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	Whitley Park Primary and Nursery School
Number of pupils in school	557 (17.11.23)
Proportion (%) of pupil premium eligible pupils	39.9%
Academic year/years that our current pupil premium strategy plan covers **(3 Year plans are recommended)**	2021-2024 (3 Year Plan)
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Cathy Woodcock Chair of Governors
Pupil premium lead	Nathan Butler-Broad Head Teacher
Governor	Vacancy – Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,545
Recovery premium funding allocation this academic year	£39,005
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	£339,550

Part A: Pupil premium strategy plan

Statement of intent

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. **(EEF 2021.)**

Therefore, our 21-24 PP strategy has been founded on the following EEF principles:

- It covers a 3-year period, reviewed annually, with the necessary adjustments.
- Leaders focus on a small number of priorities each year in areas likely to make the biggest difference.
- It is embedded within a wider strategic cycle and impact is reported termly.
- Our approach is linked closely to EEF evidence.
- We will spend some of our PP funding on non-academic interventions, such as improving attendance as this will boost attainment. A focus on attendance is particularly important now, given the impact of Covid-19.

Aspire-Believe-Achieve

Our school motto exemplifies our shared values and expectations. It represents our approach and ethos. We expect our PP pupils to demonstrate relentless passion and purpose. We want them to persevere and to expect the best for themselves and others. We expect PP pupils to support each other and reach their goals by having high aspirations for themselves and the confidence to progress, and achieve well in all aspects of their life.

Our key principles are:

1. To improve Pupil Premium pupils' attendance – particularly the attendance of PP persistent absentees.
2. Ensure every disadvantage child can exit Yr1 having passed the Phonics screening test.
3. Ensure staff use strategies every day that help PP pupils recall and remember the knowledge they have been taught.
4. Ensure Oracy and speaking skills are prioritised, to address gaps in PP pupils speaking skills and support social mobility.

5. Ensure that PP pupils' access Covid recovery tutoring, to address R/W/M knowledge gaps, ensuring they exit their cohort at ARE.

Our current PP strategy has addressed SALT protocols and outcomes. It has addressed Curriculum sequencing too and therefore, these have not been included in the 2021-2024 PP Strategy.

Challenges

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

Challenge number	Detail of challenge
1	***Poor attendance*** – Some families don't send their children to school regularly or understand the impact this has on their child's educational outcomes. We have a larger than average number of PP pupils on TSPs / part-time timetables, medical needs and those who have suffered with Covid-19, all of which have contributed to our persistent absentee %. PP pupil attendance was less than non-PP pupils both remotely and in school during lockdown, widening the attainment gap.
2	**Phonics –** Some PP pupils are not getting the opportunities they need to remember and recall phonics. Some pupils do not experience parental engagement at home to reinforce and extend their Phonic knowledge. Covid restrictions have halted intervention groupings which offered precision Phonics teaching.
3	**Knowledge Retention -** Teachers have begun to utilise strategies, e.g. Rosenshine's Principles, in their lessons for pupils to know more and remember more. These strategies are not yet consistently embedded enough, for PP pupils to achieve age related expectations.
4	**Oracy and Speaking Skills –** Poor pupil language levels and vocabulary stop pupils from reaching their full potential. We are a Voice 21 Spotlight School - staff are aware of the importance of Oracy to improve social mobility and life chances for PP pupils. Oracy is not yet being explicitly taught to PP pupils in **all** curriculum subjects; it is not yet imbedded by all stakeholders, within the culture of our school.
5	**Covid Recovery –** Internal data, assessment and observation has demonstrated that many PP pupils have been increasingly disadvantaged by the COVID lockdown, widening the gap. These pupils require additional quality first teaching, to catch up and achieve ARE.

Intended outcomes

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

Intended outcome	Success criteria
1. Those PP pupils with less than 90% attendance improves by 25% or is at, or above 95% (national.) There is an increase in part-time TSP hours, so that the most disadvantaged pupils are not missing direct, quality first teaching. Parents prioritise their children's health needs and follow up swiftly with GP / Health visitor / School Nurse advice.	• Attendance officer reports improved PP attendance. • % of PP pupils on part-time timetables decreases and the number of part-time hours increase over the course of the academic year. • New alternative provision provides opportunities for improving PP persistent absenteeism. • Increased numbers of parents referring for GP, Health Visitor and School Nurse service. • 100% of entitled pupils take up free meal and milk offer to maintain good health. • Parents intervene, swiftly to ensure children's medical needs are met with early intervention by medical staff reducing prolonged absence.
2. 100% of PP pupils (without significant SEND) pass the Phonic screening at the end of Yr1.	• Increasing numbers of pupils are passing screening year on year. • Phonic screening data demonstrates no gap PP-vs-Non-PP or, narrow. • Number of pupils leaving the Phonics programme increases in Yr2.
3. All staff plan for and use effective knowledge recall and memory strategies daily, including Rosenshine's Principles.	• Planning demonstrates effective knowledge sequencing and pupils are expected to apply and retain their knowledge throughout this sequence. • A range of effective questioning techniques are embedded into all lessons. • PP pupils can recall key knowledge from previous terms and make valid connections with their new learning, deepening their knowledge bank and placing it into their long-term memory.

4. Oracy becomes a main driver within the Curriculum. Teachers plan and utilise a range of Oracy strategies, explicitly into Long / Medium / Short term planning. Embed Oracy as part of our whole school culture.	• Pupils are confident to present and speak in full sentences, in standard English about their learning, both in class, venues and to visitors. • 100% of teachers plan and deliver Oracy strategies in all Curriculum lessons. • Teachers become competent at using Oracy strategies to evaluate progress and ARE. • An increasing number of stakeholders adopt Oracy strategies to benefit PP pupils. • Oracy is a main curriculum driver in its own right and is explicit on planning.
5. PP pupils access Covid recovery tutoring, (NTP / Sport tutoring / in house tutoring, i.e. Phonics, Reading Boys Future Stories Peer tutoring) to address R/W/M knowledge gaps, ensuring they exit their cohort at ARE.	• 100% of tutoring places offered to disadvantaged pupils are accepted by disadvantaged pupils. • Internal data demonstrates accelerated progress from start points. • PP pupils 'catch up' and exit their cohort achieving ARE.

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: £145,207

Activity	Evidence that supports this approach N.B. EEF Evidence given in + plus months progress per child	Challenge number(s) addressed
Develop therapeutic support structures for children with SEMH difficulties, incl: • Develop internal and external Alternative Provision capacity • Train new ELSAs – support improved regulation and metacognition • Reshape inclusion structures across the school, including formalisation of the existing Alternative Resource Provisions • Promote improvements to health and wellbeing • Continue 1:1 RFC Mentoring support to support co regulation • Continue Cranbury respite	(Behaviour Interventions +4) There is extensive evidence to demonstrate that childhood social and emotional skills link to improved outcomes in later life. This includes academic performance, behaviours and relationships with peers. Continuing the Hive will also support children's improved attendance/reduce persistence absence in school and offer alternative provision for children who are currently on part time timetables (TSP) EEF_Social_and_Emotional_Learning.pdf	1, 2, 3, 4, 5

Continue Oracy project as whole school focus (VOICE21 – Stage 2) Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund ongoing teacher training and release time	(Oral Language Interventions +6, Early Literacy Approach +4) There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	3, 4

Embed consistent approach to teaching of writing using whole text units and deliberate practice/review of SPAG material and text type through the curriculum	(Reading Comprehension Strategies +6; Communication & Language Approaches +6; Early Literacy Approaches +4; Feedback +6; Communication & Language Approaches +6; Early Literacy Approaches +4) Internal monitoring demonstrates improved outcomes since shift to text based units. This is supported by advice and guidance from BFfC English Lead. See also: EEF Improving Literacy in Key Stage 2.	2, 3, 4, 5
Support new maths leader to enhance the teaching of Maths using MNP resource and improved understanding of Concrete Pictorial Abstract approach, particularly for new staff. Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	(Early Numeracy Approaches +6, Mastery Learning +5) The DfE nonstatutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3, 4, 5
Access RWI Phonics training for new staff and release the phonics lead to support CPD and monitoring of implementation	(Phonics +5, Small Group Tuition +4) 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: ▯ Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2, 3, 4 & 5

Develop follow up training for staff in Rosenshine's principles of instruction- focus areas, questioning and review of material. Link to leadership monitoring focus and support. Provide guidance and framework for working through PiXL phase/core team process and materials to support delivery. Purchase Walkthru Training package	High quality teaching for all is the most effective intervention sited in research. (EEF +8 months for relatively low cost)	3, 4, 5
Invest in teaching resources to support quality first teaching for pupil premium pupils, incl: • TT Rockstars • PiXL • RWInc Phonics (incl Development Officer) • Picture News • RWInc Spelling • V21 – Oracy (incl consultancy) • ABC Readers • Nessy	High quality teaching for all is the most effective intervention sited in research. (EEF +8 months for relatively low cost; Phonics +5)	2, 3, 4, 5

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

Budgeted cost: £102.122

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed new independent support mechanisms for delivery of speech and language support, incl: • 2 days of therapist time • 3 days of S&L Assistant time • Preferential therapy offered to PPG children • Specialist training and support for staff • Programmes incl, NELI, Voice 21, colourful semantics, bucket time, Lego Therapy, ICan	(Oral Language Interventions +6; Communication & Language Approaches +6; Early Literacy Approaches +4) Evidence demonstrates that disadvantaged children develop a word deficit from an early age. Children with S&L difficulties are adversely affected in all areas and early intervention is essential to overcoming barriers. A number of studies show the benefits of using a range of different approaches to developing pupil's communication and language skills EEF Communication and Language approaches.	2, 3, 4, 5
Access external behaviour support for children with SEMH needs. Develop internal TSP process to help support children on part time timetables to be more successful and increase their time in school.	(Behaviour Interventions +4; Social and Emotional Learning +4; Small Group Tuition +4; Mentoring +2; 1:1 Tuition +5) Behaviour Interventions +4) There is extensive evidence to demonstrate that childhood social and emotional skills link to improved outcomes in later life. This includes academic performance, behaviours and relationships with peers. Continuing The Hive (small scale internal SEMH provision) will also support children's improved attendance/reduce persistence absence in school and offer alternative provision for children who are currently on part time timetables (TSP)	1, 5

Access effective external Educational Psychology support and guidance to improve provision and better meet individual need	EEF Improving Behaviour in Schools EEF_Social_and_Emotional_Learning.pdf EEF Special Education Needs in Mainstream School. pdf EEF Improving Behaviour in Schools	1 (?) X20 PP Pupils
Develop access to Therapy Dog (support through Canine Assisted Learning) Timetable access to school therapy dog for children with social and emotional needs. Deliver training for staff through Canine Assisted Learning programme.	(Social and Emotional Learning +4, Behaviour Interventions +4) Evidence supports that access to dogs can help children to self-regulate, build confidence. Supporting social and emotional learning has a recognised impact on children's ability to access school, incl improved attendance and attainment. This includes teaching self-awareness, self-regulation, relationship skills and responsible decision making. EEF_Social_and_Emotional_Learning.pdf https://www.uclahealth.org/pac/animal-assisted-therapy	1, 4
Deliver catch up tuition incl: Third Space Maths Tutoring Academic Mentor support small group tuition	(Mentoring +2, 1:1 Tuition +5, Individualised Instruction +4) One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4, 5
Invest in further IT hardware and software to support Early Years pupils to access learning (41%)	(Digital Technology +4) https://educationendowmentfoundation.org.uk/education-evidence/early-yearstoolkit/digital-technology	2, 3, 5

Support improvement to the teaching of systematic phonics through: • Dedicated time for Phonic Lead/Senior Lead support • Investment in RWInc Phonics and Spelling Programme • Training for new staff (incl, RWI Development Days and training portal)	(Phonics +5, Small Group Tuition +4, Individualised Instruction +4, Mastery Learning +5, Collaborative Learning Approaches +5, Reading Comprehension Strategies +6) (Phonics +5, Small Group Tuition +4) 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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2, 3, 4, 5

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

Budgeted cost: £96,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide breakfast as part of the National School Breakfast Programme to children in KS1	https://www.family-action.org.uk/content/uploads/2023/09/Impact-of-the-National-School-Breakfast-Programme.pdf	1.
Free School Milk offered to PP pupils, to support intake of daily vitamins, general health, nutrition and concentration.	*Milk is excellent as a mid-morning drink. It provides a nutritional boost and keeps children hydrated between breakfast and lunch, helping them to concentrate and learn.* **(Cool Milk 21.)**	1
Uniform vouchers and equipment offered to PP families identified by the school as in need. Breaking down barriers to poor attendance through providing cohesion and equality, group identity, increased safety, dress code equality, reduced potential for bullying, streamlined morning preparation, safe and practical, less distracting learning environment.	University of Nevada, Reno College of Education 2013 Lists various benefits to wearing uniforms, including decreases in poor behaviour, gang involvement and bullying; and increases in safety, ease of going to school, confidence and self-esteem. School Uniform Bill April 2021 Education Act 1990 – LAs have the power to provide financial help to PP pupils with assisting them to purchase uniform.	1

Free School Meals offered to support a well-balanced diet, all round nutrition, health and concentration for learning. To continue to use the Free School Meals checking service to ensure swift allocation of FMS for eligible pupils, promoting good health and concentration for learning, whilst reducing meal poverty. Continue School meals kitchen contract, ensuring that free school meal uptake is high, promoting good health and diet through an attractive, well balanced, quality menu. Improving good learner behaviours and attendance. Ending meal poverty.	*Free school meals have been shown to improve health and help tackle health inequalities, as well as removing the poverty trap faced by parents trying to move into employment.* **(Sustain 21.)** **The Children's Food Campaign UK believes that the provision of free school meals help:** • Improve children's health • Reducing health inequalities and help low income families • Removing the poverty trap that prevents parents moving into employment • Supporting the rural economy and promoting sustainable food	1

School Trip subsidies are offered to low income PP families to enhance real life learning experiences, so that knowledge links can be made, vocabulary skills extended and PP pupils made valid connections with new learning, deepening their knowledge bank and placing it into their long-term memory.	*'School trips are an incredibly important part of school life, and really help children to make the connection between what they are learning inside the classroom, and the wider world.' (Plan my School Trip 2021.)* EEF - https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventure-learning Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. • Mastery Learning +5 • Collaborative Learning Approaches +5 • Metacognition & Self-Regulation +7	1, 3, 4
Continue employment of Attendance Officer to monitor, report and offer support strategies for PP attendance, to the PP Lead and the wider Leadership Team Buy in Educational Welfare Officer Service Level Agreement Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	• PP funding on non-academic interventions, such as improving attendance as this will boost attainment. (EEF 21) • A focus on attendance is particularly important now, given the impact of Covid-19. (EEF 21) • The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

High numbers of PP pupils experience safeguarding concerns and are known to Children's Services. Home routines for some PP pupils are lacking. Our Child Welfare Officer works alongside parents and external agencies to ensure PP pupils are provided with basic needs, safe and consistent parenting for optimum learning, plus support to access housing, benefits and welfare, to improve pupil health and well-being.	EEF – Working with Parents to Support Learning – https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supportingparents/EEF_Parental_Engagement_Summary_of_recommendations.pdf *'Schools should be optimistic about the potential of working with parents. There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.'* • Social and Emotional Learning +4 • Behaviour Interventions +4 • Self-regulation strategies +5 • Parental Engagement +4	1

Total budgeted cost: £343,998

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 2022 to 2023 academic year.

Priority 1: *To improve Pupil Premium pupils' attendance - particularly the attendance of PP persistent absentees.*

Impact:

Analysis and tracking of attendance data demonstrate a continuous struggle and limited progress overall, despite persistent effort to challenge and support improvement at a whole school level. Meetings with parents, interviews with pupils and further monitoring activity all point to some complex social issues which contribute to non-attendance.

One central theme to pursue further is supporting families to implement improved sleep routines. Many children commented on this being a contributing factor to their absence. Often children lack supervision due to parent capacity or work patterns. This leads to children spending too much time on tablets and phones and then struggling to wake. Chaotic lifestyles, overcrowding and other external pressures, e.g. domestic abuse, substance misuse and parent mental health conditions are also common factors in the non-attendance of pupils and demonstrate a complex social backdrop in which the school operates.

Whole School

2022/23	All	PPG	Non PPG	SEND	Girls	Boys
Term 1	91	89.07	92.72	74.98	91.6	90.4
Term 2	86.9	82.29	90.51	83.69	88.4	85.7
Term 3	90.4	87.62	92.58	86.86	91.1	89.8
Term 4	90.9	89.61	92.68	86.01	91.5	90..3
Term 5	91.3	89.02	92.98	87.63	93.3	89.6
Term 6	89.6	87.23	91.68	85.95	90.2	89.2
Overall	90	87.14	92.19	84.18	91	89.1

Persistent Absence Analysis 2022-23

2022/23	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Whole school
Term 1/2	57.69	45.45	39.06	40.28	37.65	32.97	42.05
Term 3/4	36.25	32.22	31.15	33.8	34.57	25.84	32.2
Term 5/6	48.15	38.89	37.1	36.76	32.5	30.77	37.29
Overall	51.76	44.9	34.78	38.16	35.16	31.96	39.53

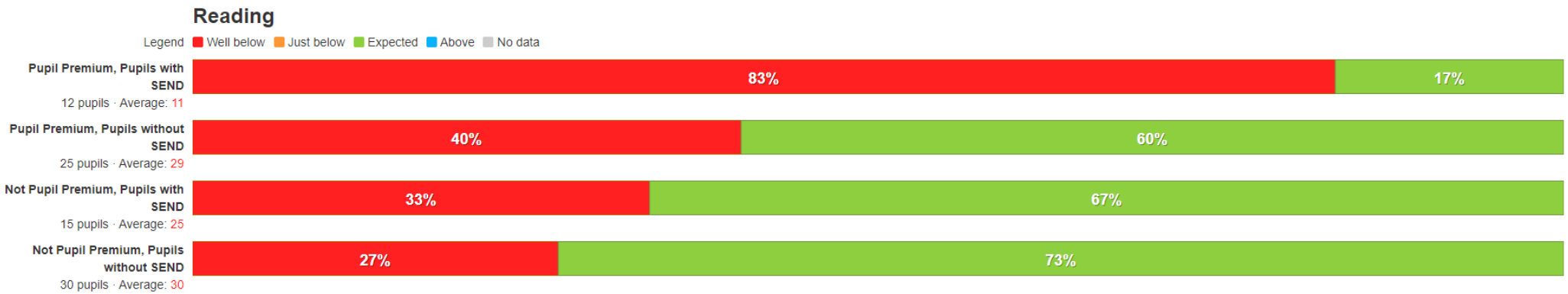
Priority 2: Ensure every disadvantage child can exit Yr1 having passed the Phonics screening test.

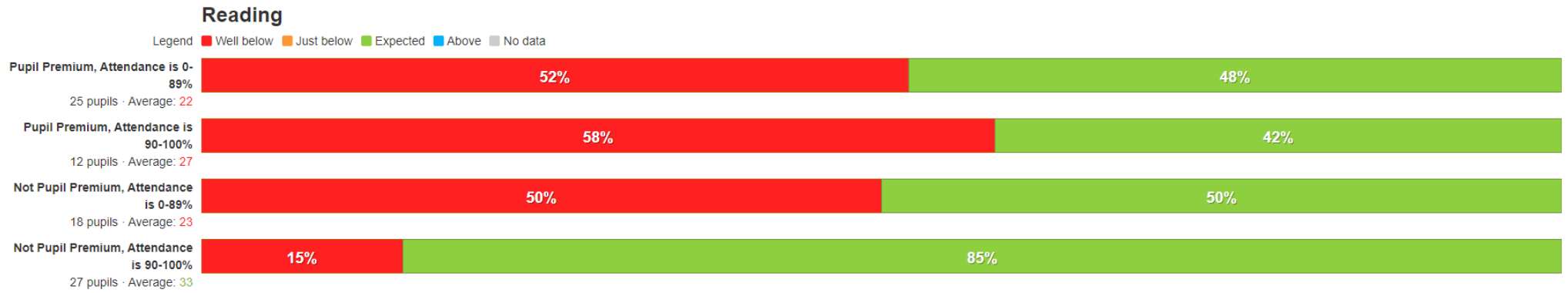
Y1 phonics screening results demonstrate a persistent underachievement of vulnerable pupils. PPG pupils continue to lag behind non-PPG. Furthermore, PPG pupils with SENd are even more adversely affected and pupils with this dual vulnerability are not achieving as well as their peers (see below).

Analysis of attendance and impact on achievement demonstrates a mixed picture but a clear link to underachievement overall, even though the link to PPPG is not as clear.

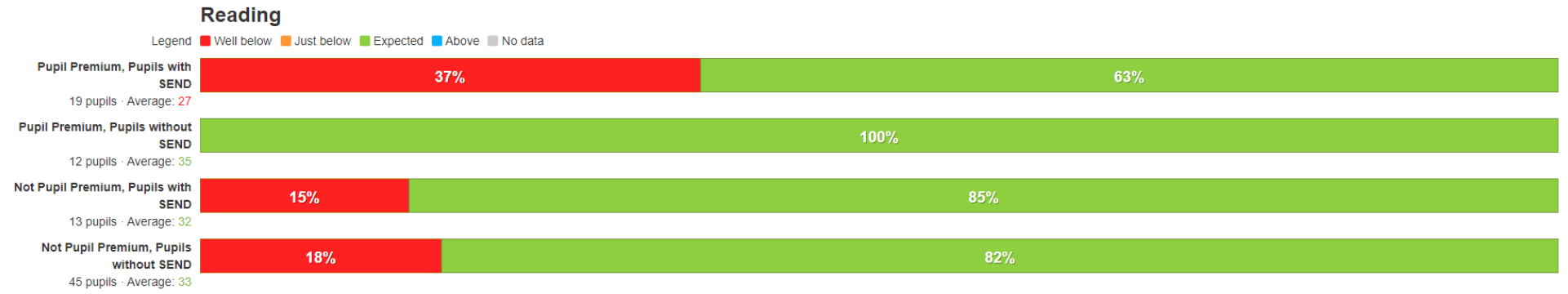
In Year 2 retest results the impact of intervention and additional support is more evident but there remains a significant gap in achievement by PPG children pupils with SEND. Similarly, the link between good attendance and achievement is clear for both PPG and non-PPG pupils.

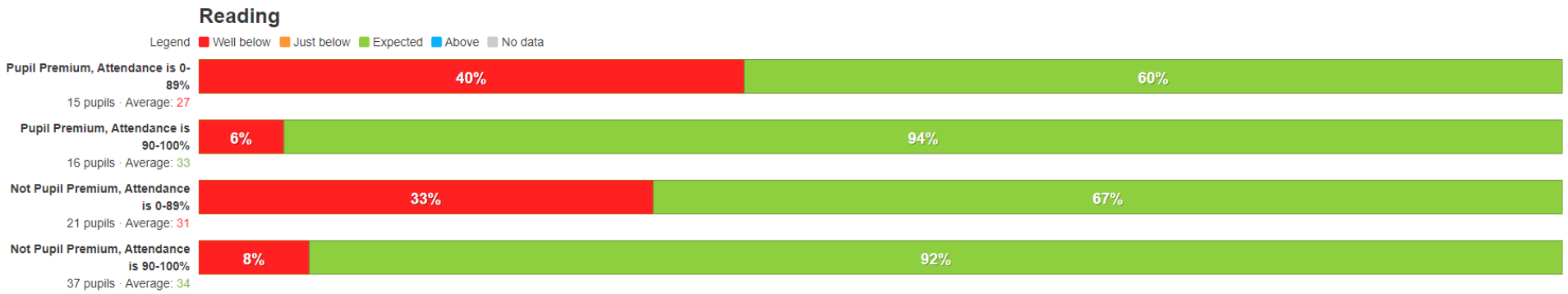
2022-23 Y1 Phonics Screen Results





2022-23 Y2 Phonics Retest





Looking forward, it is imperative that lessons learned from Y2 retest successes are applied across the school. Whole school changes to leadership and approach have been introduced following an evaluation of impact and review of strategic approach. 1:1 tutoring which had a sig positive impact from Jan-June is in place and children are taking books matched to their phonic ability rather than their assessed book band. Early monitoring of these changes demonstrates a pleasing impact on expectations and routines for learning. Further support and monitoring is required to inform continuous development and progress.

Priority 3

Ensure knowledge progression in the curriculum is well sequenced in all subjects.

Ensure staff use strategies every day that help children recall and remember the knowledge they have been taught.

Impact –

- Wider curriculum progression is improving in music, DT and Computing as a result of support and mentoring from curriculum lead
- Tom Sherrington Walkthru coaching project introduced across the school. This lever is supporting improved consistency and application of whole school expectations linked to questioning and feedback/school walkthrough cluster
- Core Team cycle embedded into CPD approach and informing approach and evaluation of impact
- Attainment across the school is improving

:

Feedback from Reading School Effectiveness Advisor demonstrates

Overall Recommendations/areas to consider further

- *Revisit some of the strategies with teams to ensure they are being implemented consistently and effectively e.g. Are all of the steps being implemented?*
- *Revisit the response to answers to ensure that opportunities to extend or embed understanding are not missed (cold calling step 4 – can you give me another example, can you add to that?)*
- *Focus on developing teachers' use of questions – what does a good question in cold calling and think, pair, share look like? (broaden/open-ended)*
- *Revisit step 4 in the think, pair, share Walkthru. Is it helping teachers to pick up on interesting ideas or important errors, misconceptions, or subtle technicalities?*
- *Consider designing a simple prompt sheet for staff to display or have to hand to refer to, to remind them of the steps in each walk thru*

A really good start has been made to the coaching process. Leaders have got staff on board and established routines and expectations around coaching. This has already started to build staff confidence and led to some improvements in teachers' practice. Well done!

Priority 4

- *Ensure that Whitley park supports social mobility through addressing gaps in children's speaking skills*
- *Ensure oracy and speaking skills are prioritised in approaches to teaching.*
- *Ensure that PP Pupils with speech and language difficulties, or moderate learning difficulties are identified early, and have research informed SALT interventions, to help them catch up quickly.*

Impact

Impact on Reception children can be seen in the favourable comparison between PPG and non-PPG children achievement of the Speaking goal by the end of Reception.

This reflects the consistency of practice and priority talk is given in the everyday expectations of the classroom and the complimentary effect the regular coaching has had on the constancy of practice.

Voice 21 oracy strategies are continuing to be promoted and expected across the school. The initial Oracy day in September 22 demonstrated some mixed practice and the need to return to talk tactics with new and existing staff. As a result, further training and support has enabled staff to integrate this into their daily practice across the school. Opportunities for presentational oracy are being implemented across the school, including the WEC poetry competition at which the school was very successful, particularly in Key Stage 2 where all but one category was won by a Whitlley Park entry.

SALT – Speech and Language Therapy

Work of the private S&L therapist recruited in Jan 2021 has continued to develop and integrate across the school with support and input from the school S&L Assistant. Together they continue to see children quickly and implement plans to support quick progress.

Support from NHS Therapist continues to be directed solely towards EHCP pupils, however this is an area of concern and inconsistent service.

Termly S&L review included in Headteacher Report information to governors as part of PPG report. This is supporting overall evaluation and direction of the service.

July'23 PPG Report/S&L Report demonstrated:

***Headlines**:*

- *Caseload of 73 is reflected in numbers and how these are spread across the school with a higher weighting in Early Years and Key Stage 1. This demonstrates how children are receiving support and moving off the register over time.*
- *6 children discharged*
- *6 new referrals from nursery (not yet seen)*
- *8 new referrals from Reception (5 seen so far)*
- *Excluding the new referrals, all children on the caseload apart from 7 have been reviewed (due to be seen in the next few weeks)*
- *NELI support delayed due to staff absence in Early Years*

Success stories:

- *Child K referred in Nursery, seen for 2 blocks of Bucket time and 1 block of 1;1 sessions and then discharged. Shows that will some children early intervention works and, in this case, his difficulties have been resolved before he starts school*
- *Have met with 3 parents this term to show that what we are working on with their child and how they can support their child at home.*

- *Although we are not running any Bucket Times this term, we are supporting Seedlings and Acorns with ideas, advice and resources for Bucket Times that they are running.*

Moving forward, work is in place to develop the monitoring of progress and deepen the evaluation of impact. This will help to inform the deployment of resources and monitoring of implantation as staff capacity to deliver regular sessions is sometimes compromised by illness/staff shortages. More detailed information and closer tracking of this is required to fully evaluate the success of this initiative.

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
SALT Programmes:	
CELF 5	-Pearson Assessment
Clear	-Clear-Resources.co.uk
RAPT	-Winslow Resources
Therapy	-Black Sheep Press
Colourful Semantics	-
Widget	-Widgit
Bucket Time	
Super Duper Publications	-Winslow Resources
NELI	
Other:	
TT Rockstars	-Maths Circle
Thought Box	-Thought Box Education
RWInc	-Ruth Miskin
PiXL	-The Pixl Club
Tapestry	-Third Space
Thirdspace Tutoring	-Tapestry Journal

Further information (optional)

Additional PP Barriers in Our School
Food, water, shelter, security, social issues – Basic care needs are not always met. High levels of safeguarding with some complex cases.
Increase in mobility – vulnerable families moving in and out of Whitley during the academic year
Mental Health – can stop some pupils accessing the classroom and some families attending school
Resilience and Confidence – Some children are not robust or resilient enough to face learning challenges
Routines – Low completion levels of homework, Spelling and Reading. Sleep routines not in place for some pupils
Increasing number of EAL pupils – affecting the communication of expectations with some families