

# Pinvin C of E Academy Pupil Premium Evaluation 23-24



<b>Pupil Premium Evaluation 2023 – 2024</b>	<b>Approved by</b>	<b>Date of Approval</b>	<b>Next Review Date</b>
<b>Reviewed by</b> KAS, ER	Pinvin C of E Academy LAB	November 2024	July 2025

## Activity in this academic year

### Quality Teaching (CPD, recruitment, retention)

Budgeted Cost: £20,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge Number</b>	<b>Impact to date</b>
Teaching of vocabulary by developing opportunities for oracy across the school.	<p>-EYFS will take part in a National Oracy project.</p> <p>-Targeted support will be given from early identification of children to close the gap quickly.</p> <p>-Whole school approach of 'Word aware' to expose children to a range of new vocabulary.</p> <p>-Improved early years outcomes, improved practitioner knowledge of the changes in the new EYFS Framework 2021.</p> <p><a href="#">DfE Development Matters (September 2020, Revised July 2021)</a></p>	1, 2, 3	<ul style="list-style-type: none"> <li>Wellcomm assessments used to track all Pre-school and Reception.</li> <li>SALT specialist TA supported a number of pupils with language acquisition.</li> <li>Pre-school and R using Word Aware.</li> <li>Worcester Children's first training attended by NB and JR regarding the EYFS Framework 2021.</li> <li>Interventions and Word Aware successful and outcomes improved (years progress in first term for some children).</li> <li>Reduced number of children receiving SALT monitoring externally due to being discharged.</li> </ul>

<p>Purchase of phonics resources to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle Letters and Sounds</p>	<p>Little Wandle Letters and Sounds Revised is a SSP programme that has been developed through English Hubs. Seven key features have been identified as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. These are:</p> <ul style="list-style-type: none"> <li>● direct teaching in frequent, short bursts</li> <li>● consistency of approach</li> <li>● secure, systematic progression in phonics learning</li> <li>● maintaining pace of learning</li> <li>● providing repeated practice</li> <li>● application of phonics using matched decodable books</li> <li>● early identification of children at risk of falling behind, linked to the provision of effective keep-up support.</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3,5</p>	<ul style="list-style-type: none"> <li>● All staff have been trained and coached by lead practitioner.</li> <li>● Books matched to assessment.</li> <li>● Regular assessments to identify ‘at risk’ children. This is used to gap fill.</li> <li>● Catch-up and keep up, rapid catch-up schemes ensure that children who are not meeting expectation have the support needed to accelerate progress.</li> <li>● Year 1 Phonics screening was in line with national.</li> </ul>
<p>Family Support Worker/ Pastoral Team</p>	<p>Termly supervision sessions for the pastoral lead delivering Trauma Informed Schools (TIS) interventions to reach a balance between personal support and guidance, managerial review and case management analysis encouraging reflection upon good practice.</p> <p>Ensuring Early Help is offered to our families in a timely and supportive manner. That the support is targeted and families are signposted to appropriate support.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	<p>1, 2, 3, 4</p>	<ul style="list-style-type: none"> <li>● Close relationship between EYFS and Family Support worker to ensure families who require support are targeted.</li> <li>● School has links with health visitor.</li> <li>● Help to signpost parents to additional help online courses.</li> <li>● Regular meetings to set date and review targets.</li> <li>● Regular reviews with school nurse and external professionals to ensure support is in place at an early point.</li> <li>● XX is TIS trained and working with one to one or small groups of children when needed to support their emotional needs.</li> <li>● Referral agency for Foodbank, Caring hands support &amp; Pershore community cupboard- supporting our most vulnerable families through the cost-of-living crisis. Providing a delivery option where needed.</li> </ul>

Maths White Rose Staff CPD Training	Improve Maths outcomes through adaptive teaching ensuring that we consistently offer more challenge and meet the academic needs of all children.	1, 2, 5	<ul style="list-style-type: none"> <li>• Pre-cursor to White Rose Maths to ensure an easy transition and consistency in approach.</li> <li>• EYFS Maths data in line with national.</li> </ul>
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**Targeted academic support (for example, tutoring, one to one support structured interventions)**

**Budgeted Cost: £8,000**

Activity	Evidence that supports this approach	Challenge Number	Impact to date
Purchase training and resources so practitioners can deliver targeted support to children with SEMH concerns.	<p>-Pupils communicate positive engagement with the JIGSAW curriculum and its focus on Mental Health and Wellbeing</p> <p>-Targeted 1:1 support for pupils. Resilience and well-being focus.</p> <p>-Mental Health policy developed and new SEMH pathway developed so that adults in school can provide appropriate support</p> <p>-Increase staff awareness of SEMH, use of PACE and Emotion Coaching</p> <p>-Trained Trauma informed schools lead targeting specific support for children</p> <p>-Marvellous Me to engage parents to support their children with positive praise and rewards in school.</p>		<ul style="list-style-type: none"> <li>• Whole school approach to PSHE (Jigsaw Curriculum)</li> <li>• XX TIS trained and works with small groups of children.</li> <li>• Staff training on PACE and Emotion Coaching to raise awareness and consistency of approach.</li> <li>• ‘There is a strong focus on mental health and wellbeing. ‘SIAMS’ report 2023.</li> <li>• Lead was trained</li> <li>• DoWMAT Trust CPD day- focussed on development of Emotional Coaching to support wellbeing and behaviour; Headteachers received senior leadership wellbeing support; School Administrators received support and training on wellbeing, resilience and confidence.</li> </ul>

	- Motional SEMH software screening in place, termly group shots.		
Speech and Language Intervention	One to one and group therapy to ensure communication and language targets are being met and improved.  <a href="https://www.educationendowmentfoundation.org.uk">Early language   EEF (educationendowmentfoundation.org.uk)</a>		<ul style="list-style-type: none"> <li>• SALT specialist TA supported a number of pupils with language acquisition.</li> <li>• Purchase of SALT support for children with specific behaviours to their communication.</li> </ul>

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

**Budgeted Cost: £9,000**

Activity	Evidence that supports this approach	Challenge number	Impact to date
Enrichment opportunities and experiences. Year 4 Residential.	We recognise that some DA pupils have narrower life experiences than other children. -There will be increased participation levels for individuals in sporting events, educational visits and trips. -Pupil interviews demonstrate that pupils that the opportunities given to them enrich their learning and development.		<ul style="list-style-type: none"> <li>• Children took part in Y4 Residential with many commenting that it was a positive experience</li> <li>• Children in Y5 made form friendships and team-building skills due to Residential.</li> </ul>
Trauma Informed School Practitioner one to one sessions with pupils	Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death'  <a href="#">(The ACE study Felitti and Anda, a study involving over 17,000 people).</a>		<ul style="list-style-type: none"> <li>• 'There is a strong focus on mental health and wellbeing. 'SIAMS' report 2023.</li> <li>• More staff training in Emotional Coaching and PACE.</li> <li>• All staff received training on the impact of ACES on pupils.</li> </ul>

<p>Scaling out of Motional software to all vulnerable pupils.</p>	<p>Online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing.</p>		<ul style="list-style-type: none"> <li>• Motional was purchased and key members of staff received training in how to use the software to track and support pupils with appropriate interventions.</li> <li>• Snapshots taken as a whole staff meeting.</li> <li>• Targeted support in place for pupils.</li> </ul>
<p>Target parents of pupils whose attendance is below 95% and formulate action plans. EWO to support with engagement.</p>	<p><i>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</i></p> <p><a href="https://www.gov.uk/government/news/short-breaks-damage-young-peoples-futures">https://www.gov.uk/government/news/short-breaks-damage-young-peoples-futures</a></p> <p><a href="#">EEF Parental Engagement</a></p> <p>Funding for Breakfast Club allows staff to ensure that pupils have eaten breakfast and had a calm start to the day. It also supports some parents to enter the workforce.</p> <p><a href="#">EEF Breakfast Club</a></p> <p>Trust Attendance and Welfare Support</p>		<ul style="list-style-type: none"> <li>• A number of targeted children attended Breakfast Club where they were given breakfast and a calm start to the day. This positively impacted attendance and punctuality for a number of pupils.</li> <li>• It supported a number of pupils that were exhibiting separation anxiety on arrival at school.</li> <li>• GRT family liaison staff member supported families with communications, attendance, referrals. This ensured that relationships with families were maintained.</li> </ul>

**Total budgeted cost £36,375**