

Pupil premium strategy statement

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	Cherry Orchard Primary School
Number of pupils in school	235 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	39.5% (78 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	07/12/2022
Date on which it will be reviewed	September 2024
Statement authorised by	Maria Hill (Executive Head)
Pupil premium lead	Sey Hassan
Governor / Trustee lead	Harvey McEnroe

Funding overview

	Amount we receive for Pupil Premium
Pupil premium funding allocation this academic year	£80 330
Recovery premium funding allocation this academic year	£11,310
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	£91,630

Part A: Pupil premium strategy plan Statement of intent

Cherry Orchard Primary School aims to embed a number of key principles and practices to target improvements for pupils from disadvantaged backgrounds. Our ultimate aim for our disadvantaged pupils is equal opportunity within all aspects of education and school life. We want our disadvantaged pupils to be motivated to learn, aspirational for their own futures and to have equity in progress and attainment to that of their non-disadvantaged peers. This is an ongoing process and we continue to use the government provided funding to address underlying inequalities and aim to tackle the disadvantages that some children experience in life. As a school we use the money carefully to ensure that our vulnerable children achieve the best support possible as we identify and review barriers, implement strategies to combat these and improve practice for all.

We are a school that values research and professional development within education to inform our own school improvement, teaching and learning and to strengthen professional reflective practice in order to continually evaluate and improve. We use both internal school action based research, (as part of staff professional development system) as well as local and national based research to inform practice and school improvement, such as that on offer from the EEF teaching and learning toolkit.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Our pupil premium strategy focuses primarily on the quality of teaching and learning, staff professional development based on evidence based research, equality of opportunity for our disadvantaged and most vulnerable pupils and targeted research and intervention based on pupil outcomes from internal and national data.

In its first year of implementation, our current strategy builds upon some of the practices and developments already underway in school, however in light of progress and data analysis post-Pandemic, a shift in focus on improving progress and attainment in reading across the school and in phonics is a key priority for this coming 3 year period. We aim to do this through:

- the development of an aspirational, high quality and relevant curriculum - improving and continually increasing pupil independence in learning, utilising metacognition and reading comprehension and fluency
- further improving pupils' attitude to their education so that they are highly motivated, study effectively and are resilient to setbacks.

In the academic year 2022-23, we are pleased that our PP gap narrowed for attainment, with PP children achieving broadly in line with non-PP national and borough average for in Reading, Writing and Maths combined at KS2 and PP children outperforming the national average for PP for RWM combined at both KS1 and KS2. EYFS data for the same academic year shows PP children achieving a good level of development to be above that of national PP and non PP children; the gap was closed further in the phonics test for PP children. However, whilst the attainment gap between PP and non PP children closes across the school, we are aware that due to our vulnerability factors, we will always need to be mindful of this challenge, especially given the analysis of internal data during and post-Pandemic period, which has presented us with further challenge with regards to the gap between PP and non PP children and progress for all children.

Cherry Orchard continues to be committed to tackling early inequalities.

Challenges

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

Challenge number	Detail of challenge
1	Oral communication skills are low for many children who enter EYFS, especially for those in receipt of Pupil Premium funding. This language deficit and low starting point slows early progress. Also high numbers of EAL children and SEND within EYFS who are in receipt of Pupil Premium.
2	A lack of early exposure to rich and varied language slows down progress in English for children eligible for Pupil Premium funding across the school, especially of boys, in Reading (and consequently in Writing). This is seen from the low baseline scores and internal attainment data post pandemic period.
3	Children's progress in phonics knowledge and the application of this to reading skills is variable, in part due to the challenges of lockdown and remote learning. This is a key challenge that needs addressing as part of this three-year strategy, especially within this post pandemic period.
4	A significant number of children who fall within the PP and PP/SEND group have difficulties with readiness to learn because of sensory processing and attentional focus difficulties. This limits their capacity to focus and engage in lessons. These barriers have been exacerbated by Covid-19 lockdown.
5	A number of children entitled to Pupil Premium have social, emotional and behavioural and/or SEND barriers that have a detrimental impact on their academic progress. Internal data analysis shows that progress for these pupils, including pupils within the White British ethnic group, tends to be slower than that of their peers across the school. Learning walks and progress meetings with teachers identified pupils who generally present with insecure attachment which can have a negative effect on their dispositions for learning and engagement in lessons- this is more prevalent in children who are in receipt of Pupil Premium funding, particularly in KS2.

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
<p>Challenge 1:</p> <p>EYFS focus:</p> <p>Improvement in communication and language results for PP groups</p>	<p>Pupils within EYFS requiring targeted speech and language therapy support are identified, assessed and in receipt of appropriate support by the end of Reception.</p> <p>Talk Boost and Early Talk programme (targeted language support to ensure</p>

<p>Pupils identified with specific speech and language difficulty receive targeted or specialist intervention to meet their individual needs.</p>	<p>fundamental foundations needed for good language and social and emotional development) outcomes show all pupils who received intervention make progress, and move to QFT, unless requiring a referral for specialist assessment.</p> <p>100% of identified PP children with a language programme reach their personalised communication and language targets.</p>
<p>Challenge 2:</p> <p>Increased access to rich and varied contexts, texts, educational visits and experiences raises pupil engagement and expectations.</p> <p>Raised reading profile around the school to increase exposure to quality books and create an enthusiastic reading culture within the school.</p>	<p>At the end of KS2 children entitled to Pupil Premium, particularly boys, reach or exceed national expectations as a result of making rapid progress in reading and writing.</p> <p>Increased engagement in reading across school; both reading for pleasure and improved reading skills shown through accelerated progress and a consistent teaching approach embedded across the school through VIPERS and higher challenge questions, including strategies to enable all learners to access higher challenges. Rapid- Catch Up sessions in Little Wandle across the school also contribute to this.</p>
<p>Challenge 3:</p> <p>All children will have access to a high quality systematic synthetic phonics (SSP- Little Wandle) approach and materials which supports them to make very good progress in reading particularly considering the interrupted nature of remote and face to face teaching and for the last 2 years for this group of early readers.</p>	<p>Teachers are confident in delivering a high quality SSP approach to the teaching of phonics. This means that children learn to identify phonemes, associate them with graphemes and to blend and segment these to acquire text-based literacy skills.</p> <p><i>Little Wandle Letters and Sounds</i> (DFE validated SSP programme) is adopted and embedded within practice across EYFS and KS1 (as well as appropriate learners within KS2) making a significant impact to improve outcomes for disadvantaged pupils.</p>
<p>Challenge 4:</p> <p>Children will be well regulated and ready to learn, resulting in improved engagement in lessons, impacting on outcomes over time.</p>	<p>Through regular access to sensory processing input and interventions, children's readiness to learn, focus and attention will develop. Adults will support, and children will learn, strategies to regulate their sensory systems which positively impact on their behaviour and access to learning. A whole school approach to Zones of Regulation and regular well-being checks, as well as the use of our calming trolley as per our Behaviour Policy.</p>

<p>Challenge 5:</p> <p>Pupils within the focus group (WBri PP children) demonstrate an increase in emotional literacy that improves their behaviours for learning.</p> <p>Children, especially those in receipt of Pupil Premium funding, will develop secure learning behaviours and dispositions for learning that support them to make good progress, including home learning.</p> <p>Early interventions identify and successfully support vulnerable children and families to access learning successfully.</p> <p>Pupils within the focus group (WBri PP children) voice an improved perception of learning behaviours in class.</p>	<p>Social, behavioural or emotional issues are resolved or minimised and children and families feel supported to address issues so that learning takes place.</p> <p>Identified children participate in ELSA sessions to support their emotional literacy and mental health.</p> <p>Our school dog, Cooper, also works with children to support their mental health and well-being.</p> <p>Children will have learning behaviours that enable them to sustain independent learning and make better than expected progress to reach or exceed national expectations at the end of Year 6.</p> <p>Social, behavioural or emotional issues are resolved or minimised and children and families feel supported to address issues so that learning takes place. There are fewer behavioural incidents recorded for these children through restorative justice and a positive behaviour policy.</p> <p>Pupil voice survey (school council based) is mostly positive and demonstrates an improvement in attitude to learning</p>
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff on Little Wandle. Use planning consistently, ensure all staff use agreed resources and terminology</p>	<p><i>Little Wandle</i> is a SSP that is validated by the DfE. Delivery of the programme is best placed to improve outcomes for our disadvantaged pupils, which over time should influence greater depth reading outcomes by the end of KS1 and KS2, as well as support children accessing the broad and balanced curriculum as a whole.</p>	<p>1, 2, 3</p>
<p>New and existing teaching staff survey about specific areas of SEND and EAL teaching and learning. This will support professional development design and influence personalised training requirements as well as school or year group specific INSET planning and purchase of relevant CPD from external sources:</p>	<p>Many of our pupils who are either low attaining, or on the SEND register are also in receipt of pupil premium. We therefore use PP funding to subsidise a percentage in line with the number of PP pupils within this cohort, to support staff professional development in teaching and learning strategies for pupils with SEND. This targeted support has previously resulted in internal data evidencing improved outcomes for disadvantaged low attainers and pupils with SEND. It also supports QFT for all. This is an ongoing funded aspect of support from our PP budget as evidence from training, learning walks and book looks over time show improved standards in teaching and learning for inclusive practice across all subject areas for disadvantaged low attaining or SEND pupils.</p>	<p>1,3,4,5</p>
<p>Inclusive curriculum focus on equality of opportunities to access all areas of the curriculum for disadvantaged pupils with SEND.</p> <p>SENCo to meet with</p>	<p>Five evidence-based strategies to support high-quality teaching for pupils with SEND- EEF-</p> <p>The above evidence-based blog research demonstrates that the following 5 techniques contribute to QFT inclusive practice across all areas:</p> <ol style="list-style-type: none"> 1. Scaffolding 	<p>1,4,5</p>

<p>curriculum leaders to discuss QFT within their subjects. Subject specific tech that will support teaching and learning as well as appropriate support via the 5 techniques highlighted.</p>	<p>2. Explicit instruction 3. Cognitive and metacognitive strategies 4. Flexible grouping 5. Technology use – to include assistive technologies and alternative ways of recording and evidencing learning</p> <p>Engagement 4 Learning - The Engagement Model - Professor Barry Carpenter</p> <p>Professor Carpenter’s Engagement for Learning Framework and research blog offers educators the resources to construct personalised learning pathways, the flexibility to adjust and optimise them, and an effective means to evidence children’s progress.</p> <p>The Engagement Model guidance - DfE</p> <p>The engagement model was adapted from the 7 aspects of engagement, which was devised by Professor Barry Carpenter in the DfE-funded Complex Learning Disabilities and Difficulties project in 2011. The engagement model was developed with the support of an expert group involving members of the Rochford Review and using the evidence from an evaluation of the 7 aspects carried out in 2018.</p> <p>As a school we aim to ensure that we have “high quality teaching, pedagogy and appropriate special educational needs provision in place” for pupils (DfE).</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 51,702.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching in Reading to enable children to	Precision Teaching (PT) is an evidence-based intervention ; a timed assessment that evidence that fluency improved as well as accuracy.	3,4

<p>access higher level text and inference questions which results in more children reaching the GDS.</p>	<p>What is the aim of precision teaching?</p> <p>Precision Teaching aims for students to acquire the skills of mastery, maintenance and generalisation (Binder, 1988) within a particular curricular area, highlighting the importance of students becoming fluent in a particular domain, for example word reading or multiplication</p> <p>Use of Precision Teaching with identified children to improve word reading fluency.</p>	
<p>Support children to develop play skills and learning through access to a play therapist, a play-based approach to outdoor learning and focus on play in the curriculum</p> <p>Child-led play within the EYFS curriculum</p>	<p>Play based learning - EEF</p> <p>Play-based learning may overlap with self-regulation approaches or social and emotional learning strategies. On average, studies of play suggest that play-based learning approaches improve learning outcomes by approximately 5 additional months. Whilst there is limited evidence to play based in EYFS, our EY settings are equipped with indoor and outdoor play facilities, and promote play-based learning. Utilising additional resources and materials, such as those required for dramatic play or play to support early literacy, and training for staff to develop their understanding of how to develop children’s learning from play activities is likely to be beneficial in supporting the promotion of early language and social communication and interaction within the school. This includes training to support decisions about when not to intervene during child-initiated play and to use lesson study approaches to improve the quality of adult-child interaction (ACI)</p> <p>Our 2019-20 EYFS cohort, 45% of children had SLCN, making it the highest category of need, corroborating that speech and language disorder is more prevalent in studies of younger children (McLeod and Harrison, 2009). 75% of those children are Pupil Premium - therefore it is vital that there is a focus improving pedagogy amongst staff within ACI to focus on key strategies that allow children with SLCN to build and enhance their vocabulary and attentional focus; most importantly, support children with SLCN to acquire skills that underpin communication, not just to use language functionally and participate in communication in the exchange of meaning, but enable them to effectively access future and life-long learning.</p>	<p>1,5</p>

	<p>There is well-documented literature that ‘endorse the long-term positive outcomes for children’s achievements and social adjustment of certain kinds of intervention in the early years’ (p.83). They highlight:</p> <p>‘An overwhelming number of studies document the long term consequences if young children’s difficulties are left unaddressed: that over 40 percent of seven-and-eight-year olds with ‘conduct disorder’ go on to a pattern of habitual delinquency in adolescence, that unaddressed severe literacy difficulties link closely with later experience of exclusion from school and that some 50-60 per cent of prison population also show evidence of difficulties in acquiring literacy skills’ (Gross and White, 2004, p.83)</p> <p>Where those coming into their early education have not been exposed to optimal early communication interactions, practitioners need to ensure that they provide as many opportunities within child-led play and activities as possible, ensuring that ‘the process of doing a task is not dominated by an adult, but jointly regulated by adult and child’ Elbers, Hoogsteder and Maier (1996)- The architecture of adult child interaction</p>	
<p>Assessment analysis and progress meetings to target specific PP pupils who have a widening gap between progress and attainment scores at expected and greater depth for reading in year 5 & 6. Internal targeted group support (Assistant Head- experienced Y6 teacher) to deliver small group intervention on a 1:1 or small group 1:4 maximum level as well as carefully planned team teaching. TA in Year trained in targeted maths interventions to work across Year5&6 identified groups.</p>	<p><i>The EEF Teaching and Learning Toolkit</i> states that “the average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.” 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 engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). The studies in mathematics show a slightly smaller positive impact (+ 3 months).</p>	<p>2,4,5</p>
<p>Whole school approach to implement progressive skills in</p>	<p>READING COMPREHENSION STRATEGIES- EEF 6 months+ impact. Reading comprehension strategies focus on the learners’ understanding of</p>	<p>1,2,3,5</p>

<p>reading fluency, reading and comprehension and small group taught sessions in all year groups.</p>	<p>written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>Adoption of Reading VIPERS initiative through <i>The Literacy Shed</i>. This is going to be part of whole class and small group teaching offer for our disadvantaged pupils (although not exclusively PP children, as it is to be provided on priority of need and outcomes from teacher AFL). Whole class planning in the teaching of specific reading skills (VIPERS) will deliver a systematic and progressive skills and knowledge led approach that will be explicitly taught within the teaching timetable, linking where appropriate to high quality writing outcomes.</p> <p>Vocabulary</p> <p>Inference</p> <p>Prediction</p> <p>Explanation</p> <p>Retrieval</p> <p>Sequence or Summarise</p> <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p> <p>Beyond QFT within the whole class, smaller group teaching of reading will be offered to identified pupils who require support as a result of missed learning or disengagement during the COVID Pandemic remote learning. Children will be targeted via QFT and in house intervention, with class teacher's identifying pupils who may require booster sessions due to the impact of COVID on outcomes. There will be additional before and after school boosters over the Spring term after data and progress analysis.</p>	
<p>TA-led Rapid- Catch Up</p>	<p>Year 2 and 3 will be using the synthetics phonics</p>	<p>3</p>

<p>(Little Wandle) and reading fluency/comprehension in small groups in years 2 and 3 for identified pupils who did not pass the phonics test in year 1 or 2; or who have been identified by their class teachers as require additional tutor support.</p>	<p>training programme within their year groups. In addition, there will be TA-led based phonics sessions to help pupils with slow processing or who have a specific difficulty keeping up with the phonics in class. As the <i>EEF Teaching and Learning Toolkit highlights</i> “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>Targeted Dyslexic and low attaining literacy programmes for disadvantaged pupils. Using STEP assessed, monitored and reviewed programmes, these take place with identified children on a 1:1 basis 3 x week 20-30 minutes. We employ a Learning Mentor - our specialist link TAs who has had extensive training to reassess pupils who reach the end of a programme. They also support, model and train other TAs who are carrying out the programmes, and focus on ensuring skills taught in intervention are also being carried over into the classroom and class work. She also works closely with our STEPS Outreach support worker to review children accessing the programmes and supports parents through the dyslexia assessment process.</p>	<p>STEPS –RBG service that can be commissioned as well as part of the core offer to schools. Research-based dyslexia support and literacy programme cumulative intervention to support pupils with specific learning difficulties. We commission further services such as dyslexia assessments from the STEPS service and have a long running relationship with this service, and year on year proven positive impact for pupils with specific literacy difficulties. The reports and programmes devised are of high quality, tracked, monitored and reviewed regularly. Class teachers are responsible for ensuring any intervention target is also a focus in class, as well as personalised learning targets in these more specialist sessions spilling over into class with sounds of the week, or cue cards on desks etc. Out link STEPS TA who completes screening assessments for the programme also produces a ‘gap filling’ programme for class teams so that in the interim of assessment and programmes being devised by the STEPS service, needs are being addressed straight away. Research highlights the importance of this approach, with clear feedback between TA and Class Teacher of paramount importance to the success of intervention. Recommendations: “<i>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</i>” and “<i>Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions</i>” are an area of focus within the school’s inclusion plan this academic year. The SENCo works with our specialist link TAs, TAs and teachers to ensure continuity of skills practice in the classroom.</p>	<p>3,4</p>

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

Budgeted cost: £ 16,792.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children with identified sensory processing issues or dysregulation access provision coordinated through the SENCO with input from ASD Outreach, Waterside, Sensory Service and OT, which support and address these.</p>	<p>Behaviour Interventions- EEF</p> <p>Behaviour interventions have an impact through increasing the time that pupils have for learning. The average impact of behaviour interventions is four additional months' progress over the course of a year.</p>	<p>4,5</p>
<p>Children have access to appropriate high-quality therapeutic interventions where there are concerns about their mental health and wellbeing there are concerns about their mental health and wellbeing</p>	<p>Social and emotional learning EEF</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes. Social and emotional learning interventions seek to improve pupils decision-making skills, interaction with others and their self-management of emotions.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, which will indirectly impact on the cognitive elements of learning.</p> <p>We focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <ul style="list-style-type: none"> ● <i>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</i> <p><i>Our school ethos that runs throughout the school and promotes access and aspirational goals for all learners;</i></p> <p><i>To go further than I thought,</i></p> <p><i>To reach higher than I dreamed,</i></p> <p><i>To become the person I need to be</i></p>	<p>5</p>

<p>ELSA training for two members of staff and ongoing supervision with EPS.</p>	<ul style="list-style-type: none"> • Universal programmes which generally take place in the classroom with the whole class <p><i>Implementation of whole school PSHE approach - use of Jigsaw curriculum and resources</i></p> <ul style="list-style-type: none"> • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. <p><i>ELSA - The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain. Cherry Orchard put forward 2 TAs for ELSA training last academic year and as part of its wider offer to schools, stipulates ongoing ½ termly supervision to support ELSAs and their work which will continue over the projected PP strategy plan to support the expertise within school to support vital SEMH and Mental Health support for disadvantaged and vulnerable students.</i></p>	<p>5</p>
<p>Extend The Zones of Regulation Framework to whole class - use of shared Zones visuals and extend training from selected TAs who currently deliver the</p>	<p><u>Zones of Regulation Framework</u>- The Zones is a systematic, cognitive-behavioral approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially. We use this system with the support of SALT and</p>	<p>5</p>

sessions to whole staff training (planned Spring term 2022)	ASD Outreach with identified pupils. We plan to extend the visual framework to the wider class group to support emotional regulation and increase social and emotional engagement.	
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Total budgeted cost: £ 78,495

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Context:

Total number of all children (PP +non PP) on roll

Total number of all children on roll: 207 (excl. Nursery)

Number of children receiving funding through the Pupil Premium Grant (PPG) on roll:

Whole school:72/207 35%

This report will summarise progress towards targets on the previous 3 year PP strategy plan. When looking at the data and information below it is important to keep in mind the context of our pupils who qualify for the Pupil Premium Grant.

17 % of PP children have special educational needs.

11% of PP children have English as an additional language.

In the last academic year, 2020-21, we have also had a higher number of pupils coming through the Fair Access Panel process- this can be due to a breakdown in relationship with their previous school, behavioural difficulties with managed moves, or special needs that have not yet had support from the SEND assessment service. A fair access protocol exists to ensure that children without a school place, especially the most vulnerable, are offered a place at an appropriate school as quickly as possible. The fair access panel meets fortnightly and it includes representatives from Royal Greenwich schools, the local authority and other agencies. The panel considers all the information available and the child's individual circumstances to make a decision about what school would best meet the child's needs. Children admitted through the fair access panel get priority over children who wish to transfer to another school and those who are waiting for an appeal.

Through disruptions over the Pandemic period, teaching and additional targeted input was disrupted however some targeted provision was facilitated to continue over wider school closure. Children who did not attend school had equipment loaned to them so that they could access our remote learning offer, as well as children having access to specialist programmes and equipment throughout lockdown, for example loans of sensory circuit equipment, supportive learning packs and resources delivered from school and access to virtual interventions. Many vulnerable children who also fell within the PP group were offered spaces

in the school based provision during lockdown.

During lockdowns, the SLT including the SENCO and the Learning Mentor offered telephone consultations and ongoing welfare calls for families; organised equipment loans so children could continue their sensory diets in some form at home via instructive video; provided training for staff, who were able to use this to support children in their class, whether at home or school; and continued to work with identified children and support class teams who were in school. Learning packs were also provided in hard copies and resources shared for home for those who struggled to engage with online learning.

The Learning Mentor and SLT were highly effective in targeting those families of children eligible for Pupil Premium while providing support for families across the school. This was particularly important during lockdown to ensure families, who often felt isolated and abandoned by other services they rely on, had someone that they know and trust to discuss their concerns with. Families were offered support with weekly food packages - through the school's FareShare programme, access to school meals vouchers, signposts to local charity food and hot meal support and other issues families faced such as respite and play opportunities, using the local offer to access specialist weekend play sessions for a change in environment and safe access to outdoor play equipment over the Pandemic where some families have no outdoor space. Some of these support offers were more pertinent to families whose children are eligible for PP funding.

Through review and ongoing data analysis, Pupil Premium provides an important funding stream to offer provision that has a wide and diverse impact for disadvantaged children across the school. The evidence suggests that the services offered by all of these part-funded roles to be crucial in achieving needs-led best outcomes for our children, including the most vulnerable, and we propose to continue funding these in part through Pupil Premium. As data shows, our PP group crosses over with a percentage of our EAL and SEND groups.

Review of progress towards 3 year strategy priorities: [detailed in green \(2021-22\)](#)

[detailed in blue \(2022-23\)](#)

Attainment data: 2018-2019
No data 2019 – 2020 due to Covid 19

	EYFS	Year 1	Key Stage 1	Key Stage 2
	Good Level of Development	Phonics	Reading, Writing & Maths combined	Reading, Writing & Maths combined
School PP	83%	80%	67%	71%
England PP	57%	72%	NA (Borough-57%)	51%

England non-PP	74%	85%	NA (Borough-78%)	70%
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Attainment Data 2021/22:

	EYFS	Year 1	Key Stage 1	Key Stage 2
Data not published - Covid Recovery	Good Level of Development	Phonics	Reading, Writing & Maths combined	Reading, Writing & Maths combined
School PP	64%	70%	36%	87%
England PP	Unknown	Unknown	Unknown	Unknown
England non-PP	Unknown	Unknown	Unknown	Unknown

Attainment Data 2022/23:

	EYFS	Year 1	Key Stage 1	Key Stage 2
	Good Level of Development	Phonics	Reading, Writing & Maths combined	Reading, Writing & Maths combined
School PP	44%	73%	55%	67%
England PP	Unknown	Unknown	Unknown	Unknown
England non-PP	67%	79%	56%	59%

Outcomes:

	Barriers to attainment for all pupils with PP	Success criteria	How it will be measured
A	Low attainment on entry to Foundation Stage	Children have targeted support for language, access to sensory room for self regulation and real-life experiences (theatre visits to school) SALT provision has continued to be delivered to all identified pupils throughout the pandemic. The speech and language therapist was commissioned for ½ day a week which has not been a sufficient level of SALT support to	Accelerated progress in EYFS data

		<p>meet need as this needs to cover universal and targeted work as well as provision outlined in EHCP SALT quantification. The review of statutory SALT quantification outlined for the academic year 2021-22 means that the level of SALT for next academic year has increased to one full day.</p> <p>Support provided directly to families for sensory provision and diets to be met at home- equipment loaned for sensory circuits so children can be supported with self-regulation whether at home or accessing school.</p> <p>Other external agencies continued to be commissioned and to continue in to next academic year are:</p> <p>Social Communication Project</p> <p>CAMHS Early Intervention Model</p> <p>Last academic year we also increased our Educational Psychology Service commission considerably. We worked closely with EPS to review the high level of need within EYFS which reflected a higher number of EHCP applications. The same amount of increased EP time will continue over the next academic year so that the significant backlog of pupils (some of which are PP children) who require EP involvement but have not yet received it will have their needs met. To meet this increasing need we have increased our EPS allocation from 6 hours per term to 9.</p> <p>Children have targeted support for language, access to sensory room / pod for self-regulation and also real-life experiences.</p> <p>Many of our pupils are supported through additional funding secured from Early Years Inclusion Funding. This has allowed for specialist equipment and additional staff resourcing. After 3 terms if needed this funding transfers to an application for an</p>	
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		<p>EHCP.</p> <p>SALT provision equates to a speech and language therapist commissioned for EHCP children ½ day a week and an additional SALT for the universal and targeted pupils.</p> <p>Support is provided directly to families for specific sensory provision and diets to be met at home.</p> <p>Other external agencies continued to be commissioned and to continue in to next academic year are:</p> <p>Social Communication Project - a full day provision once a week for the whole school.</p> <p>Educational Psychology Service commission considerably. The EPS allocation is 12 hours per term.</p> <p>School Mentor dog, Cooper, visits Nursery to support with social, emotional and mental health.</p>	
B	To continue to close the gap between PP and non PP by end of KS2	<p>Volunteer readers, 3 teaching assistants to provide additional support for Reading, Writing and Maths, and enable accelerated progress for children who do not pass the Yr1 phonic test.</p> <p>The pandemic has affected the progress of this particular target however the school has continued to address the attainment gap through providing a HLTA across each phase group within the main school in order to increase QFT and address needs of identified small group work to bridge learning gaps across the core subjects. Into the next 3 year phase of our PP strategy plan, further HLTAs will be trained to continue the increased capacity of QFT and high quality targeted support across the</p>	Decrease the gap between PP and non-PP

		<p>school to ensure that attainment gaps are closed.</p> <p>Real life experiences and enrichment activities: This has, unfortunately not been able to happen as would usually be the case due to the COVID restrictions in place across the country. This will be in place once restrictions are lifted and services are running once again.</p> <p>One HLTA is now solely stationed in a learning classroom full time all week providing booster and STEPS interventions to those children who require this.</p> <p>The Learning Mentor assesses pupils on 'Filling in the Gaps' programmes and TAs deliver interventions to ensure pupils are secure in phonics / reading and spelling / writing.</p> <p>TAs work across each phase group within the main school in order to increase QFT and address needs of identified small group work to bridge learning gaps across the core subjects.</p> <p>Learning toolkits are in every class to support learning and contain manipulatives, word banks, dyslexia friendly resources, visual checklists, visual symbols etc.</p> <p>Real life experiences and enrichment activities are being promoted to increase the pupils' learning culture.</p>	
C	To ensure all children are in school on time and ready for learning	<p>Subsidised breakfast club to named children ensure that children are in school having had breakfast and are 'brain awake'</p> <p>Once again, the pandemic has affected the progress of this particular target with the prolonged suspension of breakfast club over the Pandemic period. Monitoring of engagement</p>	Reduction in lateness to school

		<p>in online learning however over school closures and bubble closures was supported by all staff. Google surveys to families to find out who had access to devices informed which families needed further support in 'attending' and accessing learning. Government funded devices as well as donated devices were loaned to families as well internet dongles. Teachers monitored pupil engagement and made regular calls to families to further support this.</p> <p>Breakfast club and subsidised places can resume from 2021-22 academic year to support attendance and children in school 'ready to learn'.</p> <p>Subsidised breakfast club for children who need this provision and an open breakfast club for those children who may have missed breakfast that day - accessed with a breakfast pass. All children are aware of this through the whole school assembly. This ensures no child is in the classroom hungry as this would impact their ability to learn.</p> <p>All children greeted at the gate with Cooper, the school Mentor dog. This brings a smile to their face and they are enthused to come to school. Cooper visits all classrooms regularly.</p>	
D	Improved attendance for PP children	<p>Regular meetings with staff to enable good attendance and support parenting. Learning mentor able to collect children from home when deemed necessary</p> <p>See above</p> <p>Our attendance officer has monitored PP children rigorously throughout the year. Under new legislation from the government we have called lots of parents for initial meetings to agree contracts together. This initial meeting</p>	Increase in attendance data

		has, in most cases, seen an improved attendance. Our PA has fallen.	
E	All PP making expected and/or accelerated	Music therapy for emotional barriers to learning, use of laptops where needed.	Decrease gap between school
	attainment	<p>Additional interventions/pre-learning groups/homework clubs to enable learning. Before school and after school booster groups in KS2. Lego therapy delivered to enable problem-solving, communication, and engagement.</p> <p>The pandemic has affected the progress of this particular target being implemented in its usual way.</p> <p>However, the school has endeavoured to work with partnership stakeholders so that provision identified for PP children did not cease completely;</p> <ul style="list-style-type: none"> • Music Therapy moved to virtual sessions during lockdown and in wider school opening, then resumed face to face as soon as robust risk assessments and cleaning routines were in place so that children still benefited from the MT offer. • 22 laptops were obtained through government and donated devices and loaned to families in need, as well as prepaid internet dongles. • Lego therapy sessions were facilitated virtually in school for the duration of time that outreach services' own risk assessment would not allow them to cross over bubbles in schools they supported. <p>A home-from-home room, Rainbow Room, was devised so that many additional needs could be met so</p>	PP and England non-PP

		<p>that pupils can attend classes and learn. The room is zoned into kitchen / lounge / learning space and sensory play. Children can access the room if they need breakfast using a Breakfast Pass, a break before they dysregulated using a Break pass, or if they need a quiet space to work / need support with their work using a Learning pass. Children can also use the privacy suite to do their hair, spray deodorant if they have missed this opportunity at home.</p> <p>Children who are on the pathway to specialist provision are taught in this room which is low arousal, calm and staffed well. These children are often non-verbal and require specialist interventions such as Attention Bucket, PECS, sensory circuits, sensory play. Other children dip in and out of the room for these interventions where needed.</p> <p>Additional interventions / pre-learning groups / homework clubs continue to enable learning. Before school and after school booster groups in KS2.</p> <p>Lego therapy and Language for Thinking sessions delivered to enable problem-solving, communication, and engagement.</p>	
F	Children coming back to school after holidays hungry	<p>Provide holiday healthy cookery club in conjunction with local housing association. Children attend twice weekly and learn how to cook nutritious meals, feeding the children attending the sports club on site and taking home food and a recipe card.</p> <p>School worked with all of the government offers over the Pandemic period to ensure that families had access to food vouchers. For families eligible who particularly struggles with the process and the redeeming of vouchers, in these cases the school went above and beyond to ensure that these families did not go without, on many occasions arranging delivery</p>	Enable children to make healthier choices and a place to eat a cooked meal

	<p>or collection of food supplies, or by getting the children into school as an identified vulnerable children and providing them with food in school. Upon the wider school opening after lockdown, ALL children were provided with a hot school lunch for the remainder of the half term.</p> <p>Whilst the holiday cooking programme was not able to go ahead due to the restrictions in place, the school increased its FareShare programme, supporting up to 22 families every week with food parcels. Families were also signposted to local hot food that they could access within the community- having identified families through regular welfare phone calls - many of whom fall within the PP group.</p> <p>During the 2023 summer holidays Charlton Triangle hosted Holiday Hunger Club at Cherry Orchard. The club served both children from school but also those from the local community. Two of our support staff worked for the duration of the summer holidays. Children were taught how to cook and prepare healthy meals and serve their friends whilst also enjoying sporting activities. We also signpost families to the food pantry run by Charlton Triangle homes.</p>	
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Costing:

	Related to following barriers:	Total cost:
Staffing	B, C, D, E	£87,700
Holiday hunger	F	£1,841
Breakfast club	C	£5,700
Extended provision	A, B, E	£2,816
Total budgeted costs		£98,057

Pupil Premium review 2018-2019

<p>Staffing</p>	<p>Targeted intervention for SEMH delivered in 1:1, in pairs or in a small group. Interventions to enable PP children to access the learning in class (highly differentiated where needed) Targeted support to enhance the delivery of phonics, outside of the</p>	<p>EYFS</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Communication & Language</td> <td>90 %</td> <td>100 %</td> </tr> <tr> <td>Physical Development</td> <td>93 %</td> <td>100 %</td> </tr> <tr> <td>PSED</td> <td>86 %</td> <td>85 %</td> </tr> <tr> <td>Literacy</td> <td>83 %</td> <td>71 %</td> </tr> <tr> <td>Math</td> <td>86 %</td> <td>85 %</td> </tr> <tr> <td>Understanding the World</td> <td>90 %</td> <td>100 %</td> </tr> <tr> <td>Exp Art & Design</td> <td>90 %</td> <td>100 %</td> </tr> <tr> <td>GLD</td> <td>83 %</td> <td>100 %</td> </tr> </tbody> </table>		School	Pupil Premium	Communication & Language	90 %	100 %	Physical Development	93 %	100 %	PSED	86 %	85 %	Literacy	83 %	71 %	Math	86 %	85 %	Understanding the World	90 %	100 %	Exp Art & Design	90 %	100 %	GLD	83 %	100 %
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	<p>phonic sessions in class. 1:1 support following targets for specific learning difficulties, providing follow up interventions and closing any gaps in the learning Provision for children who are unable to engage in the big playground for reasons of social interaction/noise</p>	<p>Year 1 - Phonics</p> <table border="1"> <thead> <tr> <th>School</th> <th>School Pupil Premium</th> <th>Borough Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>89%</td> <td>86%</td> <td>74 %</td> </tr> </tbody> </table>	School	School Pupil Premium	Borough Pupil Premium	89%	86%	74 %
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