



Mid Term Review of PP for Governors

Review of key PP items in line with PP strategy document:

The following examples are compiled to address the key challenges we have identified. This is a 3 year programme of which we are in the second year. While a lot of these have targeted and wider support, nothing has more impact than the quality teaching we offer all our children. This has been supported recently by the use and delivery of 'Walk-Thru's.' Our focus of modelled example/fading backwards, guided practice and scaffolding is having substantial impact in class – reviewed by the staff team and in PDM.

At the start of the year, we had 31 children on the PP register (including ever 6). As of 17.05.23 we have 36 children on the PP register. The children with PP in each cohort is as follows:

Ladybird: 4

Rabbit: 10

Owl: 14

Badger: 6

Dragonfly: 2

Challenges

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

Challenge	Detail of challenge
1	Some of our children identified as being in the pupil premium group find it a challenge to emotionally regulate and this means they are not always ready to learn. (This group also includes those who are high attaining and pupils with SEND).
<p>Comments:</p> <ul style="list-style-type: none"> We have seen a steady reduction in behaviour related logs for 4 key children with SEMH vulnerabilities Staff have been trained on TI approaches including a 2 hour training session during the last INSET Staffing is such that children at risk of dysregulation and escalated behaviours are supported and monitored thoroughly – monitoring includes observations in class by Teacher and Teaching assistants, as well as analysis of CPOMs data 	

- The culture of the school has moved to embed TI approaches for all children, not just those on the PP register
- As a development step from what is embedded in school already, EEF training has been completed by the PP lead – looking at improving school and class behaviours, and learning behaviours, through consistency and boundaries. The school is in a secure place but some areas can be improved upon having looked at the evidence and school data
- The HT had trialled the use of reflection logs during consequence time - to track feelings, thoughts and reflections. It will help train our most vulnerable about the need to reflect on choices and behaviours. This will be rolled out for all teachers and teaching assistants

2	Some of our children who are eligible for pupil premium funding do not decode fluently – this impacts on their ability to access the wider curriculum and comprehend what is read.
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- Daily phonics takes place for all children – Years R to 4 including PP and vulnerable children from 5
- Internal monitoring, coaching and support of the quality of teaching for phonics and the impact of the teaching – we have had 3 staff start in the last term. They require training which is currently underway
- Focus children with PP receive additional support - 1:1 reading, pinny time, phonics boosters, focused phonics group, use of split vowel sound buttons
- Range of oracy and phonics based resources used to scaffold – especially in KS1 and the Early years
- Most classes use the phonics speed sound chart daily to teach and support high quality spelling
- Classroom strategies support phonics across the school – WFA, SPaG starters, spelling lessons, guided reading

3	A number of our children, identified as being in the pupil premium group in EYFS and KS1, have limited oracy skills this impacts the progress they make across the curriculum.
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- Development of the Oracy 21 project – all classes have been developing a talk guidelines with the Oracy lead focussing on ‘speaking and listening’ as a focus for the school. They have also undertaken Oracy supervision and observations around school to target the Oracy strands that most impact us as a school.

	<ul style="list-style-type: none"> • The role of oracy in EYFS continues to have a focus and impact through role play, continuous provision and planning • Trained staff to deliver specific phonics and oracy interventions in EYFS/KS1 – as mentioned in stand 3 above, this process is ongoing
4	Some children have not had the broad range of life experiences, high quality learning, and protective factors expected for primary school aged children
	<ul style="list-style-type: none"> • Additional ELSA staff member trained to support with SEMH needs identified – we intend to train more staff, however the courses are over subscribed and we are allocated 1 space per year currently • Due to the emotional load, our current ELSA trained practitioner has withdrawn from delivering ELSA in school • As a school, we are moving away from the primary use of ELSA. We are training Tas in Draw Talk training which is having impact and is also linked to our Trauma Informed practice • As part of our intent, promote physical health and well being via actions outlined in PE plan alongside Jigsaw, Anxiety Gremlin and metacognition and self-regulation foci – we have also invested in the Inspired Schools Inspired Playgrounds project which has trained a group of Year 5 and 6 children to lead and develop activities and support behaviour in the playground at lunch • Offer support so that any disadvantaged student can access a broad range of experiences and life skills.(Including camp, swimming, clubs and breakfast club) <ul style="list-style-type: none"> ○ 5 PP children access breakfast club each week averaging 15 sessions ○ 11 PP children access after school club each week averaging 16 sessions • Subsidise school activities for PP children to ensure equal access
5	Whilst the attendance for many children in the pupil premium groups is at or above 95%, some children are persistently absent or have attendance below 95%.
	<ul style="list-style-type: none"> • Clear communication to all parents – clarity and consistency through attendance letters • Staff review and monitor attendance – ensuring positive attendance trends are supported and parents are supported if attendance drops

<ul style="list-style-type: none"> Classes with good attendance are highlighted in the newsletter 	
6	The progress of a number of children eligible for pupil premium funding has been impacted by the pandemic.
See data below	

Data in relation to MIME document:

The data presented is not statistically reliable due to the small number of children receiving PP in each cohort.

Reading Progress Data

Data	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PP	1/1 100% 1 no data 2 children	1/6 17% 6 children	2/6 33% 4 no data 10 children	1/4 25% 1 no data 5 children	2/3 67% 3 children	2/2 100% 2 children
NPP	11/13 85% 3 no data 16 children	12/16 75% 16 children	6/9 67% 3 no data 12 children	13/19 68% 19 children	12/13 92% 13 children	14/16 88% 16 children
Whole School	12/14 86% Progress data is not yet available for 4 children	14/22 64% 22 in cohort	7/15 47% 22 in cohort Progress data not yet available for 7 children	14/22 67% Progress data not yet available for 2 children 12/22	14/16 88% 17 in cohort Progress data not yet available for 1 child	16/18 89% 18 in cohort

Writing Progress Data

Data	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PP	1/1 100% 1 no data 2 children	1/6 17% 6 children	3/6 50% 4 no data 10 children	1/4 25% 1 no data 5 children	3/3 100% 3 children	0/2 0% 2 children
NPP	11/13 85% 3 no data 16 children	11/16 69% 16 children	6/9 67% 3 no data 12 children	10/19 53% 19 children	8/13 62% 13 children	16/16 100% 16 children
All Children	12/14 86% Progress data is not yet available for 4 children	12/22 54% 22 in cohort	9/15 60% 22 in cohort Progress data not yet available for 7 children	54% 24 in cohort Progress data not yet available for 2 children 12/22	11/16 69% 17 in cohort Progress data not yet available for 1 child	16/18 89% 18 in cohort

Maths Progress Data

Data	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PP	1/1 100%	4/6 67%	1/6 17%	1/4 25%	2/3 67%	2/2 100%

	1 no data 2 children	6 children	4 no data 10 children	1 no data 5 children	3 children	2 children
NPP	12/13 92% 3 no data 16 children	12/16 75% 16 children	5/9 56% 3 no data 12 children	11/19 58% 19 children	10/13 77% 13 children	16/16 100% 16 children
Children	13/14 93% 18 in cohort 4 new joiners so progress data not yet available	16/22 73%	6/15 40% 22 in cohort Progress data missing for 7	12/23 52% 24 in cohort Progress data missing for 1	12/16 75% 17 in cohort Progress data missing for 1	16/18 89%

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,385
Recovery premium funding allocation this academic year	£3000 est *updated Nov 21 – see appendix 1
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,385

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
Accelerated Reader	Renaissance Learning
Read Write Inc	Oxford University Press
Cracking Comprehension	Rising Stars
Spelling Shed	EdShed
NELI	DfE - Bishops Lydeard Staff Team
Beanstalk Readers	Coram Beanstalk
Early Years Talk Boost	i-Can
Times Table Rock Stars/Numbots	Maths Circle
Purple Mash	2simple