

Pupil premium strategy statement Marchbank Free School

School overview

Detail	Data
School name:	Marchbank Free School
Number of pupils in school:	46 (Sep 21) 49 (Sep 22) 50 (June 23)
Proportion (%) of pupil premium eligible pupils:	75% (Sep 21) 82% (Sep 22) 80% (June 23)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022 Spring 23 Summer 23
Statement authorised by	Tess Wright
Pupil premium lead:	Gemma Smith
Governor / Trustee lead	Jenny Joyce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 22/23	£ £31,663.75
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	£ £31,663.75

Part A: Pupil premium strategy plan

Statement of intent

Marchbank encourages and promotes the highest expectations of all learners to ensure the highest possible standards be achieved. All pupils from disadvantaged backgrounds require additional support; therefore, we will provide an individualised approach to address any barriers to learning and emotional support. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. We will use all the available resources to help staff achieve their full potential and raise the attainment of disadvantaged students and diminish the gap with their peers. The disproportionately high impact of COVID-19 on the education of disadvantaged pupils makes this more important than ever. At Marchbank we;

- set and maintain high expectations.
- ensure that students access a curriculum pathway to meet their individual needs.
- Embed use of RWI across all year groups to increase reading for pleasure.
- Target funding to ensure that all pupils have access to trips, residential, firsthand learning experiences.
- ensure consistent implementation of the non-negotiables, e.g. marking and feedback, reasonable expectations
- share good practice within the school and draw on external expertise through a range of specialist Integrated Therapies (OT, SALT and physio)
- provide high quality CPD appropriate to areas of need.
- improve assessment through joint levelling and moderation.
- robust safeguarding practice

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

At Marchbank we believe that every child regardless of need;

- has access to a broad and balanced curriculum,
- able to develop into self-assured, confident, happy, positive young people.

- has access to quality first teaching across the key stages.
- staff are involved in analysis of data and are fully aware of strengths and areas of development across the school
- Plan specific interventions and provide support for individual pupils.
- have solution focused staff who are aware of those students identified as disadvantaged
- have those needs met on an individual basis and are treated as individuals identifying their barriers to learning and have in place support plans to reduce the gap
- are supported by staff teams who communicate effectively and can work with external agencies or stakeholders to best support the student
- have their strengths recognised and further developed

Challenges

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

Challenge number	Detail of challenge
1	The increasing complex and profound presentation of SEN, behaviour, social and emotional challenges add a challenge to ensure effective curriculum provision for all individual needs.
2	Closing the attainment gap between disadvantaged pupils and their peers post COVID
3	The need to provide diagnostically targeted, personalised actions and approaches to address complex individual barriers to learning.

4	Significant emerging and persistent mental health issues involving complex social and emotional needs impacts on pupil's ability to engage positively with learning post pandemic
5	Less resourceful families (social and cultural capital, aspirations, home study) and reduced engagement with the academy structures and personnel.
6	Parental engagement and support with learning and behaviour at home is more of a challenge for our disadvantaged pupils compared to non-disadvantaged. This is evident and particularly following the home learning during COVID lockdown, when compared with non-PP children.

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
Ensuring that quality first teaching is seen across all areas of the school at all times to ensure targeted academic support for all pupils who are "not on track" to meet their good progress stage targets. Improved attainment and progress through a well-designed curriculum offer and differentiated pedagogy.	Year 1	Pupils eligible for PP make or above expected progress against their academic targets than others. Training offered to staff, if required to help improve the quality of teaching. Termly reviews on data, identifying the pupils who require interventions or additional support.
	Students will be successfully accessing the re-designed curriculum model with access to quality first teaching. The difference in core subjects is diminished in line with curriculum pathway targets and new curriculum language of Fundamental, Advancing and Deep.	
	Year 2	
	The curriculum will be further embedded across the school. The assessment model will further reflect the knowledge and procedural fluency of each subject and / or pathway. The difference is diminished	

	<p>further across the curriculum. Quality first teaching seen across all classes.</p>	
	Year 3	
	Evaluations from years 1 and 2 will determine outcomes for year 3	
<p>Engagement with learning increases and social and emotional outcomes improve for identified pupils, measured by a reduction in infringements of the behaviour system.</p>	Year 1	PP pupils are well engaged in learning during formal lessons evident through observations and learning walks.
	<p>Weekly meetings with identify students who are recorded via school systems. A holistic intervention approach is beginning to be undertaken. Students are identified early for appropriate interventions or for referral to integrated therapies.</p> <p>A whole school approach to further develop a succinct approach to rewards and sanctions is to be undertaken for implementation in year 2 to further support behaviour and emotional support through the development of a new policy. Using evidence-based research from the DFE guidance "behaviour in schools"</p>	<p>Use of known regulation strategies to be readily available to all pupils and staff to be aware of any changes in behaviour.</p> <p>Targeted behaviour interventions positively impact PP pupils as demonstrated through SIMS behaviour data.</p> <p>Staff CPD and 'workshops' to share effective strategies and collaboratively share ideas.</p>
	Year 2	
	<p>Implementation of the policy and rewards system, a positive impact on behaviour and emotional regulation of students. Reduction seen in infringements</p>	

	<p>of the behaviour system, improvements in attainment. Staff are able to articulate the needs of students and understand reasons behind responses</p>	
	Year 3	
	Evaluations from years 1 and 2 will determine outcomes for year 3	
<p>Pupils returning to school post COVID will settle and develop new routines and relationships.</p>	Year 1	<p>Pupils will be emotionally regulated to engage in learning and make good or outstanding progress towards their academic targets.</p> <p>Pupils will begin to build new friendships and positive relationships and be able to communicate effectively with peers and adults.</p> <p>Pupils and staff well-being to be supported. Activities, theme days and mentoring system to support.</p>
	<p>The impact of COVID and new variants continues to lead to pupils and staff being absent. Pupils who have been absent with COVID will return to the school and quickly adapt to the routines for learning, re-build lost relationships and have access to services to support with mental health.</p> <p>Students will begin to articulate their needs and wants effectively with peers and staff.</p> <p>Students will access further interventions to acquire lost or missed knowledge and procedural fluency appropriate to their curriculum.</p>	
	Year 2	

	<p>COVID impact is still seen across the school and longer-term effects are unknown, as information is updated nationally and locally the school will adapt strategy accordingly to support the needs of all students</p>	
	Year 3	
	Evaluations from years 1 and 2 will determine outcomes for year 3	
Increased attendance for those identified groups to above the national average in comparison to the rise in that for others	Year 1	Regular attendance reviews, to highlight and spotlight any families who may require additional support. Provide additional support and incentives to encourage our high expectation towards attendance.
	<p>Students in identified groups will have improved attendance</p> <p>Staff from the FWT team will have relaunched their services to parents, including key face to face visits with hard to reach families.</p> <p>Persistent absentees' numbers will fall with individual support from FWT.</p> <p>Attendance will remain above the national average for special schools.</p>	
	Year 2	
	<p>Through pastoral analysis key students will be identified for early interventions.</p> <p>Persistent absentees' numbers will fall with individual support from FWT.</p>	

	Attendance will remain above the national average for special schools.	
	Year 3	
	Evaluations from years 1 and 2 will determine outcomes for year 3	
Greater engagement and involvement of all PP families regardless of home resources.	Year 1	PP parents to be engaged with all aspects of Marchbank life, measured by increased engagement with FROG, drop ins and more positive questionnaire responses. Additionally, aim to maintain levels of communication that were evident during and post pandemic.
	Parent carer forum re-established for face to face activities. Greater uptake in parents attending for parents evening School to participate and begin to implement the leading parent partnership award. Greater involvement through FROG with home school communication Staff to be proactive with supporting families identified through FWT with a greater need	
	Year 2	
	Feedback evaluated from year 1 and actions implemented More parents involved in parent carer forum. Opportunities to work closely with all PP families to support cost of living crisis.	

Families to receive support to promote and ensure healthy living across the school.

School to complete and embed the leading parent partnership award.

Staff continues to be reactive to early interventions for families identified with a greater need.

Year 3

Evaluations from years 1 and 2 will determine outcomes for year 3

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further strengthen Reading across the school through whole school approach to RWI.</p> <p>CPD for all staff in the delivery of RWI</p>	<p>Decoding and comprehension skills are necessary for confident and competent reading. Children will need a range of wider language and literacy experiences to develop understanding.</p> <p>RWI encourages reading to be at the heart of their schools and ensure teachers have the knowledge and determination to teach every child, regardless of age, background or need.</p> <p>RWI aim is to put the teaching of reading at the heart of their schools and ensure teachers have the knowledge and determination to teach every child, regardless of age, background or need.</p> <p>(Ruth Miskin RWI training) (education endowment foundation, EEF 2020)</p>	<p>1, 2, 3</p>

Term / Year	Headlines	Impact			Next steps
Autumn 21	All students have been initially assessed and identified into appropriate reading groups. Students have been grouped in line with stages of development. Students have daily phonics sessions with identified staff		No of Pupils	Identified as PP	<p>Developing further interventions such as spotlighting outside of RWI sessions / consolidating and re-enforcing throughout the day (apply to alternate contexts).</p> <p>Strengthening the home / school reading / phonics approach.</p>
		Regressed	4	3	
		< One Stage			
		One Stage	18	12	
		Two Stages	1	0	
		Three Stages	5	5	
		Four Stages	3	2	
Spring 22	RWI training		No of Pupils	Identified as PP	

Coaching sessions to all staff.
Drop in sessions to consolidate development.
1:1 interventions offered to identified pupils.

Regressed		
< One Stage	14	
One Stage	16	
Two Stages	1	
Three Stages		
Four Stages		
Six Stages		

Developing further interventions such as spotlighting outside of RWI sessions / consolidating and re-enforcing throughout the day (apply to alternate contexts).

Strengthening the home / school reading / phonics approach.

Summer 22	RWI training Coaching sessions implemented. Drop in sessions to consolidate development. 1:1 intervention offered to identified pupils.		No of Pupils	Identified as PP	Spotlighting pupils who require 1:1 intervention in new academic year based on assessments. Ensure training and coaching for all identified staff. Strengthening the home / school reading / phonics approach.
		Regressed	10	8	
		< One Stage			
		One Stage	22	20	
		Two Stages			
		Three Stages			
		Four Stages			

Year 2					
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Autumn 23			No of Pupils	Identified as PP	
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		Regressed			
		< One Stage	7	5	
		One Stage	13	11	
		Two Stages			
		Three Stages			
		Four Stages			
Spring 23	Coaching sessions continue to be implemented Drop-in sessions continue to be available to support staff Targeted interventions for identified pupils Ongoing training for all staff has been successful in improving consistency and confidence as proven		No of Pupils	Identified as PP	Spotlighting pupils who require 1:1 intervention in new academic year based on assessments. Ensure continued training and coaching for all identified staff. Continue to strengthen the home / school reading / phonics approach.
		Regressed			
		< One Stage	7		
		One Stage	17		
		Two Stages			

	<p>through informal learning walks</p> <p>71% of pupils have made enough progress to move up a stage</p>	<table border="1"> <tr> <td>Three Stages</td> <td></td> <td></td> </tr> <tr> <td>Four Stages</td> <td></td> <td></td> </tr> </table>	Three Stages			Four Stages																		
Three Stages																								
Four Stages																								
Summer 23	<p>1.1 put in place to spotlight pupils who have not moved up in groupings</p> <p>Support grids and monitoring set up for all staff to ensure consistent and confident approach – more individualized coaching</p> <p>... of pupils have made enough progress to move up a stage</p>	<table border="1"> <thead> <tr> <th></th> <th>No of Pupils</th> <th>Identified as PP</th> </tr> </thead> <tbody> <tr> <td>Regressed</td> <td></td> <td></td> </tr> <tr> <td>< One Stage</td> <td>48%</td> <td></td> </tr> <tr> <td>One Stage</td> <td>52%</td> <td></td> </tr> <tr> <td>Two Stages</td> <td></td> <td></td> </tr> <tr> <td>Three Stages</td> <td></td> <td></td> </tr> <tr> <td>Four Stages</td> <td></td> <td></td> </tr> </tbody> </table>		No of Pupils	Identified as PP	Regressed			< One Stage	48%		One Stage	52%		Two Stages			Three Stages			Four Stages			<p>Continue to spotlight pupils who require 1.1</p> <p>Coaching and additional support for staff using new individualised approach</p> <p>Continue to strengthen the home / school reading / phonics approach.</p>
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<p>Further strengthen the quality of teaching and pedagogical learning approaches to the curriculum. Use of social and emotional learning approaches.</p>	<p>Interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF 2020).</p> <p>A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.</p> <p>https://www.suttontrust.com/wpcontent/uploads/2014/10/What-Makes-Great-TeachingREPORT.pdf</p>	1, 2, 3	
Term / Year	Headlines	7	Next Steps
<p>Autumn 21</p>	<p>Whole school support to implement and deliver maths effectively.</p>	<p>See appendix (i)</p>	<p>To focus on KS2 Science, offering CPD opportunities and interventions for identified students.</p>
<p>Spring 22</p>	<p>Whole school support to implement and deliver national curriculum effectively. CPD training to support staff. Learning walks and book scrutiny.</p>	<p>See Appendix (ii)</p>	<p>To focus on KS2 Number and Reading, offering CPD opportunities and interventions for identified students.</p>

Summer 22	Whole school support to implement and deliver curriculum effectively. 360 drop ins and pupils voice opportunities.	See appendix (iii)	To focus on KS1 reading, implement 1:1 intervention to spotlighted pupils. Offer CPD for new academic year.
Year 2			
Autumn 22	Whole school support to implement and deliver curriculum effectively. 360 drop ins and pupils voice opportunities.	See appendix (iiii)	Offering CPD opportunities and interventions for identified students. Use of interventions to decrease the gap in PP / non-PP across KS2.
Spring 23	Whole school support to implement and deliver curriculum effectively. 360 drop ins and pupils voice opportunities.	See appendix (v)	Diminishing difference in PP gaps within KS2 – with specific focus on Maths Number Offering CPD opportunities and interventions for identified students.
Summer 23	Whole school support to implement and deliver curriculum effectively. 360 drop ins and pupils voice opportunities. Improvement in both the Maths and Science KS2 data between the Spring and Summer terms.	See appendix (vi)	Continue to offer CPD opportunities and interventions for identified students. There is now a slight increase in the gap for KS2 Reading (going from 8.1% to 11.1%) but this is due to one pupil only – intervention for

			this pupil and the others who are making limited progress.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour / pastoral interventions.</i>	Provide professional develop to help staff to ensure high quality delivery and consistency across the school. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	4
	Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours (EEF 2020)	
<i>Academic Interventions</i>	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020). Pupils will have access to interventions and individualised learning to support understanding and engagement in all core subjects.	2,3,4

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Integrated therapies; Occupational Therapy, Occupational Therapist employed to support with the identification of sensory processing and dietary needs and to facilitate the acquisition of the correct equipment in a time effective manner for specific targeted pupils.</p>	<p>OT support has had proven effectiveness in improving outcomes for pupils with sensory processing needs and those with autism. Advice and guidance have been provided to staff on sensory processing, sensory dietary needs and proprioceptive skills in order to enhance the quality of teaching and learning. (EEF 2020). Strategies lead to;</p> <ul style="list-style-type: none"> • Students to be on track to achieve or exceed their good progress stage targets • Reductions in behaviours logged via SIMS • Improvements in communication between students and staff 	<p>All</p>
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Term / Year	Impact	Evidence	Next steps
<p>Autumn 21</p>	<p>In house OT has a current caseload of 17 students across the school.</p> <p>Of those students: 8 are identified as PP. 10 new referrals and completed initial assessment.</p>	<p>Pupils are able to use strategies in and outside the classroom environment.</p> <p>16 pupils are making good progress, 7 of which are PP.</p> <p>1 student made limited progress.</p>	<p>Reduce the number of students who have made limited progress through regular weekly behaviour and progress meetings.</p> <p>Speak to parents to share the strategies for home.</p>

Spring 22	In house OT has a current caseload of 16 students across the academy. Of those students; <ul style="list-style-type: none"> 10 are identified as PP 	Pupils are able to use strategies in and outside the classroom environment. 3 pupils are making good progress, 3 of which are PP.	Meeting with Amanda to identify next steps for referrals and new pupils. Implement pro-forma for information sharing with staff.
Summer 22	In house OT has a current caseload of 16 students across the academy. Of those students; <ul style="list-style-type: none"> 10 are identified as PP 	Pupils are able to use strategies in and outside the classroom environment. 5 pupils are making good progress, 1 of which are PP.	Highlight pupils for in depth transition support. Drop in sessions for staff to support pupils. OT reports shared with staff.
Year 2			
Autumn 22	This term has seen in-house OT closing down of her caseload and the academy moves over to OT from one provider.		
Spring 23	No longer applicable		
Summer 23	No longer applicable		

<p>Integrated Therapies; SALT In house Speech and Language Therapist employed to develop communication and interaction skills of pupils with SEN. Programmes delivered by teachers in classrooms.</p>	<p>Improved referral times for pupils through employment of in-house SALT. School staff will develop their teaching and learning strategies through a programme of training- instructional language, and vocab to access and support communication for all curriculum access. (EEF 2020).</p> <p>Strategies lead to;</p> <ul style="list-style-type: none"> • Improved engagement and participation • Improvements in communication • Reductions of incidents of behaviour 	<p>All</p>	
Term / Year	Impact	Evidence	Next steps
<p>Autumn 21</p>	<p>In house SALT has a current caseload of 11 students across the school.</p> <p>Of those students: 5 are identified as PP. 4 new referrals and completed initial assessment.</p>	<p>Pupils are able to use strategies in and outside the classroom environment.</p> <p>10 pupils are making good progress, 5 of which are PP.</p> <p>1 student has made limited progress.</p>	<p>Speak to parents to share support and activities for home.</p>
<p>Spring 21</p>	<p>In house SALT has a current caseload of 10 students across the school.</p> <p>There are;</p>	<p>Pupils are able to use strategies in and outside the classroom environment.</p> <p>6 pupils are making good progress, 3 of which are significant.</p>	<p>Speak to parents to share support and activities for home.</p> <p>Speak to class teachers and SALT to ensure all strategies are being</p>

	<p>2 students who have had no direct involvement and have had advice or initial assessment.</p> <p>7 students new to caseload, unable to reflect on progress yet</p> <p>2 students have been discharged 1 student has been absent for the majority of the term.</p>		<p>implemented within the classroom.</p> <p>CPD for staff to ensure understanding.</p>
Summer 22	<p>In house SALT has a current caseload of 11 students across the school.</p> <p>7 students assessment completed and initial sessions implemented. All making progress with speaking and listening targets.</p>	<p>Pupils are able to participate in weekly sessions and incorporate appropriate strategies in daily routines and discussions. 11 pupils are made good progress.</p>	<p>CPD for all staff to ensure understanding and effective implementation within classroom. Weekly updates from Julia to help pupils and staff.</p> <p>Identify new pupils and refer for new assessments.</p>
Year 2			
Autumn 22	<p>In house SALT has a current caseload of 8 students across the school.</p> <p>4 new referrals 8 pupils continuing ongoing support to help with communication.</p>	<p>Pupils participate in weekly sessions. Opportunities to use learnt skills within lessons. Staff working closely to implement daily opportunities throughout the day. CPD offered to staff</p> <p>12 pupils making good progress</p>	<p>Continue individual sessions to support.</p>

<p>Spring 23</p>	<p>In house SALT has a current caseload of 10 students across the school.</p> <p>4 of our PP are currently accessing SALT</p>	<p>Pupils participate in weekly intervention sessions. Opportunities are provided and embedded within the school day. Staff work closely with the provider.</p> <p>50% of our PP are currently making good progress. 25% of the cohort (1/4) is currently refusing to engage, which is limiting progress</p>	<p>Continue individual sessions to support. Support the 2 PP students who are making limited progress with SALT – seeking alternative interventions or making changes to bespoke programs.</p> <p>Data to be updated on SIMS to record evaluations for all children accessing therapies to better improve comparisons.</p>
<p>Summer 23</p>	<p>In house SALT has a current caseload of 11 students across the school – all of which are PP.</p>	<p>Pupils participate in weekly intervention sessions. Opportunities are provided and embedded within the school day. Staff work closely with the provider.</p> <p>9/11 pupils have been reported as making good progress – 2 who were making limited progress last term.</p>	<p>Continue individual sessions to support.</p> <p>Support the 2 identified PP students who are making limited progress with SALT – seeking alternative interventions or making changes to bespoke programs.</p>

<p><i>Future Steps Pupils to have access to specialist OT support to help making positive changes to the lives of children and their families.</i></p> <p><i>Children that present motor coordination and sensory processing disorders, you will see improvements in: attention-control, understanding, handwriting, social interaction with peers, enjoyment of learning, succeeding, reducing anxiety and school refusal.</i></p>	<p>Specialist occupational therapy service tailored to ensure child's development, educational and social emotional stages are met.</p> <p>(EEF 2020).</p> <p>Strategies lead to;</p> <ul style="list-style-type: none"> • Training for parents and professionals. • Improved engagement and participation and attainment evidenced through pupil voice, learning walks. • Students to be on track to achieve or exceed their good progress stage targets. • Reductions in behaviours logged via SIMS. 	<p>All</p>
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Term / Year	Impact	Evidence	Next steps
<p>Autumn 21</p>	<p>Future steps have a current caseload of 9 students across the school.</p> <p>Of those students: 8 are identified as PP. 6 new referrals and completed initial assessment.</p>	<p>Pupils can use strategies in and outside the classroom environment.</p> <p>8 pupils are making good progress, 7 of which are PP.</p> <p>1 student has made limited progress.</p>	<p>Speak to parents to share support and activities for home.</p>

<p>Spring 22</p>	<p>Future steps have a current caseload of 9 students across the school.</p> <p>Of those students: 8 are identified as PP. 6 new referrals and completed initial assessment.</p> <p>Future Steps (external) has a current caseload of 1 student across the school. Staff implement programs throughout the school day.</p>	<p>Pupils can use strategies in and outside the classroom environment.</p> <p>Same kids assigned and being reviewed termly. Staff working closely with staff team to implement therapy programs.</p>	<p>Meeting with future steps to identify next steps for referrals and new pupils. Implement pro-forma for information sharing with staff.</p>
<p>Summer 22</p>	<p>Future steps have a current caseload of 9 students across the school.</p> <p>Of those students: 8 are identified as PP. 6 new referrals and completed initial assessment.</p> <p>Future Steps (external) has a current caseload of 1 student across the school. Staff implement programs throughout the school day.</p>	<p>Pupils can use strategies both inside and outside the classroom.</p> <p>Strategies used and implemented to support transition to new classes and / or school.</p>	<p>Room to be utilized to support implementation of therapy.</p> <p>Drop sessions with staff to share information.</p>

Year 2			
<p>Autumn 22</p>	<p>Future steps have a current caseload of 7 students across the school.</p> <p>5 pupils plans have been reviewed and adapted.</p> <p>2 new referrals and completed initial assessment.</p>	<p>Pupils are able to use strategies both inside and outside the classroom.</p> <p>Strategies used and implemented to support transition to new classes and / or school.</p> <p>New room set up and adapted to support children regulate.</p> <p>Use of sensory room to help regulate pupils throughout the day.</p>	<p>2 new referrals submitted for new pupils.</p> <p>Drop in sessions with staff to share information.</p> <p>Regulation programs implemented and shared with staff.</p>
<p>Spring 23</p>	<p>Every child has access to this vital resource – the OT spent a morning in each class and created class profiles which then lead on to individual, bespoke programs where needed.</p> <p>Very positive feedback from staff where new strategies have been implemented.</p> <p>Direct referrals can also be made for pupils of a major concern.</p>	<p>Of our PP pupils, 11% have made significant progress while 67% have made good progress.</p> <p>Pupils are able to use strategies both inside and outside the classroom.</p>	<p>Continue to implement regulation programs</p> <p>Discuss and target the 2 PP children who are reported to be making limited progress.</p> <p>Data to be updated on SIMS to record evaluations for all children accessing therapies to better improve comparisons.</p>

<p>Summer 23</p>	<p>5 children directly work with the team – all of whom have made good progress</p> <p>Further direct referrals can be made</p> <p>Every class teacher has had the opportunity to speak to the OT with regards to their upcoming classes for the new academic year – focus and interventions have already been put in place to support</p>	<p>100% of PP children are making good progress with this therapy.</p> <p>Pupils continue to use strategies both inside and outside the classroom.</p>	<p>Continue to implement regulation programs</p> <p>Closely monitor children in new class settings during transition times</p>
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<p><i>Educational Psychology.</i> Employ the services of an Educational Psychologist to assess the changing and emerging needs of SEN post and pre-pandemic. Facilitate cognitive assessments and strategies to support those students and their barriers to learning to access the broad and balanced curriculum offer and achieve their good progress stage targets.</p> <p>Staff to ensure strategies are embedded in practice through classroom visits Engagement with learning increases and social and emotional outcomes improve for targeted pupils</p> <p>CPD – training provided by EP</p>	<p>Brokering a private agreement with a chosen EP service has resulted in improved referral time to EP services and enabled strategies to be employed</p> <p>EEF links 1:1 interventions + 5 months</p> <p>Strategies lead to;</p> <ul style="list-style-type: none"> • Improved engagement and participation and attainment evidenced through pupil voice, learning walks • Students to be on track to achieve or exceed their good progress stage targets • Reductions in behaviours logged via SIMS • Improvements in communication between students and staff • CPD offered to support staff 	<p>All</p>	
Term / Year	Impact	Evidence	Next steps
<p>Autumn 21</p>	<p>Educational psychologists have a current caseload of 11 students across the school.</p> <p>Of those students: 7 are identified as PP.</p>	<p>Pupils are able to use strategies in and outside the classroom environment.</p> <p>9 pupils are making good progress, 7 of which are PP.</p> <p>2 students have made limited progress.</p>	<p>to ensure that actions / advice from assessments are implemented and written into appropriate documents. Cross reference against behaviour logs to measure impact of interventions</p>

			Prioritise year 6s new cognitive assessment to ensure targets are aspirational and appropriate for transition.
Spring 22	<p>Educational psychologists have a current caseload of 11 students across the school.</p> <p>Of those students: 7 are identified as PP.</p>	<p>Pupils are able to use strategies in and outside the classroom environment.</p> <p>7 pupils are making good progress, 7 of which are PP.</p>	<p>To ensure that actions / advice from assessments are implemented and written into appropriate documents.</p> <p>Cross reference against behaviour logs to measure impact of interventions</p> <p>Review caseload and begin next academic year 5, new cognitive assessment to ensure targets are aspirational and appropriate for transition.</p>
Summer 22	<p>Educational psychologists have a current caseload of 14 students across the school.</p> <p>7 were new referrals.</p> <p>Of those students: 11 are identified as PP</p>	<p>Pupils are able to use strategies in and outside the classroom environment.</p> <p>Area of need and support required updated and shared with staff.</p> <p>12 pupils made good progress, 11 of which are PP.</p>	<p>Year 6 pupils to be assessed and supported to ensure correct secondary provision is sought.</p> <p>Drop-in sessions offered to staff to support with plans and implementing new strategies.</p>
Year 2			

Autumn 22	Educational psychologists have a current caseload of 6 students across the school. 1 was a new referral.	Providing support for pupils to help regulate and ensure ready to engage. Up to date reports for pupils and their area of need discussed with staff. Domestic violence training offered to staff to help understand trauma experienced.	More CPD opportunities for staff. Opportunities to work with families to help understand and regulate in the wider community.
Spring 23	Current focus on our Y6 pupils to prepare them for the transition into secondary. However, an additional 3 PP children within the school have also been identified with a need for assessment. Each class teacher has also been provided with the opportunity for a 'drop in' session, to discuss pupils who need additional support.	Pupils can use strategies in and outside the classroom environment. Up to date reports for pupils and their area of need discussed with staff following the drop-in sessions.	Year 6 pupils to continue to be targeted and supported. Staff to implement strategies provided from drop-in sessions. Data to be updated on SIMS to record evaluations for all children accessing therapies to better improve comparisons.
Summer 23	Year 5 pupils have been focused on – creating individual programs which are in the process of being sent out to teachers.	100% of pupils accessing additional support or working from a bespoke plan have made good progress. Pupils can use strategies in and outside the classroom environment.	Year 5 pupils to continue to be targeted and supported. Staff to continue to effectively implement training of Lego Therapy

	<p>Therapies and training delivered to staff through EP including – Lego therapy and Writing Therapeutic Stories</p> <p>Lego therapy has already been implemented during our enrichment sessions and writing therapeutic stories is planned to be delivered as part of our Thrive sessions</p>		<p>Utilise Writing Therapeutic Stories training as part of thrive approach and in class where appropriate.</p>
<p>Behaviour and Attendance incentives</p>	<p>More frequent behaviour difficulties meaning PP pupils are more likely to be placed dysregulated and unengaged in learning which impacts on their academic progress.</p> <p>Therefore, incentives and an individualized approach to behaviours and training will be implemented to support. (EEF, 2020).</p>	<p>All</p>	
<p>Self-regulation resources.</p>	<p>Efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their</p>	<p>All</p>	

<p>Zones of regulation support to be evident in all classes to encourage pupils to recognise and communicate emotions.</p> <p>Use of physical resources to support pupil's self-regulation and ability to recognise own emotions.</p>	<p>plans and learning strategies and reviewing what they have done.</p> <p>The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiversity learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.</p> <p>https://zonesofregulation.com/learn-more-about-the-zones.html https://zonesofregulation.com/learn-more-about-the-zones.html</p>	<p>All</p>
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Term / Year	Impact	Evidence	Next steps
<p>Autumn 21</p>	<p>All pupils work towards incentives.</p> <p>Use of short term and long-term rewards.</p> <p>Use of interventions to help with own emotional intelligence.</p> <p>Of those students: 35 are identified as PP.</p>	<p>Pupils are able to use strategies in and outside the classroom environment.</p>	<p>Speak to parents to share support and activities for home.</p>

<p>Spring 22</p>	<p>All pupils work towards incentives. Use of short term and long-term rewards. Use of interventions to help with own emotional intelligence.</p> <p>Of those students: 40 are identified as PP.</p>	<p>Pupils can use strategies in and outside the classroom environment.</p> <p>30 pupils made progress, 5 of these are significant. 1 student has made limited progress.</p>	<p>Share helpful strategies with parents.</p> <p>Pupils to begin to recognize and discuss helpful strategies.</p>
<p>Summer 22</p>	<p>All pupils work towards incentives. Use of short term and long-term rewards. End of term data (see below) Use of interventions to help with own emotional intelligence.</p> <p>Of those students: 40 are identified as PP.</p>	<p>See below</p> <p>Pupils able to self-regulate with known supportive strategies to help. Some pupils to co-regulate with adult and begin to recognize known strategies.</p>	<p>To offer training to parents and new staff to support the understanding of zones of regulation.</p> <p>Offer CPD opportunities to staff to refresh knowledge and implementation.</p>
<p>Year 2</p>			

<p>Autumn 22</p>	<p>37 pupils identified as PP.</p> <p>Pupils have access to 'strategies' to help regulate within daily tasks.</p> <p>Use of sensory materials and zones of regulation materials to help understand emotional intelligence and awareness of others.</p>	<p>Pupils can co-regulate and are beginning to self-regulate.</p> <p>Pupils can communicate their feelings and discuss with trusted adults.</p> <p>35 pupils made progress.</p>	<p>1:1 intervention offered to specific pupils to help understanding of emotions.</p>
<p>Spring 23</p>	<p>All children across school have access to sensory equipment and zones of regulation materials.</p> <p>26 PP pupils currently access use of additional sensory equipment and resources as part of their identified strategies</p>	<p>Of PP children:</p> <p>3% making significant progress.</p> <p>62% making good progress.</p> <p>2 children making limited progress.</p>	<p>Monitor, support and find alternative strategies or therapies for the 2 PP children who are currently making limited progress with this provision.</p> <p>Data to be updated on SIMS to record evaluations for all children accessing therapies to better improve comparisons.</p>

Summer 23	27 children currently access use of additional sensory equipment and resources as part of their identified strategies. 24/27 of these children are identified as PP	96% are making good progress. 4% are making limited progress. Of PP children 95.8% are making good progress. 1 child is making limited progress	Monitor, support and find alternative strategies or therapies for the 1 PP child who is currently making limited progress with this provision.
Family support work to work closely with specific caseload. Parental workshops offered to support self-regulation and behaviour at home. Multi agency meetings, with support highlighted.	There is significant evidence that shows the positive correlation between parents and school when there is a clear consistent, strategic approach implemented at home and at school. Promotes a positive relationship with all involved parties and a shared responsibility. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf		1,2,5,6
Term / Year	Impact	Evidence	Next steps
Autumn 21	4 families and pupils supported by the family well-being team. Families have opportunities to discuss issues. Individual incentives for pupils to work towards.	3 pupils had increased attendance. 4 pupils made good progress.	To work with identified families to offer support and guidance.

Spring 22	6 families and pupils supported by the family well-being team. Families have opportunities to discuss issues. Individual incentives for pupils to work towards.	2 pupils had increased attendance. 4 pupils made good progress.	Develop a more streamline approach to recording the impact of the FWT, explore the option of a SIMS mark sheet for ease of access. Adaptation to marksheet to collect all student data
Summer 22	5 families and pupils supported by the family well-being team. Families have opportunities to discuss issues. Individual incentives for pupils to work towards.	3 pupils had increased attendance. 3 pupils made good progress.	To work with identified families to offer support and guidance. To work with LA to support 1 pupil back into school. To work with social care to support 1 pupil. Adaptation to marksheet to collect all student data
Year 2			
Autumn 22	7 families and pupils supported by the family well-being team. Families have opportunities to share concerns. Families supported with wellbeing, attendance and pastoral.	4 pupils / families have engaged in offer and attendance has increased. 4 pupils have made good progress.	To work with identified families to offer support and guidance. To work with LA to support 2 pupils back into school. To work with social care to support 2 pupils.

	Individual incentives for pupils to work towards.		
Spring 23	12/49 pupils are receiving support for attendance, with reports of good progress	5 pupils have made good progress in improving attendance	To work with identified families to offer support and guidance. To work with LA to support 2 pupils back into school. Continue to closely monitor children who are being supported with attendance
Summer 23	15/50 are receiving support for attendance, with reports of good progress	Families have engaged in offer and attendance has increased.	To work with identified families to offer support and guidance. To support new families with the transition into Marchbank for the Autumn Term

Total budgeted cost: £ 28,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Pupils and families were identified and supported by trained family support worker, during COVID.

Dedicated time to re-engage parents with FROG with additional support to ensure all parents had access to app. Pupils had access to resources and learning materials to support all individual pupil needs.

All staff received regular curriculum training specific to teaching and learning reviews. Additionally, training to support remote learning and catering for all pupils through digital technology. Therefore, all pupils had access to an engaging, motivating and differentiated learning experience throughout global pandemic.

Pupils transition, emotional and academic needs were supported with individualised support and external agencies.

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
OT support - practical and purposeful activities that allow people to live independently and have a sense of identity.	Future steps
Speech and language therapy	Julia Charlesworth – NHS

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year? 4 Pupils.	OT SALT Future Steps EP Behaviour / attendance incentives.
What was the impact of that spending on service pupil premium eligible pupils?	Social, academic and emotional needs of pupils were catered for and supported on an individualised approach. Pupils and families were provided and supported through Global pandemic. Additionally, supported back into routine and curriculum demand.

Further information (optional)

Appendix

i)

Subject	Key stage	% of all pupils (Autumn 21)			% of Pupil Premium pupils (Autumn 21)			% of non-Pupil Premium pupils (Autumn 21)			% gap PP/non PP
		Meet /Exceed	Exceed	Off Track	Meet /Exceed	Exceed	Off Track	Meet /Exceed	Exceed	Off Track	Meet /Exceed
English	KS1 Reading	100% (4)	0%	0%	100% (1)	0%	0%	100% (3)	0%	0%	0%
	KS2 Reading	97.6% (37)	7.3% (3)	2.4% (1)	97% (32)	9.1% (3)	3% (1)	100% (8)	0%	0%	3% (1)
Maths	KS1 Number	100% (4)	0%	0%	100% (1)	0%	0%	100% (3)	0%	0%	0%
	KS2 Number	97.6% (40)	22% (9)	2.4% (1)	97% (32)	24.2% (8)	3% (1)	100% (8)	12.5% (1)	0%	3% (1)
Science	KS1	100% (4)	50% (2)	0%	100% (1)	0%	0%	100% (3)	66.7% (2)	0%	0%
	KS2	73.2% (30)	0%	26.8% (11)	66.7% (22)	0%	33.3% (11)	100% (8)	0%	0%	33.3% (11)

ii)

Subject	Key stage	% of all pupils (Spring 22)			% of Pupil Premium pupils (Spring 22)			% of non-Pupil Premium pupils (Spring 22)			% gap PP/non PP
		Meet /Exceed	Exceed	Off Track	Meet /Exceed	Exceed	Off Track	Meet /Exceed	Exceed	Off Track	Meet /Exceed
English	KS1 Reading	100% (5)	40% (2)	0%	100% (2)	50% (1)	0%	100% (3)	33.3% (1)	0%	0%
	KS2 Reading	88.9% (40)	0%	11.1% (5)	86.1% (31)	0%	13.9% (5)	100% (9)	0%	0%	13.9% (5)
Maths	KS1 Number	100% (5)	0%	0%	100% (2)	0%	0%	100% (3)	0%	0%	0%
	KS2 Number	86.7% (39)	6.7% (3)	13.3% (6)	83.3% (30)	5.6% (2)	16.7% (6)	100% (9)	11.1% (1)	0%	16.7% (6)
Science	KS1	100% (5)	20% (1)	0%	100% (2)	0%	0%	100% (3)	33.3% (1)	0%	0%
	KS2	93.3% (42)	6.7% (3)	6.7% (3)	91.7% (33)	5.6% (2)	8.3% (3)	100% (9)	11.1% (1)	0%	8.3% (3)

iii)

Subject	Key stage	% of all pupils (Summer 22)			% of Pupil Premium pupils (Summer 22)			% of non-Pupil Premium pupils (Summer 22)			% gap PP/non PP
		Meet /Exceed	Exceed	Off Track	Meet /Exceed	Exceed	Off Track	Meet /Exceed	Exceed	Off Track	Meet /Exceed
English	KS1 Reading	83.3% (5)	33.3% (2)	16.7% (1)	100% (2)	50% (1)	0%	75% (3)	25% (1)	25% (1)	25%
	KS2 Reading	88.7% (39)	15.9% (7)	11.4% (5)	87.5% (35)	17.5% (7)	12.5% (5)	100% (4)	0%	0%	12.5%
Maths	KS1 Number	100% (6)	0%	0%	100% (2)	0%	0%	100% (4)	0%	0%	0%
	KS2 Number	95.5% (42)	13.6% (6)	4.6% (2)	95% (38)	15% (6)	5% (2)	100% (4)	0%	0%	5%
Science	KS1	100% (5)	16.7% (1)	0%	100% (2)	0%	0%	100% (4)	25% (1)	0%	0%
	KS2	90.9% (40)	13.6% (6)	9.1% (4)	90% (36)	12.5% (5)	10% (4)	100% (4)	25% (1)	0%	9.1%

iv)

Subject	Key stage	% of all pupils (Autumn 22)			% of Pupil Premium pupils (Autumn 22)			% of non-Pupil Premium pupils (Autumn 22)			% gap PP/non PP
		Meet /Exceed	Exceed	Limited	Meet /Exceed	Exceed	Limited	Meet /Exceed	Exceed	Off Track	Limited
English	KS1 Reading	100% (5)	0%	0%	100% (3)	0%	0%	100% (2)	0%	0%	0%
	KS2 Reading	94.9% (37)	0%	5% (2)	94.3% (33)	0%	5.7% (2)	100% (4)	0%	0%	-5.7%
Maths	KS1 Number	100% (5)	0%	0%	100% (3)	0%	0%	100% (2)	0%	0%	0%
	KS2 Number	94.9% (37)	0%	5.1% (2)	94.3% (33)	0%	5.7% (2)	100% (4)	0%	0%	-5.7%
Science	KS1	100% (5)	0%	0%	100% (3)	0%	0%	100% (2)	0%	0%	0%
	KS2	94.9% (37)	0%	5.1% (2)	94.3% (33)	0%	5.7% (2)	100% (4)	0%	0%	-5.7%

v)

Subject	Key stage	% of all pupils (Spring 23)			% of Pupil Premium pupils (Spring 23)			% of non-Pupil Premium pupils (Spring 23)			% gap PP/non PP
		Meet /Exceed	Exceed	Limited	Meet /Exceed	Exceed	Limited	Meet /Exceed	Exceed	Limited	Meet /Exceed
English	KS1 Reading	100% (6)	0%	0%	100% (4)	0%	0%	100% (2)	0%	0%	0%
	KS2 Reading	92.7% (38)	0%	7.3% (3)	91.9% (34)	0%	8.1% (3)	100% (4)	0%	0%	-8.1%
Maths	KS1 Number	100% (1)	0%	0%	100% (4)	0%	0%	100% (2)	0%	0%	0%
	KS2 Number	85% (34)	0%	15% (6)	83.3% (30)	0%	16.7% (6)	100% (4)	0%	0%	-16.7%
Science	KS1	100% (6)	0%	0%	100% (4)	0%	0%	100% (2)	0%	0%	0%
	KS2	90.2% (37)	2.4% (1)	9.8% (4)	89.2% (33)	2.7% (1)	10.8% (4)	100% (4)	0%	0%	-10.8%

vi)

Subject	Key stage	% of all pupils (Summer 23)			% of Pupil Premium pupils (Summer 23)			% of non-Pupil Premium pupils (Summer 23)			% gap PP/non PP
		Meet /Exceed	Exceed	Limited	Meet /Exceed	Exceed	Limited	Meet /Exceed	Exceed	Limited	Meet /Exceed
English	KS1 Reading	100% (7)	0%	0%	100% (4)	0%	0%	100% (3)	0%	0%	0%
	KS2 Reading	90.5% (38)	0%	9.5% (4)	88.9% (32)	0%	11.1% (4)	100% (6)	0%	0%	-11.1%
Maths	KS1 Number	100% (7)	0%	0%	100% (4)	0%	0%	100% (3)	0%	0%	0%
	KS2 Number	92.9% (39)	2.4% (1)	7.1% (3)	91.7% (33)	2.8% (1)	8.3% (3)	100% (6)	0%	0%	-8.3%
Science	KS1	100% (7)	0%	0%	100% (4)	0%	0%	100% (3)	0%	0%	0%
	KS2	95.2% (40)	0%	4.8% (2)	94.4% (34)	0%	5.6% (2)	100% (6)	0%	0%	-5.6%