

Silver Tree Primary School and Nursery

Pupil Premium Strategy statement 2022/23

This statement details our school's use of pupil premium 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	Silver Tree Primary School and Nursery
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	51% (89)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Natalie Maughan
Pupil premium lead	Emma Peverall
Governor / Trustee lead	Faye Richardson & Pam Monaghan

Funding overview

Detail	Amount
Early Years Pupil Premium Funding	£2,736 EYPP x8 = £2,736
EYPP carried forward from previous years	£0
Total budget for this academic year	£2,736
Detail	Amount
Pupil premium funding allocation this academic year	£141,889 LAC = £18,314 Service x1 = £310 PP = £123,265
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£141,889

Part A: Pupil premium strategy plan

Statement of intent

At Silver Tree Primary School and Nursery, we believe that raising the attainment for disadvantaged pupils is an integral part of our commitment to help all pupils achieve their full potential. We continuously review our provision to ensure we meet the needs of our pupils and allow them to overcome their barriers to learning. Through this, we aim to accelerate progress in order to diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not.

We strive to support all pupils achieve their full potential by:

- Promoting an ethos of attainment of all pupils rather than stereotyping disadvantaged pupils as a group with less potential to succeed
- Having individualised approaches to address barriers to learning at an early stage through intervention
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged pupils
- Make decisions based on detailed data analysis and responding to evidence

Challenges

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

Challenge number	Detail of challenge
1	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging
2	A high percentage of pupils arriving at school are unable to access their learning due to their emotional needs and home life issues
3	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is poor. This means they need to make more progress than their peers to catch up
4	Low attendance rates for some Pupil Premium pupils impacts on their learning. This means they are constantly having to catch up to their peers
5	Less engagement in supporting pupils with their reading means that staff have to ensure there are opportunities in school to support reading and develop a love of reading
6	Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year (63% of Year 2 disadvantaged pupils met the expected standard in

	phonics in 2020). This slows their progress in all curriculum areas that demand effective reading strategies
7	Level of deprivation means that many of our pupils have limited life experiences to draw upon to enrich their learning and understanding
8	Less engagement in online learning by some pupils has resulted in wide ranging gaps in basic skills in both Maths and English therefore making it difficult for them to access their learning effectively

Additional Challenges for 2022 – 2023

Challenge number	Detail of challenge
9	Since the pandemic, a significant number of pupils are experiencing difficulties with their social, emotional and mental health needs and require additional support beyond the classroom environment.

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 emotional resilience for all pupils through use of TA support and focused interventions	Intervention and lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours
Pupils are effectively supported through high quality intervention and care from the Pupil Welfare Officer in order access their learning effectively	Fewer pupils are disengaged in lessons and reluctant to begin their day
Children eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2022
Improve the overall attendance of PP pupils and reduce the number of persistent absentees across all key stages	There are increased attendance rates for Pupil Premium pupils Percentage of persistent absentees is at least in line with National Average
Increase engagement with parents to support the development of reading at home to support the lowest 20% of readers across school	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2022
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard	Percentage of PP pupil meeting the expected standard in phonics improves from 2022

Provide pupils with a wide range of enrichment activities to ensure they receive a variety of stimulus to enrich their learning	Pupils are able to build on experiences and enrichment to engage in their learning and improve the quality and standard of their work in all areas of the curriculum
Provide a personalised intervention programme for all pupils with focused additional intervention sessions for some pupils	By the end of the year, gaps in basic skills knowledge in English and Maths will be diminished and this will be evidenced in the classwork and assessments completed by the pupils

Additional outcomes 2022/23

Intended outcome	Success criteria
Provide a Nurture provision within our school to support the emotional, social and mental health needs of our pupils	Open and develop a school-based Nurture provision for target pupils to access for a minimum of two terms. Pupils are able to apply strategies from the provision to support their SEMH needs both in and out of the classroom environment
Further support the emotional and mental health needs of targeted pupils through one-to-one counselling	School will employ their own school counsellor to work with target pupils on a 1:1 basis to support their unique SEMH needs.

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: £57,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to complete training to develop their understanding of the Zones of Regulation as a tool to support pupils when regulating their emotions to allow effective learning in the classroom</p>	<p>The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories.</p> <p>The Zones of Regulation is certainly a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in school-based settings.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p><u>EEF toolkit: Metacognition and self-regulation</u></p>	<p>1</p>
<p>Staff retained to further support the emotional needs of pupils</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch-up' with previously higher attaining pupils.</p> <p><u>EEF Teaching and Learning toolkit:</u></p>	<p>1</p>
<p>Staff to complete training linked to developing their understanding of the emotional wellbeing and resilience needs of the pupils to lead effective interventions</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><u>EEF Teaching and Learning tool kit:</u></p>	<p>1</p>
<p>All staff to complete further training in the effective use of Accelerated reading to support the lower attaining pupils</p>	<p>Education Endowment Fund states that 'Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement.'</p>	<p>5</p>

<p>All staff to work with Abigail Steel from Rocket Phonics to ensure consistency in the teaching and intervention of phonics across school</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). There is some evidence that approaches informed by synthetic phonics may be more beneficial than analytical approaches.</p> <p>Rocket Phonics is a DfE accredited systematic synthetic phonics programme</p> <p><u>EEF toolkit: Phonics</u></p>	<p>5</p>
<p>Nurture provision staff to access training in the effective establishment and running of a Nurture provision</p>	<p>Education Endowment Fund published a report stating '...part of their job involves addressing children's emotion, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups.'</p> <p><u>EEF SEMH Report</u></p>	<p>9</p>
<p>To support and inspire pupils in their writing to raise attainment</p>	<p>'Write Inspired' whole school PD Day training</p> <p>'Write Inspired develops the skills involved in the generation of ideas. This is often the biggest barrier to writing - not knowing what to write about. It inspires people to want to write and be fully engaged in it. It opens up a world of new thinking, building confidence and enjoyment even in the most reluctant writers. It develops the creative process itself moving students beyond the blank page.'</p>	<p>7 & 9</p>

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

Budgeted cost: £32,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide a personalised intervention programme for Maths and English based on individual outcomes and gaps in learning	Doodle learning is valued by schools for a variety of reasons including: It creates every child a personalised work programme tailored to their strengths and weaknesses. It is proven to boost confidence and raise attainment. It automatically finds, closes and tracks each child's learning gaps. By setting work at just the right level of challenge, Doodle empowers all pupils to work independently, regardless of their ability.	8
All staff to work with Abigail Steel from Rocket Phonics to ensure consistency in the teaching and intervention of phonics across school	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress... Rocket Phonics is a DfE accredited systematic synthetic phonics programme EEF toolkit: Phonics	5
To diminish the skill gap between reading on-sight words and comprehending a text	On average, reading comprehension approaches deliver an additional six months' progress. EEF states 'A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report Improving Literacy in Key Stage One .	5
To diminish the difference in outcome of the Year 1 phonics screening to end of Year 2 attainment (5&6) – Training and feedback session with Abigail Steel (author of Rocket Phonics)	As above	5 & 6
To assess, track and support PPG pupils in Key Stage 2, who do not achieve the expected standard	EEF states that 'Research suggests that phonics is particularly beneficial for younger learners as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).'	5

Purchase appropriate and focused apps to support the development and retention of basic skills in reading, writing and maths across school	We strive to ensure the apps which the pupils access are specifically chosen and focus on the needs of the pupils to develop their understanding A report published by EEF in March 2019 states that 'Put simply, this means buying a tablet for every pupil is unlikely to boost pupil attainment. But the pedagogy behind it can. So, if those tablets are used purposefully – for example, increasing the quality or quantity of practice pupils undertake through a quiz app, or the precision with which feedback on misunderstandings is provided – they stand a much better chance of doing so.'	8
Develop the communication and language skills of children in our EY setting and those who are now in Year 1 (Blast programme from N-Y1).	On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	3
To source and provide experiences to stimulate and enrich the learning of pupils in all areas of the curriculum (eg. Equality of opportunity to access educational experiences and extra-curricular opportunities)	Research from EEF states that 'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.'	7

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

Budgeted cost: £44,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop and resources interventions to support the emotional wellbeing and resilience of pupils across school	The PPIW's report argues that work on social and emotional learning must be seen as connected with (rather than competing with) the wider priorities of the school.... there is promise that approaches aimed at improving social and emotional skills, far from distracting from academic goals, are actually likely to enhance them if implemented effectively...with a particular focus on support pupils from disadvantaged backgrounds. EEF Teaching and Learning Toolkit: Building social and emotional learning in to the classroom	1
Continue to employ Pupil Welfare Officer to monitor and implement strategies to improve attendance and reduce the rate of persistent absentees	EEF states that 'Parents play a crucial role in supporting their Pupils' learning, and levels of parental engagement are consistently associated with Pupils' academic outcomes...on average 4 months progress.	3

<p>To support pupils at the start of the school day to ensure their emotional needs are conducive to promote effective learning behaviour within the classroom</p>	<p>EEF study on learning behaviours states that a learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom. EEF learning behaviour work has developed from the rich and diverse evidence base...which suggest that when used and implemented correctly, alongside good teaching of content and skills, these approaches provide powerful ways to raise pupil attainment.</p>	<p>2</p>
<p>To further support the emotional and mental health and wellbeing of pupils on a one-to-one basis</p>	<p>The impact of Covid-19 continues to be evident through the emotional and mental health and wellbeing of the pupils in schools. This is an area of particular need for targeted children and 'speaking to a school counsellor can be a transformative experience for children and young people.'</p> <p>Benefits of School Counsellor Report</p>	<p>9</p>
<p>To support the development and links between Maths skills alongside the health and wellbeing of the pupils through engaging pupils in active learning</p>	<p>The impact of Covid-19 on the physical wellbeing is evident in school therefore we are seeking opportunities beyond physical education lessons to increase the activity levels of pupils. Regular active English and Maths lessons take place throughout school. Lessons can also be completed at home during home learning with limited resources and space allowing the pupils to continue being active.</p>	<p>8</p>

Total budgeted cost: Currently £133,071 (£8,818 reserves)

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 2021 to 2022 academic year.

Teaching Strategies

Staff training linked to Zones of Regulation is booked for Autumn term 2022. This is due to some COVID restrictions remaining in place in school and face to face training being limited within the local authority. As a school, we decided that this training was so important to our pupils that we would wait for face-to-face training to be available

Accelerated reading continues to be used from Year 2 to Year 6. Some pupils in Year 1 accessed the reading scheme in Summer 2022 in preparation for Year 2. Children who are unable to access this scheme continue to develop their phonics and reading skills using Rocket Phonics.

Our Nursery numbers continued to rise over the academic year and the number of children on roll in Nursery increased to 31. Interventions continue to be personalised to the individual needs of children. An additional member of support staff was recruited to support with the increasing numbers of children accessing the provision.

Rocket Phonics training was completed by all staff over the course of the academic year. New resources were purchased to support the implementation of the scheme. Additional training was accessed to support the introduction of Rocket Phonics in year 2 in the summer term and as a result, further resources were purchased. Staff have the necessary skills to deliver the lessons and support the development of phonics for all children.

Wellbeing interventions continue to play a vital role in our school. Pupils from all year groups access planned therapeutic and wellbeing interventions and all classes have the option for flexible interventions to support any areas of need which arise.

Targeted Intervention

Personalised interventions for all pupils from Year 1 to 6 were completed on a daily basis. Pupils were monitored closely for their effort, progress and consistent access of the resources over the course of the academic year. Pupils identified as needing further support were then part of a focus coaching group to support their personal milestones.

The purchase of additional devices had enabled all pupils to have access to their daily Doodle tasks. Devices were continuously updated and purchased throughout the academic year when new pupils joined our school.

Phonics groups are reviewed regularly and these are flexible to ensure pupils are in the relevant groups to meet their needs. Staff have worked hard to embed the new Rocket Phonics Scheme

and ensure the pupils are supported in their progress. Progress is reviewed and interventions planned based on the outcomes of this review.

National tutoring was completed over the Spring and Summer term for 15 weeks. Various staff members worked with groups of three pupils on targeted areas. Records were kept of attendance and progress and the impact of the sessions was reviewed on completion.

Speech and language continued to support pupils over the academic year and teachers worked closely to support their pupils in the classroom.

As COVID restrictions were relaxed, classes were able to book trips and arrange for visitors to come in to school to work with the pupils. This allowed pupils to have a wide range of experiences to enhance and enrich their learning.

Wider Strategies

All pupils were able to access support as required with their emotional wellbeing and resilience. This could be whole class activities, group interventions or one to one support. Support staff trained in therapeutic interventions were able to support teachers with class-based initiatives to align with interventions.

Attendance was monitored rigorously throughout the year. Our Pupil Welfare Officer monitored all attendance and followed guidance to support those families with attendance below the expected standard. Attendance Improvement Plans were issued and these remained in place at the start of the current academic year to ensure the focus on attendance was not reduced.

Breakfast club continues to be accessed by a great number of targeted families on a daily basis. Funding applications submitted were successful which allowed a greater number of families to be supported. We also provide breakfast to a consistent number of pupils who are not able to access breakfast at home and need some additional support when they arrive in school.

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
Doodle Lift Off interventions	Doodle Learning
Write Inspired	

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2022 Evaluation	Date Reviewed
Teaching Priorities	<p>All staff attended Zones of Regulation training October 2022 delivered by local authority SEND and Inclusion team. Training gave a detailed overview of the purpose of the Zones of Regulation and how we could apply them to our context. Following training, a launch assembly was delivered to introduce the Zones to the pupils and all classes were provided with resources to introduce the Zones in each classroom and these are now used by pupils throughout school. Subsequent assemblies have been completed over the course of the autumn term to continue to develop an understanding of the zones.</p> <p>November 2022 – Abigail Steel worked in school for a full day. Phonics observations and learning walks were completed and following this, she spent time talking to teachers who deliver phonics. Leaders and teachers were given the opportunity to discuss contextual issues linked to the scheme and develop a clear plan for ensuring the consistency of teaching phonics and validity to the scheme.</p> <p>Nurture provision staff completed their training in the Autumn term. Staff are now equipped to deliver effective Nurture sessions to support the SEMH needs of the pupils who attend. Provision is continually adapted to meet the needs of the pupils and therefore supporting the pupils effectively. Training for all staff planned for spring term to support their understanding of the purpose and aims of our Nurture provision.</p>	<p>January 2023</p> <p>Pupil Premium Lead Governor – P Monaghan & Governor P Robson</p>
Targeted Academic Support	<p>Doodle Maths and English continues to be used by all pupils in Years 1 to 6. Progress is monitored on a half termly basis alongside accessing the apps on a daily basis. Doodle Coaching has been used to support those pupils with above average gaps in their understanding and evidence shows that these pupils are making progress on a weekly basis. Achievements are celebrated weekly in assembly to encourage pupils to strive to achieve more and reach their 'green zone'.</p> <p>Autumn term pupil progress meetings held to review progress of focus pupils since baseline assessment. Pupils are tracked and interventions planned to support their academic needs as well as their SEMH where relevant. Focus pupils are part of review discussions over the coming term with teachers.</p> <p>Blast intervention is effectively used with Nursery, Reception and Year 1 to support the language skills of the children. This is reviewed following each block of work and pupils who receive the support are reviewed. Blast also supports the concentration and focus skills of pupils particularly in year 1 as this is their main area of need to support effective communication.</p> <p>All classes were given the opportunity to attend a trip to an external provider or work with a visitor in school linked to their topic work during the autumn term. These provided pupils with opportunities to enrich and develop their learning and further their understanding of their topics.</p>	
Wider Strategies	<p>Our Nurture Provision continues to support the emotional wellbeing and resilience of pupils through targeted nurture sessions using a range of strategies such as Lego Therapy, Build 2 Express and social stories. A targeted group of key stage 1 pupils worked took part in the 'County Wide Children's Wellbeing Project' as part of early intervention to support their emotional needs. This was attended by a member of Nurture staff who now uses these tools with the pupils in our Nurture Provision.</p>	

	<p>Our Pupil Welfare Officer continues to monitor and support attendance issues. Persistent absentee families are supported and provision implemented to improve attendance. Home visits and working with pupils in school are also part of this role for these pupils classed as persistent absentees.</p> <p>Our school counsellor continues to work with pupils in school. Weekly sessions are completed over a minimum of a 6-week period to support the varying needs of target pupils. The counsellor works closely with our Pupil Welfare Officer to continue to support pupils and families and implement any strategies within school.</p>	
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Activity	Spring 2023 Evaluation	Committee Date
Teaching Priorities	<p>Zones of Regulation used in all classes. Discussions with pupils and restorative justice reflection sheets demonstrate that the language associated with Zones to common in school. A greater number of pupils are able to use Zones to support regulation and this approach has been adopted by staff.</p> <p>Additional staff are registered to complete their Nurture Provision training which will conclude in the summer term. This will support pupils currently accessing Nurture and also those pupils who require a continuation of Nurture within the classroom environment.</p> <p>Write Inspire training continues to be implemented in classes. Pupils are given opportunities to make models to inspire characters and settings for extended writing. Pupils are supported to develop their vocabulary through collaboration, development of word banks and linking of ideas which is supporting the raising of attainment in writing.</p>	Reviewed Spring term P Monaghan & F Richardson
Targeted Academic Support	<p>Data analysis of Doodle Coaching results shows that all pupils accessing the intervention are making progress. 74% of pupils are working consistently within their green zone as a result of the 18 sessions they have completed and development of accuracy. Pupils not working within their green zone have made progress from their starting points and are working within their amber zones.</p> <p>Spring term pupils progress meetings have been completed with all teachers. Pupils identified for intervention and monitoring in Autumn term have been reviewed and progress checked. Where pupils have not made the expected progress, targets have been set, interventions planned and monitored and teachers are aware that these pupils must be supported further.</p> <p>Intervention observations completed in Spring term identify that Blast programme is used effectively in Nursery, Reception and Year 1. Planning is adapted to meet the needs of pupils within the groups and target areas are reviewed on a session-by-session basis to support progress.</p> <p>Subsidised trip costs have been offered to parents/carers over the spring term. pupils in all classes have either attended a trip or worked with a visitor in class linked to their current topics.</p>	
Wider Strategies	<p>Nurture provision continues to develop and resources have been purchased to develop the outdoor area. Pupils have expressed an interest in working outside during Nurture and working together to improve the outdoor area. Resources have been sourced to support both the development of the outdoor area and the team building, resilience and sharing skills of pupils.</p> <p>Pupil Welfare Officer continues to monitor and implement strategies to improve attendance and reduce the rate of persistent absentees. Attendance improvement meetings are consistently held, attendance is monitored on a daily basis and target pupils are identified and supported to attend school. home visits and links with outside agencies are continually developed to support those pupils who do not attend school as required.</p> <p>Supporting pupils at the start of the day continues to be a key part of our wellbeing provision. On a daily basis, pupils are provided with a 'soft landing', breakfast and check-ins with adults. This supports their readiness for the school day.</p>	

Activity	Summer 2023 Evaluation	Committee Date
Teaching Priorities	<p>Zones of regulation continued to be developed and refined in the summer term. Further links have been developed between zones of regulation and our restorative behaviour approach when thinking about feelings and consequences. Zones of regulation have been used in one-to-one targeted intervention support for some SEND pupils and those who display challenging behaviour. Zones of regulation will continue to be used next academic year and further focused development planned and applied by all staff to support pupils.</p> <p>Effective budget planning for the coming academic year has enabled retention and recruitment of support staff to support pupils. Additional support staff have been recruited to support the needs of SEND pupils as well as general classroom support.</p> <p>English lead has completed additional analysis of accelerated reading data and has identified next steps to monitor and support the progress of pupils. This is planned to be implemented in September.</p> <p>Nurture Hub has been developed alongside the local authority to begin October 2023. Training has been completed by Hub leader and SENDCO focused on coaching to support the effective running of the hub. Nurture staff have attended network meetings and visited other settings.</p>	Reviewed summer term P Monaghan & F Richardson July 2023
Targeted Academic Support	<p>To support progress in basic skills and number sense in maths, a decision was made to trial Winning with Numbers in the summer term with a view to replace Doodle Maths. Pupils and staff felt this was a valuable resource as it can be used as a tool during whole class teaching and independent tasks set based on outcomes. Training delivered by providers and trial completed. Decision made to use this in September 2023 and Doodle subscription to end. Maths and English lead to focus on basic skills and how these can be addressed on a daily basis by teachers when Doodle is no longer used. Whole school focus on times tables, SPaG and handwriting to address basics planned.</p> <p>English lead worked with Abigail Steel from Rocket Phonics to seek additional support to refine the use of Rocket Phonics in year 2 alongside daily English lessons. These next steps will be implemented and monitored in September 2023.</p> <p>All classes were able to attend school trips or worked with visitors in class on a termly basis. These were linked directly to topic work and enriched the learning of all pupils.</p>	
Wider Strategies	<p>Attendance monitored effectively throughout the academic year. Pupil Welfare Officer offered parent/carer support to improve attendance and overcome barriers to attending school. Meetings and conversations held regularly and attendance continues to be monitored well.</p> <p>Pupil welfare officer has ensured pupils receive the support they require at the start of the school day to support learning. Pupils are offered a 'soft landing' by a designated and agreed member of support, breakfast is provided where required, uniform issues are addressed before entering the classroom to support the wellbeing of the pupils.</p>	