

Pupil premium strategy statement – Longmeadow Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Longmeadow Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	30.5% (65)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Toby Mills-Bishop
Pupil premium lead	Kerry Randall
Governor / Trustee lead	Lynne Wilson-Leary

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,485
Recovery premium funding allocation this academic year	£9425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£106, 910

Part A: Pupil premium strategy plan

Statement of intent

At Longmeadow our vision of *'creating lifelong learners who are passionate about the things they do and successful in the things they try'* relates to all pupils, including those who are disadvantaged. We have high expectations for all our pupils. Often, expectations relate to accelerated progress for disadvantaged pupils with the aim of diminishing the attainment gap between them and their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment of disadvantaged pupils is often below that of their peers
2	There are a high number of pupils who are in receipt of Pupil Premium funding who have also been identified with SEND
3	Many pupils have specific social and emotional needs which impact their access to learning and therefore their progress and attainment
4	Pupils present with specific communication and language needs which impact their access to learning and therefore their progress and attainment
5	Low attendance and punctuality of disadvantaged pupils at school
6	Low parental engagement and high levels of family support required

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
Improve attainment and progress data for disadvantaged pupils – our school data continues to represent that disadvantaged pupils	<ul style="list-style-type: none">Disadvantaged pupils make accelerated progress which reduces the difference in attainment when compared to their non-disadvantaged peers by the end of KS2;

<p>achieve less well than their peers and are therefore less well prepared for the next stage in their education</p>	<p>data shows improvement in reducing this gap each year.</p>
<p>Ensure that disadvantaged pupils with SEND receive the support they require to access learning - the strong correlation between disadvantaged pupils and a correlating SEND need at Longmeadow means that SENDCo support should address this area and ensure appropriate adaptations are made in school to support their learning</p>	<ul style="list-style-type: none"> • The SENDCo will have a clear understanding on the needs and barriers to learning of pupils with SEND who are also in receipt of PPG • All disadvantaged pupils with SEND will have clear and purposeful support plans which are individualised to their needs. These plans will aim to improve their attainment and progress data at the end of KS2 by identifying their barriers to learning and planning provision to remove these barriers; they will be regularly reviewed with advice sought from external agencies where needed to achieve this
<p>Support the mental health and emotion needs of disadvantaged pupils so they are ready to learn – varied in school data, such as behaviour reports, as well as external agencies (such as Children’s Services and Herts Police) tell us that our disadvantaged pupils have more mental health concerns, alongside family issues that serve as a barrier to their learning. Longmeadow also has a number of disadvantaged pupils who access counselling and other mental health support due to trauma.</p>	<ul style="list-style-type: none"> • The school has an embedded, whole school, therapeutic approach to managing behaviour • The SENDCo and Family Support Worker (Mental Health Lead) work with staff to support the needs of disadvantaged pupils with SEND, ensuring appropriate support plans are in place, actioned and reviewed • There is a reduction in behaviour incidences for disadvantaged pupils following successful intervention • Regulation strategies are directly and explicitly taught across the school to support pupils well-being and development of their own regulation of their emotions and behaviour • Complex cases of concerning mental health needs will receive referrals to outside agencies for further support
<p>Children are provided with opportunities to develop their speech, language and communication skills</p>	<ul style="list-style-type: none"> • Children’s speech, language and communication skills are accurately assessed using a research informed tool e.g. WellComm • Plans are created to address children’s speech and language needs using research informed strategies from

	<p>ELKLAN and WellComm; these plans are regularly reviewed</p> <ul style="list-style-type: none"> • Children are exposed to good models of language and communication through their interactions at school; staff are trained to facilitate this
<p>Work with families to improve attendance and punctuality for disadvantaged pupils – in school data informs us that attendance and punctuality remain an issue for disadvantaged pupils and their families.</p>	<ul style="list-style-type: none"> • The proportion of pupils from disadvantaged groups who are absent or late to school has reduced so that more children are in school, on time, regularly • Disadvantaged pupils who are persistently absent have clear support plans aimed to increase their attendance • Longmeadow work alongside other schools (for siblings) and external agencies to make plans to improve attendance and punctuality • Longmeadow work with the Local Authority Attendance Improvement Officer (AIO) for disadvantaged pupils with complex cases
<p>Support for families increases engagement with school activities and access to support</p>	<ul style="list-style-type: none"> • The school's Family Support Worker will identify families in need with the support of school leaders • Targeted support will be provided for families which is tailored to their individual circumstances • Opportunities for parents to access support and engage with school will be provided and promoted

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: £53, 455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide focused leadership to improve outcomes for disadvantaged pupils</p> <ul style="list-style-type: none"> • Pupil progress meetings held in school will continue to identify pupils in receipt of PPG and explore their progress/attainment and support to ensure it is appropriate to need • PPG Lead to regularly review the progress of PPG pupils across the school • PPG Lead and SENCo to review the interventions in school and ensure that these are appropriate and providing impact • PPG Lead to review the PPG strategy and the impact of this • Leaders to observe teachers as part of the monitoring and evaluation strategy and feedback to develop teaching and learning practices in the classroom • Facilitate coaching and mentoring, as necessary, to improve provision for pupils in receipt of PPG 	<p>Education Endowment Fund's (EEF) diagnostic assessment (<i>leaders to put in place and monitor the outcomes of diagnostic assessments</i>).</p> <p>EEF Pupil Premium Guide - June 2019</p> <p>Standards for Teacher Professional Development - July 2021</p> <p>School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report Department for Education – May 2018</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>To Improve the quality of communication and interaction in the Early Years</p> <ul style="list-style-type: none"> • Baseline assessments of all children's communication and language skills to be completed using WellComm • Appropriate interventions to be implemented to support children's development • Staff to be provided with training and support through Herts TLA and visits to other Early Years providers to improve the quality of interactions with pupils • Progress and attainment data in C&L and WellComm monitored by Early Years Leader 	<p>EEF Early Years Toolkit</p> <p>WellComm - GL Assessment (gl-assessment.co.uk)</p>	<p>1, 2, 4</p>
<p>Consistent implementation of Cornerstones Curriculum, which includes adaptive teaching techniques, to improve the Quality</p>	<p>EEF Teaching and Learning Toolkit</p> <p>Cornerstones Curriculum National Primary Curriculum</p>	<p>1, 2</p>

<p>First Teaching offer for all pupils, including those in receipt of the PPG</p> <ul style="list-style-type: none"> • Provide further training to staff about the use, in particular how to adapt learning for groups of learners whilst still ensuring fidelity to the curriculum • Work with curriculum leaders who are supporting the school to ensure that the implementation of the curriculum is progressive and ensures full coverage of The National Curriculum for the subjects it is being used for as well as relevant adaptations for groups of vulnerable learners • Assessment information for all pupils to be gathered across all subjects to assess progress and attainment; subject leaders to analyse this considering attainment of pupils in receipt of the PPG and those not 	<p>for England (cornerstoneseducation.co.uk)</p>	
<p>Improve progress and attainment in reading, writing and Maths across the school so that outcomes for pupils at the end of KS2 increases when compared to last academic year</p> <ul style="list-style-type: none"> • Class teachers to work with TLAs to develop their curriculum planning and delivery; opportunities to team teach will be provided as needed as well as direct training opportunities • TLAs to support Subject Leaders to provide whole staff training to support strong subject knowledge development within the teaching team • Gap analysis work to be completed with TLAs so that targeted support can be provided to pupils • English lead to ensure KS2 staff have training on the Reading Fluency Project and that this knowledge is used to improve outcomes for pupils • Subject Leaders for Maths and English to work with TLAs to assess strengths and areas for development within their subject • KS2 to ensure phonics teaching continues for those children in need of this as they enter KS2 – this is to be supported and monitored by the English Lead • Implement a more robust way of tracking and monitoring attainment and progress in Phonics 	<p>Recorded impact from an 8 week Reading Fluency Project in Hertfordshire, as shared by trainers:</p> <p>Pupils made above average accelerated progress</p> <p>Over 1000 pupils have now taken part in the KS2 Reading Fluency Project.</p> <p>On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age*. *as measured by the YARC assessment tool.</p> <p>Pupils typically demonstrated the following changes in reading behaviour:</p> <ul style="list-style-type: none"> • increased stamina – able to read more text for a longer period whilst retaining understanding • increased accuracy – children make less substitutions, omissions, mispronunciations, additions when reading a 'cold' text • increased enjoyment – pupils read more and are more willing to explore a wider range of literature • increased confidence – pupils tackle challenging texts with greater willingness and show improved tenacity in teasing out meaning • increased engagement – pupils offer more extended contributions in group discussions about challenging texts. <p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</p>	<ul style="list-style-type: none"> • 1, 2, 4

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

Budgeted cost: £27, 483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention for children identified through teacher assessment to increase their attainment and outcomes by the end of the year</p> <ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) based on data analysis of barriers to attainment • Leaders to work with teachers to identify pupils' individual gaps in learning through Pupil Progress Meetings • Trial and purchase of a targeted, computer based intervention scheme which will provide gap analysis of pupils' learning and tailor the intervention to their individual needs • Implementation of the chosen intervention programme across KS2 • Phonics intervention groups consistently implemented in KS1, based on assessment data, to close children's gaps in phonic learning 	<p>School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report Department for Education – May 2018</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Letters and Sounds A complete Phonics resource to support children (littlewandlelettersandsounds.org.uk)</p> <p>Literacy Gold</p> <p>Dyslexia and Dyscalculia Software and Screening Tests IDL (idlsgroup.com)</p>	<p>1, 2, 3, 4,</p>
<p>Pastoral and SEND TA Interventions across the school for targeted children</p> <ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting, speech and language etc) to work on the correlation between PPG and SEND across the school • Support within lessons to improve self-regulation and access to learning • Consolidation of learning completed in classes – time for practise and application of skills - post teaching. This will involve embedding the 'on the day interventions' introduced last year • Training and support for teachers to develop their record keeping skills using provision maps and intervention trackers • Regular monitoring of interventions by SENDCo and PPG Lead using class Provision Maps 	<p>EEF Early Years Toolkit</p> <p>EEF Teaching and Learning Toolkit</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p>	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> Teachers/TAs leading interventions to follow intervention plan and keep records showing impact to inform reviews Training for staff regarding EEF Supporting SEND in Mainstream Schools research and 5 a day approach – follow up to support implementation of advice through monitoring activities Development of Herts Steps Leads in the school to implement Herts Steps analysis documentation to inform intervention for identified pupils 	educationendowmentfoundation.org.uk	
<p>Mentoring Scheme – Daily Reading</p> <ul style="list-style-type: none"> Teaching staff / Teaching Assistants deployed as mentors to provide daily reading opportunities for pupils in receipt of PPG funding Pastoral / learning focus, dependent on individual need PPG Lead to set up daily reading opportunities for all children in receipt of PPG Each child to be assigned an adult ‘mentor’ to provide this opportunity Reading to be protected time as reading with children supports academic progress and attainment Reading logs to be kept to analyse for impact 	<p>EEF Teaching and Learning Toolkit</p> <p>Reading comprehension strategies EEF educationendowmentfoundation.org.uk</p> <p>The importance of reading to kids daily (osu.edu)</p>	1, 2, 3, 4, 5

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

Budgeted cost: £25, 972

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Family Worker to maintain and build relationships with families to increase engagement and access to appropriate support</p> <ul style="list-style-type: none"> Improve parental engagement including holding coffee mornings/stay and plays etc giving parents the opportunity to have their voice heard 	<p>School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report Department for Education – May 2018</p>	2, 3, 5, 6

<p>and express their views about challenges, success and progress</p> <ul style="list-style-type: none"> • Provide a wide range of support to disadvantaged families including the areas of attendance, behaviour, basic needs and communication with the school. • Act as a support to disadvantaged parents, making further referrals for support where appropriate • Run holiday meet ups to ensure no family is left without support when school is closed during school holidays • Family Worker to work within the school 52 weeks a year. Contact with vulnerable families to remain during this time to ensure support is consistent. • Family worker to work closely with the school SENDCo to provide the appropriate support and access to service for families • Family worker to engage in regular training to support families • Family worker to be a DSL and attend safeguarding meetings • Family worker to support with attendance for PPG pupils • Family Worker to promote the mental health and wellbeing of children in school through running clubs/interventions for children as well as overseeing the work of external professionals providing this support to families 	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Challenge and support persistent absences to increase attendance in school for disadvantaged children</p> <ul style="list-style-type: none"> • Attendance officer and Family Worker to monitor attendance, particularly of vulnerable families, and report concerns to the SLT • Letters sent to families where attendance is a concern from the Executive Headteacher – escalation actions explained to families • Attendance surgeries with Attendance Officer and Family Support Worker offered to support families • Individual work offered to families, including personal telephone calls and reminders where needed, offered by the Family Worker 	<p>Improving School Attendance - Support for Schools and Local Authorities DfE 2021</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 5, 6</p>
<p>Provide financial support to families to ensure that disadvantaged children can access the same opportunities as</p>	<p>The EEF states: At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as</p>	<p>1, 3, 5, 6</p>

<p>their non-disadvantaged peers e.g. school trips</p> <ul style="list-style-type: none"> • Family Worker and teaching staff to identify pupils in need of additional financial support – support schemes to be shared with families • Support for accessing school trips etc to be provided for pupils as needed • Breakfast to be provided for pupils (National Schools Breakfast Programme) to access as needed through The Bagel Hut – extensions of this to be provided to pupils identified in need of this support 	<p>"arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It has found the following benefits: Arts participation + 2months gain Outdoor adventure learning +4 months gain Sports participation + 2 months gain</p>	
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Total budgeted cost: £106, 910

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.

Aim: To provide high-quality leadership to improve outcomes for disadvantaged pupils

Increased monitoring, from internal members of staff as well as external, was implemented into the school during this academic year. This included termly peer reviews from Agora Learning Partnership consisting of an external Education Consultant as well as members of leadership teams at other schools to review and evaluate the provision offered at Longmeadow. The school also benefited from additional HIP visits across the year, including learning walks, to monitor and evaluate teaching and learning. SLT visibility around the school and in lessons was a focus and provided every week; members of the team would walk the corridors, visit classrooms during lesson time and during intervention delivery. More formal SLT learning walks to monitor teaching and learning were scheduled and implemented during this academic year too. These changes were new to the school and resulted in leaders being able to evaluate the school's strengths and areas for development for accurately.

During the academic year, there was a new design of intervention monitoring records by the SENDCo/SLT which was launched to staff. Gradual introduction of this was planned to manage staff's workload and training requirements. A monitoring document was created to learn more about the children in receipt of PPG funding. This ensured academic progress, attendance and pastoral needs were recognised and used to inform future support. Provision Maps were launched across the school, led by the SENDCo, which included information about children in receipt of PPG. This tool helped to track the provision offered to children in each year group.

Parental Engagement Admin Staff signposted parents to support in the local community during this academic year through emails. The school's Family Worker followed this up specifically with families as needed.

Three assessment points were identified in the school calendar with training provided to staff about how to make assessments and load them on to Arbor. Pupil Progress 'Surgeries' were held termly in school with a focus on children in receipt of PPG. The SENDCo was present during these and worked closely with SLT regarding interventions for children with SEND who also receive PPG.

Peer observations and mentoring was set up for teachers to observe and learn from each other. Opportunities for teachers to work with a TLA specifically e.g. Maths in Year 1, was arranged to develop staff's practice. Opportunities to visit another school during INSET to observe good practice was implemented.

The academic year 2022-2023 focused on implementation of systems and processes to be able to monitor and track impact of the school's work more effectively.

Aim: Improve the quality of communication and interaction in the Early Years

Training regarding communication and interaction was been organised for staff in the Early Years (and beyond) however this work is ongoing with more training required during 2023-2024. The training provided in 2022-2023 included signing and supporting communication and interaction difficulties such as Autism. Internal support and training was been given regarding intensive interaction and Attention Autism - this needs to be built on further in 2023-2024 so more staff are trained in these interventions.

Baseline language assessments were made in EYFS. An EY TLA providing visits to the school focussing on developing communication and interaction as part of these. Action plans were created by the Early Years team in response to these visits. A visit to another EY setting to observe good practice was implemented. An additional adult was deployed in EYFS to facilitate communication and interaction support during CHIL. Introduction of EYFS Team Meetings with minutes sent to SLT had a focus on improving provision.

A new EYFS leader was identified and this area is a key focus for 2023-2024.

Aim: Introduction of Cornerstones Curriculum to improve the Quality First Teaching offer for all pupils, including those in receipt of the PPG

Cornerstones was been purchased and launched in school, with training provided to staff during an INSET day. The curriculum is now progressive and ensures full coverage of the National Curriculum. This was recognised by Ofsted during their visit in 2022-2023. A member of SLT was identified as the leader of this curriculum and monitored the use of Cornerstones across the school. They were able to provide support and guidance to staff as required. This included joint planning, modelling how to make adjustments to lesson plans on the portal and arranging further training based on common areas of need. External monitoring from Agora Learning Partnership supported the monitoring of this with reports and actions shared with SLT. This enabled actions regarding the implementation of the curriculum to be taken quickly. Three assessment points for all subjects are now in place as part of the school's data tracking procedures. Training was provided and all assessment is now logged on Arbor. Further work is needed in this area to develop staff's confidence in adapting plans on Cornerstones based on pupil need. This will be an area of focus for 2023-2024.

Aim: Improve progress and attainment in reading, writing and Maths across the school so that outcomes for pupils at the end of KS2 improves

Throughout 2022-2023, staff engaged with TLAs with a focus on English, Maths and EYFS. Staff also engaged with professionals from Agora Learning Partnership who provided support regarding curriculum sequencing and progression as well as more targeted support in Year 6. Subject Leaders had a meetings with the school's HIP to develop their skills in leading their subject. Subject Leader Development Plans were implemented to support the identification of strengths and needs in each subject. Class Teachers worked with TLAs to develop planning (Maths, Year 1, Maths Year 6). Opportunities for team teaching in Year 6, at LM and ALP partners school, were provided to develop practice

Data from the end of year assessments show in KS1 50% of disadvantaged learners achieved age related expectations in Reading compared to 57.6% of non-disadvantaged learners. This is a gap of 7.6%. 44.4% of disadvantaged learners achieved age related expectations in Writing compared to 48.5% of non-disadvantaged learners. This is a gap of 4.1%. 61.1% of disadvantaged learners achieved age related expectations in Maths compared to 72.8% of non-disadvantaged learners. This is a gap of 11.7%.

Data from the end of year assessments show in KS2 62.9% of disadvantaged learners achieved age related expectations in Reading compared to 68.5% of non-disadvantaged learners. This is a gap of 5.6%. 55.5% of disadvantaged learners achieved age related expectations in Writing compared to 57.4% of non-disadvantaged learners. This is a gap of 1.9%. 74.1% of disadvantaged learners achieved age related expectations in Maths compared to 63% of non-disadvantaged learners. This is a gap of 11.1%.

Data is showing consistently larger gaps in attainment between disadvantaged learners and their peers in Maths (KS1, KS2 and Y4 SATS). This will be a focus for 2023-2024. Work will continue, with a focus on evidence informed, targeted interventions, to close the gaps in learning between disadvantaged learners and their peers.

Aim: Targeted intervention for Year 6 to boost their attainment and outcomes at the end of KS2

During 2022-2023 an increased adult to child ratio was implemented in Year 6. This consisted of 2 teachers, 2 TAs + SLT support from the Deputy Head and Maths Lead. The class was split in half for teaching to be more targeted towards groups of learners. Interventions were planned with an assigned mentor from Agora Learning Partnership to target disadvantaged learners and those working below age related expectations in English and Maths. These were delivered daily in class as well as before school. Disadvantaged learners were also targeted for weekly mentoring sessions with the Year 6 team and members of the SLT.

Data from the End of KS2 SATs assessments show 50% of disadvantaged learners achieved age related expectations in SPaG compared to 50% of non-disadvantaged learners. This is a gap of 0%. 58% of disadvantaged learners achieved age related expectations in Reading compared to 65% of non-disadvantaged learners. This is a gap of 7%. 42% of disadvantaged learners achieved age related expectations in Maths compared to 65% of non-disadvantaged learners. This is a gap of 23%. 33% of disadvantaged learners in this year group had an EHCP. 75% of these EHCPs were awarded in 2022-2023 after applications made by the SENDCo.

Further targeted work, particularly in Maths, is needed to close the attainment gap between disadvantaged learners and their peers.

Aim: Pastoral and SEND TA Interventions across the school for targeted children

The SENDCo, PPG Lead and Family Worker worked closely together throughout the year to identify children in need of intervention and implement this. The school took the approach of ensuring that intervention was not used to compensate for lack of Quality First Teaching and did not result in the children missing larger chunks of learning time. As a result, the team focused

on implementing interventions in the classroom first, focusing on reasonable adjustments and strategies at a Universal level to targeted children. Targeted interventions were then implemented so that they were delivered effectively and provided impact. This is evident when reviewing the provision maps and intervention records across 2022-2023 as the interventions offered increase term by term. This approach was discussed with Ofsted who agreed with the school's decision making and could see the impact of this work. This was recognised in the 2022-2023 Ofsted report.

The SENDCo worked with a focus on ensuring processes were implemented to assess, plan and review the SEND Support offered to children. The SENDCo implemented a termly Assess, Plan, Do, Review cycle in school. This increased collaboration with parents with more parents attending school for meetings with the SENDCo and teacher during 2022-2023 than in previous years. Targeted plans were created for pupils with SEND, who are also in receipt of PPG, which were reviewed termly with parents and teachers during these meetings.

Growth of intervention in the school, as the curriculum became more secure and staff's knowledge of what additional to/different from provision is needed, was evident as 2022-2023 progressed. This is shown on class provision maps and intervention records. All children are now being educated in the classroom and are accessing teaching from their class teacher which is a change from previous years. The school's new behaviour policy has supported the development of self-regulation skills in our disadvantaged children. This is evident from a reduction in dysregulation and behaviour which requires intensive support. This has been achieved by adults in class providing intervention and support to co-regulate with children and directly teach self-regulation strategies. This is a change in approach for the school, where previously SLT were called to provide this intervention. As a result, staff are more confident in co-regulating with children and the children receive earlier intervention from trained and attuned staff. An immediate intervention initiative was launched, where children work with an adult on the same day to consolidate learning and address misconceptions. Progress is monitored to identify children for further intervention through Pupil Progress Meetings.

During 2023-2024, the focus will be to continue to build on this work. Intervention programmes/plans/records will be purchased/devised and implemented to ensure that they are high quality and research informed.

Aim: Mentoring Scheme – Daily Reading

This was harder to implement than had originally been planned. Re-deployment of TAs plus a large increase in the number of children with EHCPs in the school delayed implementation. Instead, reading was been promoted across the whole school, with whole class daily reading for pleasure opportunities timetabled for every class. Dedicated 'Newsround' time was also implemented for each class which ensured wider reflection and cultural capital is developed. Additional phonics interventions were implemented in EYFS and KS1. These were implemented during the afternoon and also after school. Feedback from children and parents about these was positive. These interventions ensured that our disadvantaged children who required additional support with reading were provided this.

During 2023-2024 daily reading for all children in receipt of PPG, regardless of their reading age and ability, will be provided to ensure that all children are given the opportunity to read daily with an adult.

Aim: School Family Worker to build relationships with families to increase engagement and access to appropriate support

The school Family Worker is a pivotal member of the school community and has built trusted relationships with families in school. This has extended to our new families who joined the school in 2022-2023. The school Family Worker is a visible presence on the gate at the start and end of the day to build relationships with parents. She planned opportunities for parents to come into school and has created a 'home from home' feel in her office. As a result, parents feel comfortable to speak with her and visit the school. Engagement with parents increased last year and referrals were made to external agencies to support families in need. This included direct support for children as well as direct support for parents.

This work will continue into 2023-2024.

Aim: Challenge and support persistent absences to increase attendance in school for disadvantaged children

Average attendance of disadvantaged learners during 2022-2023 was 90.2%. This includes data from 33% of disadvantaged learners whose attendance was below 90%. An attendance office worked to monitor the attendance of all learners, including disadvantaged learners, and worked with school staff and parents to try to improve attendance. Letters were sent to families where attendance of children in school was a concern by the Executive Headteacher to encourage improved attendance. Attendance surgeries were held with the attendance office and Family Support Worker for targeted families to attend. The Family Worker reported significant improvement of up to 20% improvement in individual children that she was providing targeted support for.

Attendance is still a concern and is a focus for the school in 2023-2024.

Aim: Provide financial support to families to ensure that disadvantaged children can access the same opportunities as their non-disadvantaged peers e.g. school trips

The School Family worker worked closely with disadvantaged families to assess and support their needs. This included applying for grants, providing food parcels, clothing support, vouchers and signposting families to financial support services in the local community.

Financial support was offered to families of children in Year 6 who were in receipt of PPG to provide them with the opportunity to attend the class residential trip. As a result, more children in receipt of PPG were able to attend the trip when compared to those that expressed an initial interest when the trip was proposed.

The school Family Worker provided holiday clubs during the school holidays so that disadvantaged families could access opportunities such as attending a 'cinema day' / 'arts and

crafts day' without the cost. Feedback from families was positive and the Family Worker reported higher attendance at these clubs than in previous years during 2022-2023.

The school registered with The National Breakfast programme and provided bagels to all children in school who would like to have one in the morning. This was set up as 'The Bagel Hut' where children and their families could access breakfast for free on their way in to school. Additional breakfast, of cereal, was purchased and offered to identified children to ensure that they were fed and ready for the school day. This provision ensured no child was hungry at the start of the school day and will continue into 2023-2024.

Moving forward, the school intends to provide more opportunities for children to experience extra-curricular trips and therefore, more offers of financial support to parents will be made as needed.

Externally provided programmes

Programme	Provider
Back on track resources (English and Maths)	Herts for Learning
Little Wandle Phonics	Little Wandle – Letters and Sounds Revised
Attention Autism	Gina Davies Autism Centre
Intensive Interaction	Herts Speech and Language Therapy Service
SEMH Outreach Intervention	The Willows Centre
Cornerstones	Curriculum Maestro
Mental Health School Support	Mental Health Support Team - Hertfordshire