

Pupil premium strategy statement

Studlands Rise First School



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Studlands Rise First School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs A Rinna and Mrs S Maguire
Pupil premium lead	Mrs A Rinna and Mrs S Maguire
Governor / Trustee lead	Mr Jamie Weatherhead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15, 235
Recovery premium funding allocation this academic year	£ 2,000
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	£17, 235

Part A: Pupil premium strategy plan

Statement of intent

At Studlands Rise First School, we strongly believe that every child should be provided with the support and guidance that they need to be the best that they can be. Our School Vision, means we prioritise support for all; in relation to Pupil Premium pupils, this means we will work to ensure they can achieve their potential, regardless of any barriers they have.

The support that we provide to pupils is based on an equity model, where we accept that some children may need a highly personalised offer in order to fulfil their potential.

We want every child to be able to access a full and engaging curriculum regardless of their social, economic, cultural and academic backgrounds. Our aim is to ensure that every child is supported through early identification, quality provision and resources to allow them to make progress and achieve good learning outcomes. For children to progress academically they need to feel safe and valued. They not only need a curriculum that is based on prior learning and needs, but underpinned by the right learning behaviours and attitudes so that they can become independent learners able to work and learn alongside others. These fundamental principles underpin our provision planning and Pupil Premium allocation.

Our aims for our disadvantaged children;

- To achieve equity by providing our disadvantaged pupils equal opportunities to access the curriculum, including opportunities to participate in educational visits*
- To ensure that our disadvantaged pupils have access to cultural experiences and background knowledge that will equip them with the cultural knowledge to propel them further in their education, social development, and careers.*
- To provide our disadvantaged children with the resources they need to succeed in their educational journey so they can reach their full potential*
- To ensure our disadvantaged pupils are fully supported in school to ensure they are equipped with the skills and knowledge to become successful lifelong learners.*

Our strategy supports our aims by;

- Using a tiered approach to spending pupil premium funding focussing on quality first teaching, targeted academic support and wider strategies.*
- Using evidence-based approaches in teaching to address disadvantaged gap*

- *ensuring all children have equal opportunities to partake in all curricular activities both in school and beyond.*
- *ensuring children are supported through the provision of learning resources to support academic, physical and mental wellbeing.*
- *ensuring attainment and progress is monitored to ensure early support is given to children where appropriate.*
- *ensuring that emotional and wellbeing support is given to disadvantaged children to ensure they are on track with their peers*

Key principles:

- *A child’s social and economic background should not determine their future life chances and opportunities.*
- *All children should be fully active members of the school community in all areas of school life and learning.*
- *All children will become confident and ambitious learners and develop a love of learning*

Challenges

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

Challenge number	Detail of challenge
1	All pupils including disadvantaged pupils have missed a substantial amount of school due to the national lockdowns leading to gaps in knowledge and skills across the curriculum
2	Multiple barriers to learning. Some disadvantaged pupils also have a SEND, or P/LAC or CIN need.
3	Social, Emotional and Mental Health needs impacting on pupils’ readiness to learn, resilience and self-esteem. All pupils including disadvantaged pupils have missed the opportunities to develop their social and emotional skills including listening skills, independence skills, gross & fine motor skills as well as self-belief.
4	Increasing numbers of pupils entering school with delayed or poor oral language and communication skills which impacts on the children’s ability to access the curriculum.

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>To continue to raise levels of attainment and progress and address any gaps in learning so that attainment for pupils eligible for PPG funding is closer or equal to that for other pupils and closer to the national expectation</p>	<p>Data, monitoring and formative assessment show that disadvantaged pupils across the school have improved attainment and through quality support and targeted provision gaps in learning are being addressed (specific focus on maths and literacy)</p> <p>Success criteria</p> <ul style="list-style-type: none"> • Gaps in learning are identified promptly and • appropriate and timely interventions put in place • Assessment system is robust and identifies • gaps in learning • Intervention records and assessment data show • that essential prior knowledge is taught • Knowledge organisers support the • identification of areas for development in both • skills and knowledge as well as support the • learning • Lessons begin with “What we need to know, what we know already” to ensure progression of skills and knowledge
<p>Opportunities given to support and target SEMH and SEND barriers to learning through personalised enrichment programs and targeted support</p>	<p>Through working closely with pupils, families and professionals, children’s needs are identified, supported and addressed through assessment, provision and resources that enable them to make accelerated progress and increased resilience and engagement in their learning</p> <p>Learning walks and discussions with pupils/parents/staff indicate that pupils come to school ready to learn. They demonstrate high levels of resilience and positive behaviours for learning.</p> <p>Attendance is above 97% for disadvantaged pupils.</p> <p>Internal/external data shows that disadvantaged pupils attain as highly as non-disadvantaged pupils in reading, writing and maths.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Increased engagement in learning and participation in enrichment activities, particularly among disadvantaged pupils • Increased engagement in learning and participation in enrichment activities, particularly among disadvantaged pupils • A decrease in the number of incidents where pupils struggle to self-regulate • A decrease in the number of incidents where pupils struggle to self-regulate and related associated behaviour incidents • Sustained positive mental health and wellbeing • Pupils understand their emotions and have developed skills of self-regulation

	<ul style="list-style-type: none"> • Positive feedback from pupils and parents from pupils who have taken part in specific programmes or interventions. • Pupils are independent and confident and believe they can achieve • Pupils have high aspirations • Pupils; attention and listening skills are improved • Social and emotional interventions will have an identifiable and valuable impact on attitudes to learning and social relationships in school.
<p>Gaps in oral language and communication skills are rapidly closed in EYFS so that disadvantaged pupils are well prepared for future learning.</p>	<p>Disadvantaged pupils who have weaknesses in their language and communication skills, catch up with their peers by the end of reception. Where this not possible, the gap is significantly reduced.</p> <p>Data and discussions with pupils show that pupils make rapid progress in the development of their language skills.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. • Increased levels of confidence and engagement in lessons among disadvantaged pupils. • Evidence in independence writing of increased range of vocabulary • Specific targeted language interventions e.g. Wellcomm and Block therapy, • Positive feedback from pupils and parent from pupils who have taken part in specific programmes or interventions. • Evidence of practical strategies which support the development of speech and language as a result of quality CPD
<p>All children are provided with equal opportunities to access the curriculum both in class, remotely and through the enrichment opportunities provided</p>	<p>Regardless of socio-economic factors, all pupils will have accessed the full and wider curriculum so that they are able to feel valued and supported and in a position to show their full abilities, interests and talents.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • All pupils have the opportunity to engage in a wide range of enrichment activities • Trips and visits to take place on a termly basis where possible, including a year 4 residential, or for children to have a visitor into school such as a drama company to help embed their topic learning. • Specialist PE coaches and a peripatetic music teacher to deliver lessons to provide a high-quality of education in these areas. • Carefully planned and sequenced lessons will provide children with exciting, varied lessons and experiences which provides opportunities to consolidate previous learning and reduce cognitive load. • Children will complete questionnaires about their learning experiences, with the view to ascertaining

	whether we are instilling a love of learning across the curriculum.
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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: £8, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first-wave teaching is always good or better</p> <p>Ensure that every member of staff has the highest expectation for all disadvantaged pupils and a relentless focus on improving their attainment through engagement in lessons.</p> <p>Increased staffing in some classes and lessons to ensure that support is available where it is needed.</p>	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</i></p> <p><i>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</i></p> <p>The high expectations of staff will ensure that children’s learning is not capped and that there is challenge and extension for all</p> <p>A higher level of adult support in some classes to meet the need of higher disadvantage and to mitigate the impact of need will ensure that all pupils make progress.</p> <p>E.g. allows prompt and targeted feedback to be given addressing misconceptions and refocusing as necessary</p> <p><i>Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student’s management of their learning or self-regulation – EEF Feedback - + 6months</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 3</p>
<p>Numeracy Lead promotes numeracy provides staff CPD and monitors and supports numeracy interventions.</p> <p>Second year attendance to the Maths Mastery Hub to support with the further development of maths fluency and mastery across the school</p>	<p><i>Numeracy is a key determiner for academic success and financial competency in adult life.</i></p> <p><i>See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>The consistent approach used across the school will enable pupils to maintain progress and build on prior learning</p> <p>Mastering maths means pupils acquiring a deep, long term, secure and adaptable understanding of the subject.</p>	<p>1,2</p>

	Fluency sessions used across the school enable pupils to make explicit links between what they are learning / have learned in class and the concepts being rehearsed in the fluency sessions.	
Purchasing quality resources that support with assessment, teaching and delivery of the curriculum to allow access for all Focus on reading	<p><i>EEF Toolkit</i></p> <p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p> <p><i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p> <p><i>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>The school will ensure that children across the school have access to materials and resources that allow their difficulties to be addressed and that they are able to make progress in line with their peers.</p>	1, 2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Implement new phonics programme Embed phonics programme across the school. Provide continuous training and resources will be purchased.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Observations and Assessments from last year demonstrated this approach accelerated learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
Establish a whole school sequential approach to teaching reading to include the teaching of vocabulary.	<p>We have combined a range of research to develop our strategy. Developing reading comprehension provides pupils with a deeper understanding about what they are reading. We are also implementing oral instruction through the development of vocabulary teaching as part of our overall reading provision. The approach we have taken makes clear references to well researched metacognitive approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2

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

Budgeted cost: £ 7, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To plan specific interventions to meet the needs of pupils and enable greater levels of progress.</p> <p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention.</p> <p>Focused phonics support to enable pupils to acquire the key skills needed to make progress in reading and writing</p>	<p><i>Small group tuition teaching strategy from the EEF teacher toolkit. “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.”</i></p> <p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support <i>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.’</i></p> <p>Catch up programmes will be run to understand the barriers to reading, spelling and numeracy.</p> <p>To ensure that every member of support staff is sufficiently trained to offer targeted, well matched support to each child’s needs.</p> <p>Typically, disadvantaged pupils receive similar or slightly greater benefit from phonics interventions and approaches due to the explicit nature and intensive support. It will improve decoding skills for pupils who have experienced barriers to learning such as not developing phonological awareness at the same rate of others due to having less exposure to books and the spoken word at home.</p> <p>Phonic approaches are very effective in supporting early readers to master the basics of reading. It is more successful when embedded in a literacy rich environment. Early readers will have phonic related books to ensure that they are developing word recognition and phonemes/ graphemes are matched appropriately.</p> <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3</p>

<p>In Early Years, to ensure that each child is provided with a language-rich environment, with clear tracking and support for speech and communication skills development.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. A language rich environment is key to develop children's interests and ideas. Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p>	<p>4</p>
<p>To provide a dedicated Speech and Language support within the school to ensure that within the Early Years and KS1 disadvantaged children with underdeveloped language receive targeted intervention to accelerate progress</p>	<p>Data has shown that children are entering school with speech delay and this is in turn impacting on their ability to progress across other areas of the curriculum and impacting directly on their social, emotional development</p> <p><i>EEF findings;</i> <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions <i>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</i></p>	<p>4</p>

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

Budgeted cost: £ 3, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school approach to ensuring a positive ethos and promoting well-being.</p> <p>To provide therapeutic support for identified pupils</p>	<p>Whole school PSHE program (Jigsaw) and Herts Steps behaviour program supports positive behaviour, good engagement with learning and children's ability to interact socially.</p> <p><i>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</i></p> <p><i>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>From discussion with pupils and families the school has identified pupils that need additional social emotional support to enable them to maintain engagement, focus and progress</p>	<p>2,3</p>

<p>(theraplay, music and drama therapy sessions)</p> <p>ELSA training to develop a specialist in school to support targeted interventions around develop self-esteem, resilience and meet emotional needs of the children</p>	<p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p> <p><i>Evidence from Education Endowment Foundation</i> <i>Foundation – Teaching and Learning Toolkit:</i> <i>Social and Emotional Learning = +4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>An ELSA to support the emotional needs of pupils from within their own resources. A trained teaching assistants will develop and deliver individualised support programmes to meet the emotional needs of children and young people in their care. The programme recognises that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>EEF- improving social and emotional learning in primary schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>To ensure that disadvantage is not a barrier to pupils accessing the wider curriculum offer, for example through music lessons or access to clubs.</p> <p>To ensure that disadvantage is not a barrier to pupils feeling valued members of our school.</p>	<p>School will support the access for PP pupils to music tuition and access to the grant schemes through Herts Music Service Music Lead to monitor the number of pupils taking up the offer.</p> <p>To provide resources at home to ensure that all have access to stationary.</p> <p>To provide a loan Chromebook to ensure lack of access to technology is not a barrier.</p> <p>Funds available to ensure that, where disadvantaged pupils are unable to contribute towards an activity, it is still able to take place.</p> <p>Signpost to outside agencies for family or individual support</p> <p>EEF toolkit on Arts Participation =+ 3 months <i>Improved outcomes have been identified in English, mathematics and science.</i> <i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1,2,3</p>

<p>To provide financial support to families that need wrap around care before and after school and during the school holidays</p>	<p>All pupils need to have access to a full and balanced curriculum to enable them to make progress, feel valued through maintained self-confidence and self-esteem</p> <p>This has been useful in supporting families to improve punctuality and attendance and also where there are mental health and safeguarding concerns.</p> <p><i>Using Pupil Premium - Guidance for School Leaders DfE</i></p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#developing-and-delivering-an-effective-strategy</p>	<p>1,2,3</p>
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Total budgeted cost: £ 18,000

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.

- **To continue to raise levels of attainment and progress and address any gaps in learning so that attainment for pupils eligible for PPG funding is closer or equal to that for other pupils and closer to the national expectation**
- **Opportunities given to support and target SEMH and SEND barriers to learning through personalised enrichment programs and targeted support**
- **Gaps in oral language and communication skills are rapidly closed, in EYFS so that disadvantaged pupils are well prepared for future learning.**
- **All children are provided with equal opportunities to access the curriculum both in class, remotely and through the enrichment opportunities provided**

To provide targeted out of class learning support (focus - Maths and Literacy)

A range of targeted approaches have been used to support children with both their academic needs and any wider barriers to their learning.

To enhance provision and learning for all through quality teaching

To address identified barriers in learning to allow children to make expected or better progress

Staff development and training linked to targeted work by professionals – (NHPSS, Outreach Woolgrove School, SpLd base support, Social Communication Team)

Timetabled interventions (1:1)

To provide quality resources to support all areas of learning and teaching so that children develop their learning resilience and independence

A clear timetable of interventions has enabled key pupils to make progress in their maths and literacy from their individual starting points.

Interventions have addressed identified gaps in learning in maths and literacy and additional adult support or input has been provided for pupils in Reception to Year 4

In 2021- 2022 the school had 13 children on the school's register (2021– 2022) who are identified as pupil premium (linked to the January census 2021)

Of this group, 7 children, 54% were also on the school SEND register.

Of the 13 children, all children made progress from their starting points and while they did not reach, ARE they did improve their acquisition of key skills so that they were able to show improved resilience, accuracy and independence in their learning.

Attainment in 21/22 data for PP group across school

EXS+ for all PPG	EXS+ PPG as only vulnerability
6/13 46%	5/7 71%
5/13 38%	5/7 71%
8/13 62%	6/7 86%

This year the school continued to use the Herts for Learning 'Easy Tracker' assessment tool to monitor attainment and progress across the school. The tool effectively identified children working at expected attainment for their group, those working towards this expected range and those children working above. This provided clear data to support with identification of provision, curriculum planning and identified need a range of strategies were adopted such as observations, pupil voice and feedback, content review, questioning to assess, support and extend learning and where needed the support and expertise of external, specialist advisors.

The impact has been positive with all focus children at least sustaining the level at which they were working in relation to the curriculum taught at the start of the year.

The children's reading has continued to be a focus for this year and additional reading resources have been purchased matched to ability and need. The focus this year continues to be on purchasing books that are decodable and allow the children to have their reading appropriately 'scaffolded' and assessed in Reception, Key Stage 1 and where required Key Stage 2

The provision of quality decodable books has supported children further to develop the key habit of using knowledge of letter-sound relationships as the first strategy for reading unfamiliar words. Through the development of this key strategy, the children following the previous years of partial school closures have become more able to apply their phonics knowledge, read more accurately, and have needed less assistance when reading decodable books.

Through this targeted provision, the aim is to address the current low attainment achieved in Key Stage following the impact of the Covid pandemic to bring the schools data profile in line with that of 2019.

Summer Reading Data 2022

	% Below Curriculum Expectations	% at or above Curriculum Expectations	% Exceeding Curriculum Expectations
Nursery	2/20 10%	18/20 90%	0
Rec	7/29 24%	22/29 76%	0
Year 1	11/29 38%	18/29 62%	12/29 41%
Year 2	8/29 28%	21/29 72%	9/29 31%
Year 3	6/28 21%	22/28 79%	12/28 43%
Year 4	3/28 11%	25/28 89%	14/28 50%

Phonics data

Year 1 - 29 children (5 children were SEND)

Percentage – 66% reached the required standard in the summer 2022. This has risen to 79% who have demonstrated the required knowledge to have reached the threshold to meet the phonics screening threshold. To support with this provision an experienced TA has taken on the role of Phonics lead and has provided timetabled support for groups and individual children to address gaps in phonics skills. This will continue over the rest of this academic year.

Year 2 children who did not reach the required standard in December 2021 were reassessed in the summer 2022. All the children passed except two passed, one who, although had made significant progress from their starting point, missed the required mark by 3 marks and an EHCP pupil not currently at that level

Additional maths resources were also purchased to supplement the class maths boxes so that children could access quality concrete materials to support and demonstrate their mathematical understanding.

Targeted support and provision for SEMH needs

As with the previous year a key-targeted area has been meeting the children's social, emotional and behavioural needs so that children are more able to access the curriculum and are ready to learn. The school's strategy has been based on the following;

Early intervention to identify issues and provide effective support is crucial.

1. Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils and students to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils and students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.

2. Identification: recognising emerging issues as early and accurately as possible.

3. Early support: helping pupils and students to access evidence informed early support and interventions.

4. Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

To achieve the above the school has worked closely with parents and professionals to meet the needs of pupils. The school has worked with NHPSS to ensure that provision and practise supported pupils with identified needs and as a result they have been able to access the curriculum and engage more fully in school life. The school has also continued to fund a drama/play therapist to provide targeted support.

As a school quality, TA support has been invested in to support with provision following advice and training. This has allowed children with poor regulation and SEMH need to be responded to sensitively and effectively.

Zones of Regulation training – bespoke training, STEPS

To enhance this support further the school has received part funded training for an ELSA which started Autumn 2022. To ensure that this provision can take place the school is providing further funding to provide a quality space and resources to allow emotional support to be provided.

Financial Support to Families

As with last year, the focus this year has continued to be to provide financial support to families so that no pupil is excluded from the wider school curriculum. This year the following support has been focused on providing;

- **Funding to enable all pupils equal access to all learning experiences and enrichment opportunities e.g. pantomime visit, school trips**
- **Funding to meet identified needs following discussion with families and provide financial support where necessary**
- **Funding to subsidise school trips, football club, swimming lessons and outdoor/ adventurous residential trips, music lessons**

As a result of this funding all children have equal access to opportunities and are able to enjoy a rich and varied curriculum and extra-curricular activities.

Speech and Language

Over the Spring and Summer term, an independent speech therapist was appointed. This was in response to recognised need across the school as well as recognising the current time frames to access speech and language support via the NHS.

Following an initial consultation, the speech therapist has provided the following support and input to date;

- An assessment of an EHCP pupil and therapy support following this assessment
- Pupil and family support for a child with a lisp
- An assessment of a pupil in EYFS
- Training and modelling for identified focus children in Reception
- An assessment and report for a pupil who will be going for an EHCP referral

This support allowed pupils to gain in confidence, improved their access to the curriculum, improved independence, improved overall provision and supported with transition.

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
	N/A
	N/A