Aspire	solving'. There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker selfregulation skills than their peers. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.	
Use an interpreter to support EAL child in class 6 so that he can access the curriculum		

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

Budgeted cost: £4,085.

Mathletes Games	
Volunteer translator expenses	£585
myHappy mind programme	2,700
Release time for a member of staff to attend training and prepare training	£200 per day cover
Subsidised visits and clubs	£800

Activity	Evidence that supports this approach	Challenge number(s) addresse
----------	--------------------------------------	------------------------------

<p>To engage parents in supporting accurate counting, fluency in number facts, strategic and critical thinking skills we will continue with Mathlete of the week activities.</p> <p>Purchase/make appropriate games for each year group.</p> <ul style="list-style-type: none"> -Promote White Rose 5 minute maths app. -Maths tutor to meet with parents of children tutored to demonstrate games that will best support targets being worked on. -Provide maths stay and learns so parents are more equipped to support maths learning at home. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning.</p> <p>It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as social interaction and numeracy skills; • general approaches which encourage parents to support their children; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Develop a whole school approach to Social, Emotional & Mental Health.</p> <p>Following the successful completion of the beginner's level of the Carnegie course. The DHML attends support sessions with the whole community through Carnegie and also attends Rotherham wellbeing network meetings</p> <p>Teach the the 'myHappy minds'programme fully throughout school</p> <p>Introduce my Happymind app to parents.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/728892/government-response-toconsultation-on-transforming-children-andyoung-peoples-mental-health.pdf</p> <p>In response to the Government's green paper the school have applied for the DfE mental health support funding. As part of this funding an additional member of staff has been temporary appointed to the SLT. Following DfE questionnaires and assessments the DMHL will begin the Carnegie Beginners level Establishing a Whole School Approach. https://www.leedsbeckett.ac.uk/research/carnegie-centre-of-excellence-for-mental-health-inschools/</p> <p>This is a programme for teachers' parents and children to help prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home nursery and school. It is endorsed by the NHS and evidence collected from school who use this programme is that there was a reduction in children who needed referrals to EH</p>
<p>-Purchase of specialist equipment e.g writing slope, non-slip mats sit & move cushions to support emotional regulation/physical needs.</p>	<p>https://myhappymind.org/programmes/schoolprogramme/</p>

<p>-Continue to monitor the attendance of PP children with first day response. Continue with robust tracking and early identification for attendance and lateness.</p> <p>-Work with Early Help and our school attendance officer to support families with attendance. -Share attendance data with parents via termly letters and in parent consultation meetings.</p>	<p>Pupils who have missed regular school or who are consistently late have rising gaps in their learning.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-fullattendance-actions-for-schools-and-localauthorities</p>
<p>School will actively encourage disadvantaged/PP children to access after school clubs in order to enhance children's experiences of different sports.</p> <p>School will subsidise the cost of extra-curricular activities and school visits/visitors so that no child is excluded from enrichment experiences due to family financial constraints.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/physical-activity</p>

Total budgeted cost: £ 45,410

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021 2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. **Challenge 1**

KS1 Phonics All

Y1 Phonics Results	All Pupils BSI	All Pupils Nationally	Gap
2022	76.3%	75.5%	+0.85
Y1 & 2 Combined	All Pupils BSI	All Pupils Nationally	Gap

2022	73.3%	69.9%	+3.4%
-------------	--------------	--------------	--------------

KS 1 Phonics PP

Y1 Phonics	BS1 PP	BSI Others	Gap	National others	Gap between BSI PP and National Others
2022	83%	76%	+7%	79%	+4%

KS 1 Reading All

Reading	All Pupils BSI	All Pupils Nationally
2022	66.2% GDS 18.3%	67% GDS 18%

KS 1 Reading PP

Reading	BSI PP	BSI others	Gap	National Others	Gap between BSI PP and National Others
2022	75% GDS 0%	65% GDS 20%	+10%	71.6% GDS 20.9	+4%

EYFS Phonics/Reading All

2022	School		National
Phonics	64%		74.7% 80.3
Word Reading Reading comprehension	69% 78%		

Phonics Reading PP Data

2022	School		others	Gap
Phonics	38%		67%	-29%
Word reading Reading Comprehension	63% 63%		73% 81%	-10% -18%

The teaching of phonics and reading using RWI is now implemented throughout school. Following the RWI development day, teaching of phonics in FS2 was reformed involving a high investment in new RWI books and materials. The children in FS2 were streamed throughout

the Spring & Summer term once new resources were in place with all children reading or accessed blending and 1:1 targeted worked on a daily basis at their level. The new system in EYFS has definitely had an impact on children's being able to blend well on entering Y1. More consistent assessment is now in place in both key stages with the same 2 staff in each key stage carrying them out. Systems can be further improved by ensuring there are contingency plans in place for staff absence so phonics can always go ahead. It will always be prioritised when there are school events and the RWI lead covering groups will be minimised to enable her to train and develop staff and carry out more frequent assessment ensuring children are moving groups as soon as they are ready/secure. Fast track phonics will be a priority. Dialogue is needed to decide when and who will deliver this. The Herts Fluency project was trialled in class 8 in the summer term and proved to have an enormous impact. Other staff in year two will be trained for the next academic year so that more children can access and benefit from it.

Challenge 2.

KS1 Maths Data all pupils

Maths	All Pupils BSI	All Pupils Nationally
2022	52.1% GDS 16.9%	67.7% GDS 15.1%

KS1 Maths Data PP

Maths	BSI PP	BSI others	Gap	National Others	Gap between BSI PP and National Others
2022	25% GDS 0%	55.6% GDS 20%	-30.6%	72.5% GDS 20.9	-47%

EYFS Data all pupils

Number	All FS Pupils BSI	All Pupils Nationally
2022	80%	

Number	BSI PP	BSI others	Gap	National Others	Gap between BSI PP and National Others
2022	62%	83%	-21%		

Maths results were significantly low for our school and in particular for the PP and DP children in Y2. The maths specialist teacher supported all the PP children however it was fluency within multiplication and division that was the statement that wasn't secured perhaps due to lower starting points and speedy coverage, not enough of fluency sessions devoted to recall of multiplication and division facts, staff and pupil absences.

More of the timetable is devoted to reading and writing so we need dialogue with all staff as to how this can be improved. We also need to look at intervention as we lost a highly skilled TA

who supported maths intervention and JS now one and a half days as opposed to three. It is simply not realistic to rely on JS for all intervention needed.

FS2 began the implementation of the NCTEM programme and the impact of this is already evident in current y1 teaching. Children have much better number sense and oral and mental fluency.

Challenge 3

Speaking and listening EYFS all pupils

	All FS Pupils BSI	All Pupils Nationally
2022 Speaking	42%	
LAU	42%	

	BSI PP	BSI others	Gap	National Others
2022 Speaking	24%	38%	-14%	
LAU	24%	36%	-12%	

Challenge 4.

PSD strand EYFS all pupils

	All FS Pupils BSI	All Pupils Nationally
2022	4%	

	EYFS BSI PP	EYFS BSI others	Gap	National Others
2022	0%	4%	-96%	

Due to exceptional needs one of our trained ELSA's needed to be redeployed to support a child on an EHCP pathway so this impacted on 1-1 work for KS1 children.

However as a result of PP lead accessing the Rosis 'Making a difference project' we Introduced a whole school programme for mental health and well being entitled My Happy mind in the Spring & Summer term which significantly impacted on our SEMH children and many resources and strategies were put into place to support these pupils.

A review of our school behaviour policy was undertaken in the Summer term with pupil voice being highly constructive leading to the policy being renewed. With significant changes to our green treat being reviewed.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
MyHappy mind	NHS

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include

- SLT to attend training 'Knowing and remembering more'

- Attending PP network meetings

- We have looked at a number of studies, in particular EEF evidence. The school will continue to evaluate and review the strategy and further explore and include other challenges adjusting the plan as necessary.