

## PUPIL PREMIUM SPENDING EVALUATION OF IMPACT 2021 - 2022

### Teaching Activity in this academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of impact
<p>All subject leaders support the quality wave one teaching for the whole curriculum to improve the language associated with the NC and learning is focused on knowing more and remembering more.</p> <p>Long term plans identify trips, visitors and possible links in community to build experiences and aspirations of all pupils.</p> <p>Consistent delivery of all subjects and accurate assessment of all subjects.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET as well as phase meetings and leadership time to support the planning, delivery, monitoring and evaluation of all subjects.</p> <p>Trips, visitors, links in the community to widen experiences and support of what the community has to offer to widen knowledge and understanding of their world and the wider world through the curriculum offer. Staff to have appropriate CPD to support to deliver the high-quality learning of all subjects.</p> <p>Clear progression maps and assessment criteria through Eazmag ensures that the whole</p>	<p>1, 2, 4 and 6</p>	<p>Vocabulary is evident on all progression maps and links to the cycles of teaching.</p> <p>Vocabulary is present in all classes and pupils know what this vocabulary is and what it is linked to.</p> <p>Wider curriculum and tier 2 reading vocabulary, is made more explicit through the practice of the words via a speedy reading approach.</p> <p>Organised trips have enabled pupils to broaden their involvement in developing a bank of everyday experiences upon which they can hang future knowledge.</p> <p>Monitoring of the wider curriculum (RE) showed that all lessons observed were good or better. What was taught was explicit during the lessons, there were opportunities to review prior learning and good quality wave 1 teaching from everybody. The children were engaged and pupils were using the vocabulary taught.</p> <p>Updated strategies are being implemented for teachers to carry out accurate, active assessments. These include a</p>

	<p>curriculum is taught with the same rigor and emphasis of core subjects. Pupils experience and knowledge is varied based on their life experiences and through the delivery learning experiences widen their opportunities.</p> <p>Covid-19 lockdowns disrupted learning for all pupils and meant that coverage of the wider curriculum was incomplete.</p> <p>Subject leader roles to be developed along with monitoring of the effectiveness of the teaching of the wider curriculum.</p>		<p>variety of activities such as knowledge organisers and a range of quizzes.</p>																					
<p>High quality and effective RWInc to be delivered to EYFS, Key Stage 1 pupils and intervention for KS2 pupils who still need the intensive programme.</p> <p>Reading Leader daily coaching, CPD weekly meetings and development days to support the</p>	<p>EEF: Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>Pupils enter school significantly below ARE with a specific gap in language and understanding. Pupils are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. Gap between disadvantaged and non-disadvantaged is wide. Reading the key to learning and school focus on</p>	<p>1, 2, 3, 4 and 6</p>	<p>FS2 progress has been strong for the cohort from their baseline with</p> <p>78% of the cohort achieving expected in comprehension and 89% in word reading</p> <p>There is a gap with PP and no PP as only 1 child is PP who is SEND</p> <table border="1" data-bbox="1323 1102 1818 1398"> <thead> <tr> <th colspan="3"><b>READING Attainment percent at EXS at the end of the academic year</b></th> </tr> <tr> <th></th> <th><b>PP</b></th> <th><b>Non PP</b></th> </tr> </thead> <tbody> <tr> <td><b>YEAR 1 (12 pupils)</b></td> <td>75%</td> <td>62%</td> </tr> <tr> <td><b>YEAR 2 (18 pupils)</b></td> <td>39%</td> <td>80%</td> </tr> <tr> <td><b>YEAR 3 (13 pupils)</b></td> <td>54%</td> <td>67%</td> </tr> <tr> <td><b>YEAR 4 (13 pupils)</b></td> <td>38%</td> <td>60%</td> </tr> <tr> <td><b>YEAR 5 (11 pupils)</b></td> <td>45%</td> <td>70%</td> </tr> </tbody> </table>	<b>READING Attainment percent at EXS at the end of the academic year</b>				<b>PP</b>	<b>Non PP</b>	<b>YEAR 1 (12 pupils)</b>	75%	62%	<b>YEAR 2 (18 pupils)</b>	39%	80%	<b>YEAR 3 (13 pupils)</b>	54%	67%	<b>YEAR 4 (13 pupils)</b>	38%	60%	<b>YEAR 5 (11 pupils)</b>	45%	70%
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<p>delivery to ensure quality and consistent approach in all groups.</p> <p>Continue to embed the reading culture and offer a range of text styles and authors for all pupils to widen their literature to link to the writing.</p>	<p>reading as soon as pupils enter school to ensure by 7 every child is a reader. Pupil Premium progress in to be a focus of assessment and tracking.</p> <p>Daily support to ensure a consistent quality approach to the teaching of phonics and all reading teachers have access to the correct level of support to ensure the rigor. Assessment enables rapid progress movement and drive for all pupils to reach their potential. Pupil Premium progress in to be a focus of assessment and tracking.</p> <p>EEF: It is.. important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. Pupil</p>		<table border="1"> <tr> <td><b>YEAR 6 (18 pupils)</b></td> <td>72%</td> <td>78%</td> </tr> </table>	<b>YEAR 6 (18 pupils)</b>	72%	78%	<table border="1"> <tr> <td>72%</td> <td>78%</td> </tr> </table>	72%	78%	<p>Where there are gaps in attainment, this is cohort specific and also links to the number of children that are PP and are also SEND.</p> <p>Progress is good for PP in reading. Below shows the progress made by no CIRP children from baseline:</p> <table border="1"> <thead> <tr> <th colspan="3"><b>% Making exp+ and rapid progress READING 2021 - 2022</b></th> </tr> <tr> <th></th> <th><b>EXP+</b></th> <th><b>RAPID</b></th> </tr> </thead> <tbody> <tr> <td><b>YEAR 1 PP (12)</b></td> <td>100%</td> <td>75%</td> </tr> <tr> <td><b>YEAR 1 No PP (13)</b></td> <td>100%</td> <td>38%</td> </tr> <tr> <td><b>YEAR 2 PP (12)</b></td> <td>59%</td> <td>35%</td> </tr> <tr> <td><b>YEAR 2 No PP (4)</b></td> <td>75%</td> <td>25%</td> </tr> <tr> <td><b>YEAR 3 PP (11)</b></td> <td>91%</td> <td>36%</td> </tr> <tr> <td><b>YEAR 3 No PP (5)</b></td> <td>100%</td> <td>60%</td> </tr> <tr> <td><b>YEAR 4 PP (8)</b></td> <td>100%</td> <td>25%</td> </tr> <tr> <td><b>YEAR 4 No PP (3)</b></td> <td>100%</td> <td>33%</td> </tr> <tr> <td><b>YEAR 5 PP (9)</b></td> <td>100%</td> <td>55%</td> </tr> <tr> <td><b>YEAR 5 No PP (7)</b></td> <td>100%</td> <td>14%</td> </tr> <tr> <td><b>YEAR 6 PP (15)</b></td> <td>100%</td> <td>40%</td> </tr> <tr> <td><b>YEAR 6 No PP (8)</b></td> <td>100%</td> <td>38%</td> </tr> </tbody> </table> <p>The Year 3 pupils completed the programme and accessed whole class teaching of reading by the beginning of summer 1.</p> <p>Attainment is strong with 100% PP children in Year 1 passing the PSC</p>	<b>% Making exp+ and rapid progress READING 2021 - 2022</b>				<b>EXP+</b>	<b>RAPID</b>	<b>YEAR 1 PP (12)</b>	100%	75%	<b>YEAR 1 No PP (13)</b>	100%	38%	<b>YEAR 2 PP (12)</b>	59%	35%	<b>YEAR 2 No PP (4)</b>	75%	25%	<b>YEAR 3 PP (11)</b>	91%	36%	<b>YEAR 3 No PP (5)</b>	100%	60%	<b>YEAR 4 PP (8)</b>	100%	25%	<b>YEAR 4 No PP (3)</b>	100%	33%	<b>YEAR 5 PP (9)</b>	100%	55%	<b>YEAR 5 No PP (7)</b>	100%	14%	<b>YEAR 6 PP (15)</b>	100%	40%	<b>YEAR 6 No PP (8)</b>	100%	38%
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	<p>Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p>		<p>Pupil voice shows that PP pupils enjoy the book choices generally around school. Comments were based around how they love reading and the books that are shared.</p>																								
<p>Support for writing for key stage 2 to narrow the gap of disadvantaged and non-disadvantaged.</p> <p>All staff CPD for writing, ensuring confidence in the subject knowledge and delivery of targeted intervention.</p>	<p>EEF: Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include: reading books aloud and discussing them; activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes.</p> <p>The literacy writing process is working well and follows a Gather, Skills, Apply approach which is enabling pupils working at age related expectations to make good progress. Those who are below age related are not making the accelerated progress that they need to, to close the gap to their peers.</p> <p>-literacy lead and PP lead to work together to develop planning with a view to making sure all pupils next</p>	<p>4</p>	<p>In all lesson observations, the quality of teaching of writing is good or better. Staff show that they have a secure subject knowledge and this is seen in monitoring and book looks.</p> <table border="1" data-bbox="1323 719 1818 1054"> <thead> <tr> <th colspan="3"><b>WRITING Attainment percent at EXS at the end of the academic year</b></th> </tr> <tr> <th></th> <th><b>PP</b></th> <th><b>Non PP</b></th> </tr> </thead> <tbody> <tr> <td><b>YEAR 1 (12 pupils)</b></td> <td>50%</td> <td>54%</td> </tr> <tr> <td><b>YEAR 2 (18 pupils)</b></td> <td>28%</td> <td>60%</td> </tr> <tr> <td><b>YEAR 3 (13 pupils)</b></td> <td>46%</td> <td>44%</td> </tr> <tr> <td><b>YEAR 4 (13 pupils)</b></td> <td>54%</td> <td>60%</td> </tr> <tr> <td><b>YEAR 5 (11 pupils)</b></td> <td>27%</td> <td>70%</td> </tr> <tr> <td><b>YEAR 6 (18 pupils)</b></td> <td>67%</td> <td>44%</td> </tr> </tbody> </table> <p>On analysis of progress data, only 5 PP pupils did not manage to make expected or better progress during the year.</p> <p>Where there are gaps in attainment, this is cohort specific and also links to the number of children that are PP and SEND.</p>	<b>WRITING Attainment percent at EXS at the end of the academic year</b>				<b>PP</b>	<b>Non PP</b>	<b>YEAR 1 (12 pupils)</b>	50%	54%	<b>YEAR 2 (18 pupils)</b>	28%	60%	<b>YEAR 3 (13 pupils)</b>	46%	44%	<b>YEAR 4 (13 pupils)</b>	54%	60%	<b>YEAR 5 (11 pupils)</b>	27%	70%	<b>YEAR 6 (18 pupils)</b>	67%	44%
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	<p>steps are planned for and embedded.</p> <p>-staff to be trained on the changes to planning and how we can ensure all pupils have access to their year group related objective whilst ensuring gaps in knowledge are filled.</p> <p>-monitor effectiveness of planning to address gaps for specific pupils. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p> <p>-lessons observations and feedback to be related to progress of pupils working below age related expectations. Pupil Premium progress in to be a focus within monitoring</p>		<p>Progress is good for PP in writing. Where progress is slower in PP this is cohort specific and linked to SEND.</p> <p>Below shows the progress made by no CIRP children from baseline:</p> <table border="1" data-bbox="1323 392 1818 951"> <thead> <tr> <th colspan="3"><b>% Making exp+ and rapid progress WRITING 2021 - 2022</b></th> </tr> <tr> <th></th> <th><b>EXP+</b></th> <th><b>RAPID</b></th> </tr> </thead> <tbody> <tr> <td><b>YEAR 1 PP (12)</b></td> <td>100%</td> <td>33%</td> </tr> <tr> <td><b>YEAR 1 No PP (13)</b></td> <td>85%</td> <td>23%</td> </tr> <tr> <td><b>YEAR 2 PP (12)</b></td> <td>50%</td> <td>16%</td> </tr> <tr> <td><b>YEAR 2 No PP (4)</b></td> <td>75%</td> <td>25%</td> </tr> <tr> <td><b>YEAR 3 PP (11)</b></td> <td>91%</td> <td>81%</td> </tr> <tr> <td><b>YEAR 3 No PP (5)</b></td> <td>100%</td> <td>0%</td> </tr> <tr> <td><b>YEAR 4 PP (8)</b></td> <td>88%</td> <td>13%</td> </tr> <tr> <td><b>YEAR 4 No PP (3)</b></td> <td>100%</td> <td>33%</td> </tr> <tr> <td><b>YEAR 5 PP (9)</b></td> <td>100%</td> <td>22%</td> </tr> <tr> <td><b>YEAR 5 No PP (7)</b></td> <td>100%</td> <td>14%</td> </tr> <tr> <td><b>YEAR 6 PP (15)</b></td> <td>100%</td> <td>53%</td> </tr> <tr> <td><b>YEAR 6 No PP (8)</b></td> <td>100%</td> <td>38%</td> </tr> </tbody> </table> <p>Writing intervention data for PP compared to no PP from their baseline?</p>	<b>% Making exp+ and rapid progress WRITING 2021 - 2022</b>				<b>EXP+</b>	<b>RAPID</b>	<b>YEAR 1 PP (12)</b>	100%	33%	<b>YEAR 1 No PP (13)</b>	85%	23%	<b>YEAR 2 PP (12)</b>	50%	16%	<b>YEAR 2 No PP (4)</b>	75%	25%	<b>YEAR 3 PP (11)</b>	91%	81%	<b>YEAR 3 No PP (5)</b>	100%	0%	<b>YEAR 4 PP (8)</b>	88%	13%	<b>YEAR 4 No PP (3)</b>	100%	33%	<b>YEAR 5 PP (9)</b>	100%	22%	<b>YEAR 5 No PP (7)</b>	100%	14%	<b>YEAR 6 PP (15)</b>	100%	53%	<b>YEAR 6 No PP (8)</b>	100%	38%
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<p>Develop the use of our outdoor spaces</p>	<p>It is widely recognised that nature and time outside has a positive impact on wellbeing. This is particularly important in the aftermath of the covid-19 lockdowns in order to ensure the</p>	<p>2, 4, 6 and 7</p>	<p>Pupil voice has shown that pupils enjoy learning outdoors. Through the JLT, pupils have shown a desire to develop the outdoor spaces to enable them to be used more effectively and showcase our school.</p>																																										

	positive attitude and wellbeing of the pupils and staff in school.		
Develop metacognitive strategies and skills	EEF Research shows that pupils who have skilled metacognitive approaches to their learning are more likely to make accelerated progress in their learning.	2, 4, 6 and 7	Training is scheduled for Autumn term 2022
Develop pupil speaking and listening and oracy skills.	<p>To allow the children to develop good pronunciation and oracy skills which underpin successful communication, verbally and in writing.</p> <ul style="list-style-type: none"> <li>-whole school focus during lessons and unstructured parts of the day.</li> <li>-structured interventions put in place for identified pupils who need an intensive language focus.</li> <li>-talk and oracy activities planned carefully in all aspects of the curriculum.</li> <li>-the writing process to include stepped and talked through approaches to writing and planning work. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</li> </ul>	1, 2 and 6	<p>The triangulation of these with previous data and writing results from the autumn term show that staff are working well to improve levels and data is improving for PP especially.</p> <p>Monitoring shows that pupils are becoming increasingly aware of their language and pronunciation, making self-corrections or carefully prompting others. The improvements in progress and attainment for writing show the impact of the oracy and language focus within the curriculum, allowing pupils to apply their learning.</p>

	<p>-pupils below age related expectations to have opportunities planned into literacy sessions for them to speak through their ideas and sentences, using a MTTT approach to ensure short term memory.</p>																										
<p>All KS1 staff CPD for maths, ensuring confidence in the subject knowledge and delivery of targeted intervention and ensure basic number is taught effectively.</p>	<p>EEF research into early mathematics; 'Improving Mathematics in the Early Years and Key Stage 1' reviews the best available evidence to offer five recommendations for developing the maths skills of 3–7-year olds</p> <p>Use of number sense and mastering number within everyday teaching to impact on attainment in the early stages of number.</p> <p>Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p>	<p>1, 4 and 6</p>	<p>2 PP pupils did not make expected progress during the year, both are SEND. 4 non-pp pupils did not make expected progress.</p> <table border="1" data-bbox="1323 671 1818 1007"> <thead> <tr> <th colspan="3"><b>MATHS Attainment percent at EXS at the end of the academic year</b></th> </tr> <tr> <th></th> <th><b>PP</b></th> <th><b>Non PP</b></th> </tr> </thead> <tbody> <tr> <td><b>YEAR 1 (12 pupils)</b></td> <td>50%</td> <td>62%</td> </tr> <tr> <td><b>YEAR 2 (18 pupils)</b></td> <td>61%</td> <td>80%</td> </tr> <tr> <td><b>YEAR 3 (13 pupils)</b></td> <td>62%</td> <td>78%</td> </tr> <tr> <td><b>YEAR 4 (13 pupils)</b></td> <td>38%</td> <td>60%</td> </tr> <tr> <td><b>YEAR 5 (11 pupils)</b></td> <td>55%</td> <td>70%</td> </tr> <tr> <td><b>YEAR 6 (18 pupils)</b></td> <td>72%</td> <td>67%</td> </tr> </tbody> </table> <p>Where there are gaps in attainment, this is cohort specific and also links to the number of children that are PP and SEND.</p> <p>Progress is very good for PP in maths especially the number making rapid progress throughout school. Where progress is slower in PP this is cohort specific and linked to SEND.</p>	<b>MATHS Attainment percent at EXS at the end of the academic year</b>				<b>PP</b>	<b>Non PP</b>	<b>YEAR 1 (12 pupils)</b>	50%	62%	<b>YEAR 2 (18 pupils)</b>	61%	80%	<b>YEAR 3 (13 pupils)</b>	62%	78%	<b>YEAR 4 (13 pupils)</b>	38%	60%	<b>YEAR 5 (11 pupils)</b>	55%	70%	<b>YEAR 6 (18 pupils)</b>	72%	67%
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Below shows the progress made by no CIRP children from baseline:

<b>% Making exp+ and rapid progress MATHS 2021 - 2022</b>		
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<b>YEAR 1 PP (12)</b>	100%	17%
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<b>YEAR 4 PP (8)</b>	100%	39%
<b>YEAR 4 No PP (3)</b>	100%	33%
<b>YEAR 5 PP (9)</b>	100%	56%
<b>YEAR 5 No PP (7)</b>	100%	29%
<b>YEAR 6 PP (15)</b>	87%	26%
<b>YEAR 6 No PP (8)</b>	100%	25%



**Targeted Academic Support: (tutoring, one-to-one support structured interventions)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of Impact
Highly qualified TA's across school	<p>Ensure that additional capacity of TAs impacts on the outcomes for all pupils, especially those with additional needs.</p> <p>Targeted teacher and TA support to identify and provide targeted Wave 1 support to ensure a greater number of children achieve ARE or catch up to ARE due to COVID</p> <p>Ongoing programme of CPD to support teaching and learning.</p> <p>Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p>	1 and 3	Impact in data across school with PP closing the gap on no PP across most subjects in most year groups (see above)
1:1 TAs to support RWINc bottom 20% across school.	<p>EEF: If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who</p>	1, 3 and 4	<p>Reading teachers and tutors have meant that attainment is strong with 100% PP children in Year 1 passing the PSC. Progress of PP children in Y1 has been rapid.</p> <p>PP progress to be updated for whole year: 22/26 (85%) pupils who received a 1:1 intervention have made 3 or more RWI levels progress since the beginning of the year.</p>

	<p>struggle most have as much time with the teacher as others.</p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>TAs are part of development days, have individualised coaching session and training based on the pupils they teach. Intensive CPD and support provide TAs with appropriate skills to provide specific intervention.</p> <p>Pupil Premium progress in to be a focus of assessment and tracking in phonics.</p>		<p>4/26 (15%) pupils who received a 1:1 have made less than 3 levels progress. 2/26 of these have made 2 levels progress as they have come off RWI. 1/26 have stayed at the same level due to working on speed of reading and 1/26 have made 2 levels progress – they are starting the ASD pathways and have ed psych involvement.</p>
<p>Support for writing for key stage 2 to narrow the gap of disadvantaged and non-disadvantaged. Focus on I, We, you do approach in the writing format</p>	<p>Literacy lead to train a selected TA to run writing intervention based on a needs analysis in order to close the gap in attainment. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p>	<p>1, 3 and 4</p>	<p>This was not as successful as anticipated as the intervention was taught in isolation to the Literacy lessons in class. The focus was on basic skills including capital letters and full stop, adding detail using noun phrases and ensuring work made sense. It would have been better for children to complete SDI from errors in their books, this would have given the children a context as they struggled to link the intervention back in to their class work. Of the 13 children in intervention, only 3 were able to close the gap to become ARE.</p>

**Wider Strategies: (e.g attendance, behaviour, well-being)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of impact
<p>3 wave approach to attendance outlined in strategy document</p> <p>Fortnightly meetings to be held to monitor attendance and decide on actions to reduce persistent absence and intervention prior to falling into persistent absence.</p> <p>School to proactively promote attendance through:</p> <ul style="list-style-type: none"> <li>• Implementation of policy and practice</li> <li>• Pastoral Team supporting vulnerable families to reduce attendance.</li> <li>• Reward systems implemented to support attendance and punctuality</li> </ul> <p>Targeted support from EWO for families struggling with attendance. Home visits to take place as required</p>	<p>Whilst this is a bespoke Trust approach to supporting attendance following DfE, Barnsley Local Authority EWO processes. School are hoping to see an improvement in attendance following school closures.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</p> <p>Pupil Premium attendance to be analysed to ensure positive trends this academic year and action taken as needed based on analysis</p>	<p>2, 6 and 7</p>	<p>Attendance for PP pupils has improved more rapidly than for no PP</p> <p>PP has improved by 0.17%</p> <p>No PP has declined by 2.08</p> <p>The gap for PA has closed for no PP compared to no PP by 1.40%</p>

<p>Early identification of children with wellbeing difficulties and action taken.</p> <ul style="list-style-type: none"> <li>• TADs support for identified pupils</li> <li>• Incredible Me to support children presenting with SEMH difficulties</li> <li>• Pastoral team to support families through EHA framework, Social Services support and intervention</li> <li>• Weekly celebration assembly</li> <li>• Social media celebration of achievements</li> </ul>	<p>EEF evidence shows that targeted social and emotional interventions support disadvantaged pupils to engage in healthy relationships and emotional regulation which may subsequently increase academic attainment. Social and emotional learning research from EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) supports the children, especially during and after the COVID-19 pandemic.</p> <p>Pupil Premium children to be the main focus of intensive support</p>	<p>2, 4, 5, 6 and 7</p>	<p>PP indicators show a clear link to social skills, concentration and understanding right and wrong. There are 8 children of concern who are being monitored closely by our behaviour lead.</p> <p>Incidents declined from autumn to summer for PP. Without the 8 children of concern, behaviour incidents for PP are considerably lower than those for non-PP.</p> <table border="1" data-bbox="1335 469 1818 644"> <thead> <tr> <th></th> <th>PP children on red/yellow</th> <th>Non PP children on red/yellow</th> </tr> </thead> <tbody> <tr> <td>Autumn 1</td> <td>8</td> <td>4</td> </tr> <tr> <td>Autumn 2</td> <td>19</td> <td>10</td> </tr> <tr> <td>Spring 1</td> <td>11</td> <td>8</td> </tr> <tr> <td>Spring 2</td> <td>18</td> <td>8</td> </tr> <tr> <td>Summer 1</td> <td>9</td> <td>5</td> </tr> <tr> <td>Summer 2</td> <td>10</td> <td>9</td> </tr> </tbody> </table>		PP children on red/yellow	Non PP children on red/yellow	Autumn 1	8	4	Autumn 2	19	10	Spring 1	11	8	Spring 2	18	8	Summer 1	9	5	Summer 2	10	9
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<p>1:1 and group intervention in Incredible Me</p> <p>Well-being actions from PHSCE and Curriculum lead to support pupils.</p>	<p>As part of the well-being of our pupils and the high level of need based around safeguarding, grief, family splits and increase of domestic violence, school have funded a full time TA to support the emotional regulation and well-being of pupils. This is completed through 1:1 and small group work.</p> <p>Pupil Premium children to be the main focus of intensive support</p>	<p>2, 4, 5, 6 and 7</p>	<p>Upon looking at the children involved in the majority of incidents, the main explosive instances occurred for non-PP pupils. These children are currently accessing the incredible me! and books beyond words interventions. PP pupils' behaviours are mainly concerning concentration and developing ways to play effectively. 1 PP pupil is accessing these. Once the pupils with more explosive behaviours have completed their intervention, those PP pupils who are still of concern will access these interventions.</p>																					

<p>Additional support for social, behavioural and emotional issues (provided by external professionals including SLE from Springwell, staff from BESST, EP, and TADS)</p>	<p>Hoyland Springwood has a vast number of pupils who have experienced trauma and need specialist intervention. External agencies and therapists works closely with the families to offer guidance and support. Pupil Premium children to be the main focus of intensive support</p>	<p>2, 4, 5, 6 and 7</p>	<p>Number of PP children who have reduction in behaviour incidents? Faster decrease than with no PP? Children received support made expected or rapid progress? % of them?</p>
<p>Magic Breakfast provides a free breakfast for all children to start their day.</p>	<p>Food deprivation is prevalent across Hoyland Springwood. Families have been supported through food banks, food vouchers and donations. Research shows hungry children do not perform as well. Pupil Premium children will be encourage to attend to the percentage attending should increase through the year</p>	<p>2, 4, 5, 6 and 7</p>	<p>Between 30 and 40 children access breakfast club each morning. Breakfast club staff provide bagels for all classes to allow any pupils entering school to have some breakfast if they need it.  Out of the 66 pupils currently regularly attending breakfast club, 30 are PP (45%) Temporary attendees are currently running at 5 out of the 11 registered which is, again, 45%. The provision of breakfast club and bagels generally accessible in class allows all pupils to access lessons where their basic needs are met. Teaching and learning is therefore not interrupted and pupils engagement in the morning is good.</p>
<p>Subsidising of residential visits for PP children</p>	<p>To enable all pupils, irrespective of family circumstances, to take part in a residential visit experience</p>	<p>2 and 7</p>	<p>16 PP pupils attended the residential and 2 did not due to emotional and SEND reasons, not financial. All PP pupils were able to access financially due to the subsidy and provision to pay in instalments meaning that they all paid the amount required.</p>