

## Twerton: Contextual Information

Many parents/carers and children at Twerton Infant School & Nursery face particular barriers due to the socio-economic features of the area. In particular the following facts are relevant:

- **Area of Deprivation** - Twerton has low levels of economic prosperity and the highest index of multiple deprivations in the Local Authority.
- 38% of children are living in poverty (Campaign to End Child Poverty).
- School has a very high proportion of children eligible for Free School Meals (in AY 2022-23 63% of pupils; 62.9% IDSR 2018 compared with 26% nationally).

Local Authorities are obliged to report on the features of their areas. The following relevant data is directly from **B&NES Joint Strategic Needs Assessment** which is available online.

<http://www.bathnes.gov.uk/services/your-council-and-democracy/local-research-and-statistics>

- **Life Expectancy** - Twerton ward has the lowest life expectancy for males and females within BANES. Female life expectancy is 81 years and male life expectancy is 76 years. The gap in life expectancy between the most and least deprived areas of B&NES is over 8 years.
- **Social Housing** - Twerton ward has by far the highest percentage of households living in socially rented homes in the Bath Area.
- **Deprivation** - 2 neighbourhoods (lower level super output areas) in Bath are within the 10% most deprived in England (both neighbourhoods are in the school's catchment area): Twerton West & Whiteway. While B&NES as a whole continues to become relatively less deprived over time, the inequality is widening. (B&NAES ranks 269 out of 317 local authorities for overall deprivation in 2019, compared to 247 in 2015).
- **Child Poverty** – Twerton ward has the highest percentage of children in Low-income families, FYE 2020/21 at 17% (based on relative low income before housing costs).
- **Unemployment** - By far the greatest proportion of unemployed people in the Bath Area in 2011 lived in Twerton (6.29%), this was the only ward to have a higher proportion of unemployed people than the England & Wales average (4.38%).
- **High level of qualification** (level 4+, equivalent to an undergraduate degree (16 years and over) – Twerton ward has the lowest proportion (15.41%)
- **No Qualifications (16 years and over)** – In 2011, Twerton ward was one of only two out of the sixteen wards in the Bath Area to have a higher proportions of people (16 years and over) with no qualifications than the England & Wales average (22.66%). In Twerton it was 31.73%.
- **Multiple Disadvantage ("Troubled Families")** - only Twerton and Southdown wards having more than 5 complex families resident
- **Criminal damage and arson** - Twerton ward had the highest rate of recorded criminal damage and arson per 1,000 of the population in 2014
- **Violence and sexual offences** - The highest rates of recorded violence and sexual offences in the Bath Area in 2014 were in Abbey (26.91 per 1,000), closely followed by Twerton (25.08 per 1,000)
- **Domestic Abuse** - the ward with the greatest proportion of police domestic abuse notifications to Children's Social Services in Bath and North East Somerset during the rolling year of April 2012-March 2013 was Twerton with 11.2% (147 notifications) of all notifications.

## Common Barriers

With the above information, the school recognises there are common barriers that families face and which therefore adversely affect children's development, wellbeing and learning. National and international evidence suggests that in areas of high poverty children are more likely to enter schools with:

- [B1]** very low levels of children's Personal, Social, Emotional and Physical Development;
- [B2]** very low levels of children's Communication and Language development;
- [B3]** low levels of Parental Engagement (or parental capacity) in contributing and supporting children's learning and development;
- [B4]** the potential for a higher proportion of children to have experienced early trauma and early adversity and to be at risk of significant harm and have Safeguarding Plans.
- [B5]** low levels of attendance and high levels of persistent absence

The wider evidence correlates with our own experience and local evidence, which is based on the Baseline assessments of children when they enter the school.

## Strategies to Overcome Barriers

Twerton Infant and Nursery School has developed a range of strategies, often using locally and nationally evaluated evidence, over a number of years to overcome these barriers, the key ones are listed below:

- [S1]** Early Identification of PSED needs - Diagnostic Thrive Screening used to identify gaps in children's development with planning for implementation of strategies to address needs. Integrated working with Health Visitors and Social Care. Commitment to Graduated Approach for Early Help.
- [S2]** Early Identification of Communication & Language needs and to accelerate development - Quality First Teaching of Literacy across nursery and school with Wave 2 Interventions (Language for Life, RWI Phonics Tutoring, Attention and Listening Groups, Speech and Language IEPs). ECAT screening for preschool children.
- [S3]** Raising Parental Engagement through proactive communication between Teachers/TAs and parents, use of Marvellous Me communication tool. TAs having focus readers and reminding parents to support at home, New parent induction programme (including Family Fish & Chips, Phonics Workshops); Inclusion Leader (SENCO) and School Nurse Coffee Mornings.
- [S4]** Thrive Interventions for children who are dysregulated or have experienced early trauma or adversity. Specialist Nurture TAs and Nurture Groups (Rainbow Breakfast Nurture Club, Cosy Club).
- [S5]** Lower the threshold for active intervention to improve attendance, when absence reaches 5%, rather than 8%, work closely with B&NES Attendance and Welfare Support Service and families.

Owing to the above average number of children at Twerton Infant School who are eligible for Free School Meals, the school is able to commit significant resources to identifying and meeting the needs of the most vulnerable learners to secure the best progress possible for them.

We continue to learn and evaluate what works best to make the most lasting success for children. The attainment of all children is regularly assessed and Pupil Progress Meetings take place each term to monitor progress and identify children at risk of underachievement. Vulnerable children are given additional support and the impact of interventions is regularly evaluated to ensure the use of resources is effective. Particular attention is given to children who are in receipt of the Pupil Premium Grant to ensure they are making the best progress possible.

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As discussed in the [EEF Guide to The Pupil Premium](#) (June 2019), we take a tiered approach to using the Pupil Premium Grant.

## High Level

The school has:

- high expectations for all children;
- Quality First Teaching at the heart of all learning;
- a commitment to professional development of all staff ;
- a robust system for monitoring children’s attendance and early intervention;
- subsidised Breakfast Club and free Classroom Breakfast for all children;
- continuous drive to support and engage parents in their children's learning;
- an evidence-informed behaviour policy that tailors targeted approaches to individuals.

## Class Level

Class Teachers ensure:

- Thrive Screening of all children in the class;
- Quality first teaching supported by effective deployment of TAs (daily briefings and plans);
- Class-level strategies, led by teacher, to support and accelerate progress of children at risk of falling behind;
- A list of vulnerable learners is maintained identifying the barriers children face and providing short-term strategies to overcome them;
- Same Day Intervention (SDI) with over-learning and pre-learning for vulnerable pupils;
- highly trained and supervised Teaching Assistants;
- Early start/early closing classroom doors to support attendance;
- Regular monitoring of pupils’ behaviour, attendance and progress.

## Individual Level

Any individual child who needs it has:

- an Identification of Need;
- a Thrive plan;
- an Inclusion Plan;
- a bespoke behaviour plan;
- a Speech & Language IEP;
- daily RWI Phonics Tutoring intervention;
- SLT attendance at TACs/Child Protection conferences/safeguarding meetings;
- Parent Support Adviser to support individual parents.

## Evidence Informed Strategies

We have taken on board a range of guidance from the Education Endowment Foundation:

- **Education Endowment Foundation** (2018) Preparing for Literacy – Improving communication, language and literacy in the early years. [[EEF-PFL](#)]
- **Education Endowment Foundation** (2017) Improving literacy in Key Stage 1 [[EEF-ILKS1](#)]
- **Education Endowment Foundation** (2018) Working with Parents to support children’s learning [[EEF-WWP](#)]
- **Education Endowment Foundation** (2019) Improving Behaviour in Schools [[EEF-IBIS](#)]

**Education Endowment Foundation** (2019) Guide to the Pupil Premium

1. Schools can make a difference.
2. Evidence can help.
3. Quality Teaching helps every child.
4. Implementation matters.
5. Support middle and high attainers too.

See [Appendix A](#) for a summary of the key guidance headlines from the EEF.

This year the resources that are deployed to support children eligible for PPG, to address the common barriers to learning and development, are described in the following table and are also collated into 5 areas of support (Nurture, Family Support, Mental Health, Literacy & Numeracy, Speech & Language).

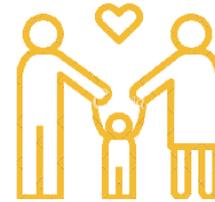


## Mental Health

Some children experience early trauma and early adversity. These are sometimes referred to as ACEs (Adverse Childhood Experiences). For children to learn effectively they need to feel safe and work through the difficult parts of their own life story. Children need to make attachments to adults who they can rely on to take care of them and help them. Children need to experience unconditional positive regard in relationships where ruptures are repaired. Children need to know they are special, important and loved.



## Nurture



## Family Support

Some families go through difficult patches and need support and advice to move forward. There may be problems with routines for children at home, issues with debt or housing, concerns about attendance, health issues (physical and/or mental). The sooner we can begin to help families the better it is for everyone.



## Speech & Language

For multiple reasons many children join the school with delayed communication and language development. For many years, the level of need across the school in this area has been significantly above the average for schools nationally. Much of our curriculum is designed to accelerate communication and language development.



## Literacy and Numeracy

A large proportion of children join the school with low levels of development in Reading, Writing and Numbers. In a language rich environment, with priority given to phonics and early reading, alongside story-telling and story-making and supported by same day keeping-up interventions, we believe children can make astounding progress, especially when there is also support at home.

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<b>Pupil Premium Resources</b> Number of eligible pupils: <b>134</b> Total Pupils: <b>87</b> <b>£120,495</b>	S1	S2	S3	S4	S5	Cost (£)	MONITORING & EVALUTION
<p><b>Inclusion Leader</b> supports development vulnerable learners across school and Nursery 4 days (i.e. 0.8FTE). 2 days (i.e. 0.4FTE) is funded from Pupil Premium Grant.</p> <p><b>EEF-Pfi-7</b></p> 	✓	✓	✓	✓	✓	26,585	We will measure impact through: <ul style="list-style-type: none"> <li>• Progress of children in school with SEND in Phonics, Reading, Writing and Mathematics;</li> <li>• Progress of children in EYFS towards the Early Learning Goals;</li> <li>• Reviews of Attendance;</li> <li>• Reviews of the School Behaviour Log;</li> <li>• Use of Standardised Testing (Yark, Sandwell and Memory Magic)</li> <li>• Communication, Language and Literacy Development (SLIP)</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Pupil Progress Meetings;</li> <li>• Termly Review of Class Vulnerable Lists;</li> <li>• Termly SEND monitoring and reporting;</li> <li>• Learning Walks &amp; Drop In;</li> <li>• Speech and Language Assessment and Reporting.</li> </ul>
<p><b>2 Specialist fulltime EYFS LSAs</b> are employed, one in each FS2 class, to work closely with children to address individual needs and support precision teaching and differentiation, including NELI intervention.</p> <p><b>EEF-Pfi-[1 to 7]</b></p> 	✓	✓	✓	✓	✓	38,654	We will measure impact through: <ul style="list-style-type: none"> <li>• Progress of children in Phonics and towards the Early Learning Goals;</li> <li>• Language Development (NELI);</li> <li>• Reviews of the School Behaviour Log.</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Pupil Progress Meetings;</li> <li>• Termly Review of Class Vulnerable Lists;</li> <li>• Termly SEND monitoring and reporting;</li> <li>• Learning Walks &amp; Drop In;</li> <li>• TA Performance Management.</li> </ul>
<p><b>Specialist Wave 2 Intervention LSA</b> employed 10 hours per week to implement Forest School interventions.</p> <p><b>EEF-Pfi-1   EEF-Pfi-4   EEF-Pfi-7</b></p> 	✓	✓		✓	✓	7,865	We will measure impact through: <ul style="list-style-type: none"> <li>• Mental health and wellbeing of children (Thrive Screening);</li> <li>• Progress of children in Phonics and towards the Early Learning Goals;</li> <li>• Progress of children in school with in Phonics, Reading, Writing and Mathematics in KS1;</li> <li>• Reviews of the School Behaviour Log and an evaluation of time spent in classroom with access to the curriculum.</li> <li>• Use of Standardised Testing (Yark, Sandwell and Memory Magic)</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Pupil Progress Meetings;</li> <li>• Termly Review of Class Vulnerable Lists;</li> <li>• Termly SEND monitoring and reporting;</li> </ul>

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							<ul style="list-style-type: none"> <li>Performance Management.</li> </ul>
<p><b>Specialist Thrive LSA</b> employed 14 hours per week to support vulnerable children and implement Thrive Plans. St John's Primary Empowerment Programme fund 7 hours of this support.</p> <p><b>EEF-PfI-4</b>   <b>EEF-IBIS-5</b></p>  	✓	✓		✓	✓	5,104	<p>We will measure impact through:</p> <ul style="list-style-type: none"> <li>Mental health and wellbeing of children (Thrive Screening);</li> <li>Progress of children in Phonics and towards the Early Learning Goals;</li> <li>Progress of children in school in Phonics, Reading, Writing and Mathematics in KS1;</li> <li>Reviews of the School Behaviour Log and an evaluation of time spent in classroom with access to the curriculum.</li> </ul> <p>Monitoring by these mechanisms:</p> <ul style="list-style-type: none"> <li>Weekly reporting and supervision meeting with Inclusion Leader</li> <li>Pupil Progress Meetings</li> <li>Termly Review of Class Vulnerable Lists</li> <li>Termly SEND monitoring and reporting</li> <li>Performance Management</li> </ul>
<p><b>CPOMS licence</b> to effectively monitor Attendance, Behaviour and Safeguarding concerns across the school and nursery.</p> <p><b>EEF-IBIS-1</b>   <b>EEF-IBIS-6</b></p>  	✓			✓	✓	685	<p>We will measure impact through:</p> <ul style="list-style-type: none"> <li>Progress of children in Phonics and towards the Early Learning Goals;</li> <li>Progress of children in school in Phonics, Reading, Writing and Mathematics in KS1;</li> <li>Reviews of the School Behaviour Log and an evaluation of time vulnerable children are spending in the classroom, accessing the curriculum and the impact of disruption to other children.</li> </ul>
<p><b>OPAL Play Co-ordinator</b> (10 hours) deployed to raise children's engagement in outdoor play at lunchtime to support development of social and communication skills and physical health.</p> <p><b>EEF-IBIS-4</b></p>	✓	✓				7,865	<p>We will measure impact through:</p> <ul style="list-style-type: none"> <li>Review of the School Behaviour Log;</li> <li>Review of the Accident Book;</li> <li>Levels of engagement of children.</li> </ul> <p>Monitoring by these mechanisms:</p> <ul style="list-style-type: none"> <li>Regular Reporting of Behaviour and Accidents to SLT and Governors;</li> </ul>

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<p><b>Inclusion Administrative Support</b> to assist with monitoring, compilation of evidence and filing of paperwork.</p> 						625	We will measure impact through: <ul style="list-style-type: none"> <li>• Time taken to process paperwork, referrals, assessments, plans and reports for vulnerable children.</li> </ul> Monitoring by these mechanisms <ul style="list-style-type: none"> <li>• HT and Inclusion Leader meetings</li> <li>• SEND Case Studies</li> <li>• SEND Governor Link Visits</li> </ul>
<p><b>Speech and Language Service for the School</b> to identify the communication and language needs of children and write IEPs.</p> <p><b>EEF-ILKS1-1   EEF-ILKS1-8</b></p> 		✓				6,090	We will measure impact through: <ul style="list-style-type: none"> <li>• Progress towards S&amp;L IEP targets</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Pupil Progress Meetings;</li> <li>• Termly Review of Class Vulnerable Lists;</li> <li>• Termly SEND monitoring and reporting;</li> </ul>
<p><b>Marvellous ME</b> communication tool to raise engagement of parents and carers through regular communication regarding children’s learning and achievements.</p> <p><b>EEF-Pfl-5   EEF-WWP-2   EEF-WWP-3   EEF-IBIS-4</b></p> 			✓			300	We will measure impact through: <ul style="list-style-type: none"> <li>• Number of times children are supported at home with reading by parents</li> <li>• Response of parents to specific ‘homework’ reinforcement requests</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Review of Reading Record</li> <li>• Performance Management;</li> </ul>

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<p><b>Attendance Officer</b> to provide additional administrative support to enable timely correspondence with parents every three weeks to promote improved attendance.</p> <p><b>EEF-GPP-Tier3</b></p>  			✓		✓	850	We will measure impact through: <ul style="list-style-type: none"> <li>• Attendance of children.</li> <li>• Rate of improvement in attendance when intervention takes place</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Attendance analysis every 3 weeks</li> <li>• Termly meetings with CMES.</li> </ul>
<p><b>Brighter Futures Behaviour and Attendance Partnership &amp; Consultancy</b> to provide assessment, intervention, consultancy, CPD to support staff development to better meet needs of children with additional needs and Thrive Plans.</p> <p><b>EEF-GPP-Tier3</b>   <b>EEF-IBIS-4</b></p>  	✓	✓	✓	✓		8,719	We will measure impact through: <ul style="list-style-type: none"> <li>• Mental health and wellbeing of children (Thrive Screening);</li> <li>• Progress of children in Phonics and towards the Early Learning Goals;</li> <li>• Progress of children in school in Phonics, Reading, Writing and Mathematics in KS1;</li> <li>• Reviews of the School Behaviour Log and an evaluation of time vulnerable children are spending in the classroom, accessing the curriculum and the impact of disruption to other children.</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Pupil Progress Meetings;</li> <li>• Termly Review of Class Vulnerable Lists;</li> <li>• Termly SEND monitoring and reporting.</li> </ul>
<p><b>Insight Assessment Tracker</b> to record and monitor the progress of all children in the school in Reading, Writing and Maths to enable precision teaching to be targeted to gaps in knowledge.</p> <p><b>EEF-Pfl-2</b>   <b>EEF-ILKS3</b>   <b>EEF-ILKS7</b></p> 		✓				760	We will measure impact through: <ul style="list-style-type: none"> <li>• Progress of children in Phonics and Reading.</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Pupil Progress Meetings;</li> <li>• Termly Phonics Analysis;</li> <li>• Termly SEND monitoring and reporting.</li> </ul>

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<b>Reading Eggs License</b> to provide online learning platform for children to access in school and at home to reinforce and apply their learning in Phonics. <b>EEF-Pfl-2</b>   <b>EEF-ILKS3</b>   <b>EEF-WWP-2</b> 			✓			703	We will measure impact through: <ul style="list-style-type: none"> <li>• Progress of children in Phonics and Reading.</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Pupil Progress Meetings;</li> <li>• Termly Phonics Analysis;</li> <li>• Termly SEND monitoring and reporting.</li> </ul>
<b>Twinkl Subscription</b> to teachers with access to wide range of resources to support planning for QFT to meet the needs of all learners within the classroom. 						984	We will monitor the impact through Teacher Wellbeing Surveys and Staff Meetings.
<b>Family Support Worker</b> (4 hrs/week) which is spread across the week <b>EEF-GPP-Tier3</b>   <b>EEF-Pfl-5</b>   <b>EEF-WWP-4</b> 			✓	✓		2,917	We will measure impact through: <ul style="list-style-type: none"> <li>• Attendance of children.</li> <li>• Rate of improvement in attendance when intervention takes place</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• TAF Meetings</li> <li>• Attendance analysis every 3 weeks</li> <li>• Termly meetings with CMES.</li> </ul>
<b>Forest School Resources</b> – For maintenance of equipment: e.g. waterproofs, ropes, carabineers, hand-tools and <b>EEF-PFL-7</b> 	✓	✓		✓	✓	1,000	Monitoring and evaluation through Forest School resources.

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<p><b>After School Film Club</b> – to provide children with opportunity to relax in a safe secure environment at the end of the school day each Tuesday (3:05pm to 4:45pm).</p> <p><b>EEF-PFL-2</b>   <b>EEF-ILKS3</b></p> 				✓	✓	1,194	We will measure impact through: <ul style="list-style-type: none"> <li>• Mental health and wellbeing of children (Thrive Screening);</li> <li>• Progress of children in Phonics and towards the Early Learning Goals;</li> <li>• Progress of children in school in Phonics, Reading, Writing and Mathematics in KS1;</li> <li>• Reviews of the School Behaviour Log and an evaluation of time vulnerable children are spending in the classroom, accessing the curriculum and the impact of disruption to other children.</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Termly Review of Class Vulnerable Lists</li> <li>• Termly SEND monitoring and reporting</li> </ul>
<p><b>Rainbow Breakfast Club</b> – transitional nurture group for (emotionally) vulnerable children 8:45am to 9:05am.</p> <p><b>EEF-GPP-Tier3</b>   <b>EEF-IBIS-4</b>   <b>EEF-IBIS-5</b></p> 	✓	✓	✓	✓		2,223	We will measure impact through: <ul style="list-style-type: none"> <li>• Mental health and wellbeing of children (Thrive Screening);</li> <li>• Progress of children in Phonics and towards the Early Learning Goals;</li> <li>• Progress of children in school in Phonics, Reading, Writing and Mathematics in KS1;</li> <li>• Reviews of the School Behaviour Log and an evaluation of time vulnerable children are spending in the classroom, accessing the curriculum and the impact of disruption to other children.</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Termly Review of Class Vulnerable Lists</li> <li>• Termly SEND monitoring and reporting</li> </ul>
<p><b>School Counsellor</b> – 1 day a week play psychotherapy counselling sessions for the most vulnerable children in school.</p> <p><b>EEF-IBIS-1</b>   <b>EEF-IBIS-5</b></p> 	✓	✓	✓	✓		4,916	We will measure impact through: <ul style="list-style-type: none"> <li>• Mental health and wellbeing of children (Thrive Screening);</li> <li>• Progress of children in Phonics and towards the Early Learning Goals;</li> <li>• Progress of children in school in Phonics, Reading, Writing and Mathematics in KS1;</li> <li>• Reviews of the School Behaviour Log and an evaluation of time vulnerable children are spending in the classroom, accessing the curriculum and the impact of disruption to other children.</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>• Weekly reporting and supervision meeting with Inclusion Leader</li> <li>• Pupil Progress Meetings</li> <li>• Termly Review of Class Vulnerable Lists</li> <li>• Termly SEND monitoring and reporting</li> <li>• Performance Management</li> </ul>

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<b>Bursaries for Breakfast Clubs</b> <b>EEF-IBIS-4   EEF-GPP-Tier3</b>   	✓	✓	✓		✓	1,200	We will measure impact through: <ul style="list-style-type: none"> <li>Mental health and wellbeing of children (Thrive Screening);</li> <li>Attendance of children.</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>TAF Meetings</li> <li>Attendance analysis every 3 weeks</li> </ul> Termly meetings with CMES.
<b>Bursaries for After School Clubs</b>    	✓	✓		✓	✓	1,430	We will measure impact through: <ul style="list-style-type: none"> <li>Mental health and wellbeing of children (Thrive Screening);</li> <li>Attendance of children.</li> <li>Rate of improvement in attendance when intervention takes place</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>TAF Meetings</li> <li>Attendance analysis every 3 weeks</li> <li>Termly meetings with CMES.</li> </ul>
<b>Magic Breakfast</b> – to provide daily bagels for all children in school.   	✓					625	We will measure impact through: <ul style="list-style-type: none"> <li>Mental health and wellbeing of children (Thrive Screening);</li> <li>Review of the School Behaviour Log.</li> </ul>
<b>RWI Online eBooks</b> – to provide books for children to read at home.   						745	We will measure impact through: <ul style="list-style-type: none"> <li>Progress of children in Phonics and Reading.</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>Pupil Progress Meetings;</li> <li>Termly Phonics Analysis;</li> <li>Termly SEND monitoring and reporting.</li> </ul>
<b>RWI Resources</b> – to replenish word cards, books,   		✓				350	We will measure impact through: <ul style="list-style-type: none"> <li>Progress of children in Phonics and Reading.</li> </ul> Monitoring by these mechanisms: <ul style="list-style-type: none"> <li>Pupil Progress Meetings;</li> <li>Termly Phonics Analysis;</li> <li>Termly SEND monitoring and reporting.</li> </ul>
						<b>122,389</b>	<b>Total Grant for 2022-23 is £120,495</b>

## Pupil Premium & Catch-Up Strategy 2022/23

[Context](#) | [Barriers](#) | [Strategies](#) | [Pupil Premium](#)

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\* The shortfall of £1,894 between this year's Pupil Premium Funding and the spending commitment will be met from the carry forward into the financial year.

## **Appendix A – Summary of Guidance from Education Endowment Foundation (EEF)**

### **Preparing for Literacy 2018 - EEF-PfL - Improving communication, language and literacy in the early years.**

1. Prioritise the development of communication and language.
2. Develop children's early reading using a balanced approach.
3. Develop children's capability and motivation to write.
4. Embed opportunities to develop self-regulation.
5. Support parents to understand how to help their children learn.
6. Use high quality assessment to ensure all children make good progress.
7. Use high quality targeted support to help struggling children

### **Improving literacy in Key Stage 1 2017 - EEF-ILKS1**

1. Develop pupils' speaking and listening skills and wider understanding of language.
2. Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills.
3. Effectively implement a systematic phonics programme.
4. Teach pupils to use strategies for developing and monitoring their reading comprehension.
5. Teach pupils to use strategies for planning and monitoring their writing.
6. Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.
7. Use high-quality information about pupils' current capabilities to select the best next steps for teaching.
8. Use high-quality structured interventions to help pupils who are struggling with their literacy.

### **Working with Parents to support children's learning 2018- EEF-WWP**

1. Critically review how you work with parents.
2. Provide practical strategies to support learning at home.
3. Tailor school communications to encourage positive dialogue about learning.
4. Offer more sustained and intensive support where needed.

### **Improving Behaviour in Schools 2019 - EEF-IBIS**

1. Know and understand your pupils and their influences.
2. Teach learning behaviours alongside managing misbehaviour.
3. Use classroom management strategies to support good classroom behaviour.
4. Use simple approaches as part of your regular routine.
5. Tailor targeted approaches to meet the needs of individuals in your school.
6. Consistency and coherence at a whole-school level are paramount.

**Date of Review:** 7<sup>th</sup> November 2022