



Pupil Premium Interim Report April 2023

Intended outcome	Success criteria	Evaluation so far
Social, emotional and mental health supported through ELSA, Norfolk Steps training, Restorative Approaches and the PSHRE curriculum.	Assessments, Pupil surveys and Incident logs will demonstrate that pupils know how to access support. Monitoring of the curriculum will demonstrate that children have been taught how to support their mental health and well-being. Staff responsible for each of these areas are appropriately trained and supported to carry out roles (e.g. ELSA supervision; Step trainer updates; Restorative Approaches training)	<p>ELSA has supported 14 pupils this year. ELSA supervision has been regularly attended by our practitioner. She works closely with the SENCO to identify children with SEMH needs.</p> <p>Restorative conversations are normal practice with children – fixing the damage and discussing alternative solutions are expected responses.</p> <p>PSHRE curriculum is nearing completion incorporating all elements – mental health and wellbeing alongside with other elements that will ensure that children have an understanding of the importance of improving mental health, relationships and connections.</p> <p>Forest school practitioners have continued to work with vulnerable children including a key focus in the Spring and Summer term on children who are entitled to Pupil Premium and Services Premium.</p> <p>To ensure children have access to experiences beneficial to their learning and well-being, school funds a range of clubs, trips and residential activities for the children to access. These experiences give the children the opportunity to an equitable access to museums, theatre, sports clubs, outdoor pursuits etc that all children deserve.</p> <p>We have also joined forces with Pets for Therapy, with our Therapy dog, Halle visiting once a week.</p> <p>Steps training took place in the first academic year but then the system was resigned so the costs have increased. We will look at the next budget to evaluate whether we can continue with the now annual subscription.</p>

<p>The academic needs of all children are met and children are supported to catch up and keep up.</p>	<p>Children will be provided with Keep up and Catch up appropriate to their individual need. e.g. small group in-class support; small group session with Catch up teacher; individual support; target children identified within lessons to have a later keep up session.</p>	<p>Using the Pupil Premium and the Recovery Premium we have funded small group and individual support for children who are entitled to Pupil Premium. The Catch Up teacher liaises closely with the class teachers to ensure that the support is accurately targeted and not generic.</p> <p>Teaching assistants are then utilised during the week to continue any repeated practice ensuring that children catch up. Alongside the academic focus, the children benefit from small group and individual attention from the teacher and teaching assistant to ensure they remain on board for school.</p> <p>Additionally, we have partnered with SchoolReaders.org charity and utilise our trained volunteer reader to support the children who most need support in reading.</p>
<p>Children will be ready for the national curriculum through an excellent experience of Early years where no child is left behind. Children have the best chance to succeed with their early reading.</p>	<p>Children entering reception will be identified and supported immediately to ensure they do not fall behind through speech and language support and Phonics keep up.</p>	<p>Extensive Phonics Keep up and Catch up work is going on across the school for both those new to the school and those who missed out during lockdown.</p> <p>Children who have been identified as having needs are being supported through speech and language support, regularly monitored by the SENCo.</p> <p>The children have learned the routines for school and have an excellent understanding of what is expected.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils post Covid.</p>	<p>All children will attend well and be supported to do so. Children's voice will be listened to surrounded attendance matters. Post Covid attendance will increase to 97% school average. Pupil Premium children will attend in line with</p>	<p>We continue to aim high with our school attendance and despite not having reached our target, we are closing the gap school wide. See the chart below. Overall absences for Pupil premium children are only 0.44% difference as of April 2023.</p> <p>Our current whole school attendance is 95.36%</p>

	non-Pupil Premium children and reduce the 2.13% gap to being broadly in line.		
	Data collected 27/4/23	Total Absences Pupil Premium	Total Absences Not Pupil Premium
	Whole school %	4.92	4.48