

Pupil premium strategy statement 2023 2024

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	Green Wrythe Primary School
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	38 %
Academic year/years that our current pupil premium strategy plan covers	2023 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Karen Jones
Pupil premium lead	Karen Jones
Governor / Trustee lead	Kamahl Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150560
Recovery premium funding allocation this academic year	£30540
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	£181100

Part A: Pupil premium strategy plan

Statement of intent

EEF(Education Endowment Foundation) tested strategies are used to support vulnerable pupils to succeed. This includes sequenced learning, oral language, interventions, pupil feedback and early reading strategies as well as developing further a love of reading across the school.

In our highly specialised base as well as maths and phonics curriculum objectives, the school aims to further develop an ambitious life skills curriculum, which is considerate of the children's individual needs.

Over the past 5 years, Green Wrythe has developed its bespoke curriculum. This curriculum has been designed to effectively map progression in all its subjects so that children are able to build on prior learning and then apply this knowledge to new learning.

The school effectively deploys a range of strategies to ensure all pupils make good progress from their starting points. This strategy details the strategies used to ensure sustained progress for its disadvantaged and vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>A high percentage of pupils have a range of complex needs, which in previous years has slowed progress and attainment. Many children fall within a number of groups which require additional support to ensure children's progress is rapid and sustained (social/behaviour, speech and language, high needs support, other SEN and disadvantaged families).</p> <p>This continues this year, with 5% of the school's mainstream population having EHCPs coupled with 21% of pupils on SEND support (which is considerably above the national averages)</p>
2	<p>Emotional and social well-being of children including family life has an impact on attainment and progress, which includes poor attendance.</p>
3	<p>Behaviour and attitudes to learning affects progress and attainment because of low aspirations and self-belief.</p>
4	<p>A high percentage of parents of the disadvantaged pupils across the school lack the confidence to support their children with their learning at home, including how to support their emotional regulation and readiness to learn.</p>

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
<p>To reduce the in-school gaps between all pupils and pupils in receipt of PPG by embedding Rosenshine's principles as a universal shared language to further</p>	<ul style="list-style-type: none">● Progress in Reading, Writing and Maths from prior key stage starting points including baseline data (which can be seen last academic's data 2022 2023).

<p>improve the quality of teaching and learning (CT/TAS/LSAs).</p>	<ul style="list-style-type: none"> • A clear closing of the disadvantage gap for year groups building on previous year successes. • Continue to ensure that the attainment data shows that pupils without additional cognitive needs make sustained progress and attain Age Related Expectations. • Pupil interviews of disadvantaged pupils will show an understanding of how teachers structure learning for them (age appropriate responses, such as ‘my teacher models new things for me’) - guided practice and effective modelling - ‘The positive working relationships between pupils and teachers help pupils to listen, pay attention and ask questions about their learning. Classrooms are orderly places, where pupils can learn without disruption.’ Ofsted April 2023 • Metacognition and self-regulation approaches help teach pupils to think - these models form part of Rosenshine’s approach and have a research based approach to supporting high quality teaching and learning • Improving explicit teaching (M & E) demonstrates that teachers and support staff regularly demonstrate their thinking and solving of tasks - whole school CPD and collaboration with other specialist settings/other GLT schools • Team teaching and coaching has developed practitioners subject knowledge of how children learn and how their practice can affect change
<p>To ensure disadvantaged pupils have access to emotional and mental health support, to help overcome any barriers to learning across both Ark and Rainbow</p>	<ul style="list-style-type: none"> • Improve learning behaviours and well-being as a result of nurture programmes and additional strategies in place -through curriculum engagement and pupil voice. • As a result of the drama therapist’s/Playwise/Paving the Way support pupils across the school to unpick barriers to learning from outside of school - support for mental health of pupils and their families. • Because of the full time Family Support worker work across the school families have been enabled to work with other agencies and gain access to additional support for their children’s and their well-being and mental health : short breaks; man and boy initiative; Sutton Women’s Centre; social services; Uplift and others • Using the sensory garden, plant world, trim trail and nurture room children are able to access learning through a range of sensory and physical stimuli including play and wider world experiences (especially important for our Rainbow pupils). This will support children’s language acquisition
<p>To improve learning behaviours across the school and support attendance through a range of initiatives</p>	<ul style="list-style-type: none"> • Weekly and termly data shows a clear upward trajectory for attendance data for key groups of pupils

	<ul style="list-style-type: none"> • Weekly and termly data shows a clear upward trajectory for attendance data for three key families • Bounce together surveys are used effectively by practitioners to identify attitudes and perceptions of self and have identified strategies to develop children’s attitude learning. • All practitioners know and understand that consistent use of effective classroom management with embedded routines and apply the behaviour policy with warmth and clarity of expectations (CPD on-going) • Monitoring of attendance rewards shows a clear trajectory of increased numbers of prizes being rewarded
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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 Same-day intervention teachers and TA, training and additional adult support in class

Budgeted cost: £68,251.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to develop Knowledge & Skills and enhance First Quality Teaching in the following: Same-day & smart quality intervention prioritising - Keep up, not catch up	<ul style="list-style-type: none"> • Why use Rosenshine principles? GLT have adapted the principles as strategy to support all classroom practitioners to develop their practice, which is further supported by other research - EEF Guide to Pupil Premium states “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. • High quality teaching reduces the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress • Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver e.g. Keep-up phonics (see data in-school data review) Evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions when the class teacher is unable to do so • The chosen Little Wandle programme of study (POS) for phonics and early reading enhances early reading (Ark and Rainbow department). The POS focuses on early identification of children at risk of falling behind, linked to the provision of effective keep-up support. In effective schools, high expectations drive the pace of learning and success 	Challenges 1,3 & 4

<p>Early Reading and phonics (whole school)</p> <p>Mastery approaches across the curriculum</p> <p>Regulation systems</p> <p>Behaviour management including targeted training to develop learning behaviours through clear routines/embedding our school values.</p> <p>CPD across GLT using Rosenshine Principles</p> <p>Coaching, mentoring and team teaching across both departments</p>	<p>built for all children by identifying those having difficulty very early on. These children are then provided with sufficient additional support to help them keep up - this includes the use of senior leaders to support small group intervention and targeted trained TA support.</p> <ul style="list-style-type: none"> ● Ofsted evidence of effective use of this strategy April 2023:Adults support pupils to apply their phonics knowledge to read unfamiliar words speedily. Pupils who are falling behind with their phonics and reading are identified and given the help that they need. They read to an adult every day in school. Pupils put into practice their phonics knowledge regularly, including through structured reading practice. ● Mastery learning based on research is an effective strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy (Toolkit). ● Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level. ● Developing and improving all types of regulation and behaviours, including readiness to learn, emotional regulation, sensory regulation and how to use equipment to support regulation. ● Emotional wellbeing surveys and pupil voice - PSHE programme/additional support - emotional wellbeing so that pupils are ready and able to learn in the classroom ● Data analysis of key groups through ½ termly progress meetings demonstrates that CPD, coaching, mentoring and improved understanding of learning behaviours has an impact on pupils' attitudes to learning/progress. 	
<p>Continue to build on targeted CPD for all practitioners including: assessment; mastery approaches; Green Wrythe Writing Journey;colourful semantics, boardmaker, blank level questioning Self and Co regulation (zone of regulation) and provision mapping.</p>	<ul style="list-style-type: none"> ● An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: — promote positive relationships, active engagement, and wellbeing for all pupils; — ensure all pupils can access the best possible teaching; and — adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report. ● Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach:OFSTED 2023:Leaders and staff identify, assess and meet 	<p>Challenges 1,2, 3 and 4</p>

	<p>the needs of pupils with SEND well, including those in the resourced provision. They adapt the teaching strategies effectively, so that these pupils can learn the same ambitious curriculum as their peers.</p> <ul style="list-style-type: none"> ● To a great extent, good teaching for pupils with SEND is good teaching for all. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils: flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND and scaffolding. <p>Further Research: Green Wrythe Writing Journey - Approaches which promote talk and interaction between learners tend to result in the best gains – collaborative learning approaches +5 months (Toolkit). Mastery Approaches - A number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning. In addition to direct evidence from research into collaborative approaches, there is also indirect evidence that has shown that collaboration can increase the effectiveness of other approaches such as Mastery learning (Toolkit) Boardmaker is a complete special education platform that supports education, communication, access and social/emotional needs. Attention Autism is a therapeutic intervention designed by Speech and Language Therapist Gina Davies, aimed at promoting fundamental social communication skills.</p>	
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Targeted academic support (TA intervention and Training) - percentage of full costs of this essential support

Budgeted cost: £33,742.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership to further develop consistency of approaches across the school:</p> <p>Teaching and learning - As part of this extra provision, the roles will support pupils' attainment and needs of rapid progress in light of the pandemic e.g targeted intervention by teachers.</p>	<ul style="list-style-type: none"> ● Further enhance quality first teaching through mentorship and training as research shows teachers should develop a repertoire of these strategies that can be used flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils. ● This includes the leadership support and training to TAs as the effective deployment of TAs is, therefore, critical for securing a good education for pupils with SEND. When well-trained and properly supported, TAs can have a positive impact: Many of the EEF's most successful programmes have involved TAs. Unfortunately, where the deployment of TAs is not carefully considered by school leadership, it can have negative impacts on pupils' learning and wellbeing. 	<p>Challenges 1,2,3 and 4</p>

<p>Parental engagement - organised parental workshops/Parents' Association community activities and meetings to build positive relationships between home and school.</p> <p>In Rainbow, to develop teaching and learning through shared senior leadership and working collaboratively with Oak Field-Bandon Hill.</p>	<ul style="list-style-type: none"> • Some children are vulnerable to poor academic progression and disengagement during transition. Children who have the necessary academic preparedness and who are able to work independently are often able to cope with problems and difficulties and are more likely to be successful. Conversations between teachers on curriculum matters are helpful. • Develop programmes to support parents at home as parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. • Targeted support for teachers and teaching assistants to address gaps in knowledge and skills. As research suggests, even the most promising intervention will fail with poor implementation. Once an approach has been identified, it is important to take the time to train the staff involved, monitor the delivery of the approach, and consider how to sustain it over time. • Although a focus on effective classroom teaching is the starting point, some pupils will require specialist support—including specific teaching methods, equipment, or curriculum—delivered by a trained professional either directly or in a consultancy role. 	
<p>An inclusive approach to support children to attend clubs and trips throughout the year.</p>	<ul style="list-style-type: none"> • Pupils' health and well-being and enjoyment are fostered through a range of activities including extra-curricular • Pupil and parental feedback • Curriculum provision enhanced 	<p>Challenges 1, 2 and 3</p>

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

Budgeted cost: ££85,438.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time Family Support Worker to provide early intervention for mental health issues and support in whole school incentives e.g. persistent absentees, reduction of referrals to</p>	<ul style="list-style-type: none"> • Feedback from other professionals – reduction of anxiety. • Provides practical support for all stakeholders as well as families • Family support enables families to become self-sufficient. 	<p>Challenges 1,2, 3 and 4</p>

Children's First Contact Services and instead find other early help support and access to other agencies.	<ul style="list-style-type: none"> Additional early support ensures more families in GW become self-efficient and pupils are able to enjoy the full curriculum. Practical support for families ensures possible barriers to education are addressed early so pupils experience success in and out of school. Pupils and families are given a voice and feel supported by the school and wider community. 	
1 x HLTAs and 1 X Rainbow/Ark TA for school's nurture programme: a programme, which immerses pupils in an accepting, warm, home-like environment that helps pupils to remove the barriers to learning.	<ul style="list-style-type: none"> Part of the school's graduated response so pupils are at risk of exclusion are supported and are then able to access the curriculum. Nurture groups are psychosocial interventions focused on supporting the social, emotional and behavioural difficulties of children and young people. They are founded on evidence-based practices and offer a short-term, inclusive, targeted intervention that works in the long term. Nurture breakfast, which supports children who struggle to attend school and those families who struggle financially 	Challenges 2 and 3
Continue to employ a drama therapy worker for pupils in both departments: The therapy gives the pupils a voice and the family a connection to another professional to support the wider family needs. Support for extracurricular events and residential	<ul style="list-style-type: none"> Feedback from parents and evidence from other practitioners shows that pupils are more settled and happier in the classroom as they have been given the opportunity to explore their emotions. Pupil voice and observations of children's experiential knowledge. 	Challenges 2 and 3

Total budgeted cost: £ 187,431.97

Part B: Review of outcomes in the previous academic year 2022 2023

Pupil premium strategy outcomes 2022 2023

Aim	Outcome
To ensure an increased percentage of disadvantaged pupils achieve Age Related Expectations (ARE) in our mainstream department as a result of targeted intervention from class teachers and additional support of members of SLT and an experienced EYFS/KS1 Practitioner.	<p>Overview: As a result of intervention, targeted tutoring and building on successes from previous years in reading and maths, year groups have made accelerated progress. However, writing has been impacted significantly by the pandemic and whilst writing is slowly improving it remains a target area for the Ark department. That being said those pupils without SEND but are PPG are achieving higher than all pupils in the mainstream department in Reading, Writing and Maths.</p> <p>Ofsted April 2023: 'Leaders and staff identify, assess and meet the needs of pupils with SEND well, including those in the resourced provision. They adapt the teaching strategies effectively, so that these pupils can learn the same ambitious curriculum as their peers'.</p>

Reading and phonics: Reading has again been a priority in order to support learning in all other areas of the curriculum: Little Wandle Letters and Sounds has been implemented as a mainstream approach to reading; Reception and Year 1 have 'flooded the adult support' during reading time to have higher impact within reading sessions; priority readers, including the disadvantaged, are receiving 1:1 daily reading and phonics support in each year group (focus being on the lowest 20%).

This evidence along with 'Keep-up' support over time shows pupils are achieving well in Phonics and this is having a greater impact on the application to reading as children become fluent readers earlier. In KS2, pupils, who needed additional phonics and reading support due to gaps from school closures, received regular sessions until progress was made.

High quality teaching has reduced the need for extra support - especially through use of Mastery approaches; however, as predicted, some pupils have required high quality, structured, targeted interventions to make progress. These interventions delivered by teaching assistants, whether 'same-day' from misconceptions or longer periods, have remained to have a positive impact on progress being made, either keeping children up by filling gaps in children's understandings, or bringing key children to Age Related Expectations.

- **Y2 1 child did not reach the required standard but made outstanding progress during Y2** demonstrating that catch up intervention continues to be successful
- **Y1 June 2023 reading check - 77 %**
- **75 % of PP children in Y1 passed the reading check (9/12 = just under 50% of the cohort) - Target achieved**

Pupils across the school have made expected progress in Reading, Writing and Maths.

A factor influencing this data has been how many **disadvantaged pupils** are also within the **SEN group (EHCP and SEN Support)** and although they have made accelerated progress from low starting points, some of these children did not achieve Age Related expectations.

Year 6 2021 2022 for all pupils 31 in Ark (mainstream at ARE):

- Reading - 81% All pupils - 71% PP including children with SEND
- Writing - 84% All pupils - 82% PP including children with SEND
- Maths - 74% All Pupils - 65% PP including children with SEND
- RWM combined - 68% 59% PP including children with SEND

The data demonstrates the successful strategies used throughout the year

Pastoral Data Analysis Y6 Summer 2 2023 SATs (completed)									
Year Group	Pastoral	EXP Reading		EXP Writing		EXP Maths		RWM Combined	
	Groups	No	%	No	%	No	%	No	%
31	ALL	25	81	26	84	23	74	21	68
11	Boys	10	91	8	73	8	73	7	64
20	Girls	15	75	18	90	15	75	14	70
	Gender gap	-5	16	-10	-17	-7	-2	-7	-6
17	PPG	12	71	14	82	11	65	10	59
14	Non PPG	13	93	12	86	12	86	11	79
	PPG GAP		-22		-3		-21		-20
11	PPG Not SEND	9	82	11	100	8	73	9	82
0	SEN EHCP	0		0		0		0	
10	SEN K	7	70	5	50	5	50	5	50
10	SEN All	7	70	5	50	5	50	5	50
21	No SEN	18	86	21	100	19	90	18	86

Y2 has been majorly affected by the Covid pandemic with low attainments in Writing (48%), whereas Reading (59%) and Maths (61%) were higher because of the success of school's remote learning and intervention throughout the year.

Pastoral Factors of the mainstream school:

The percentage of pupils nationally with an EHC plan has increased to 4.3% in 2023, continuing a trend of increases since 2016. Prior to this, the rate had remained steady at 2.8%. The percentage of pupils with SEN but no EHC plan nationally (SEN support) has increased to 13.0%, from 12.6% in 2022

By comparison in the Ark mainstream department, children with EHCP was 3.2% last academic year and is now 4.7%, which is above the rising national percentage. Children with SEND support is 21% again rising which is above the national average of 13%. Whilst the children on SEND support has slightly reduced the children with more complex needs has increased.

In Y6 pastoral factors:

- 55% (17/31) of pupils in Y6 were in receipt of Pupil Premium funding
- 32% of children in Y6 were SEND support/EHCPs; all of 32% SEND group were also in receipt of pupil premium funding

When the data is disseminated further and the subgroup of children on SEND register (SEND support/EHCP) as well as PPG is reviewed as separate groups: the data shows that more of these pupils are reaching Age Related Expectations than all pupils within the cohort:

Y6 2022 2023 PPG not SEND (11 out of 17 pupils in receipt of PPG at ARE):

- Reading - 82%
- **Writing - 100%**
- Maths - 73%
- **RWM combined - 73% which is above all pupils nationally**

Ark whole school data for Y1 to Y6 202 2023:**All pupils Y1 to Y6 (173 pupils) in Ark (mainstream):**

- Reading - 73%
- Writing - 65%
- Maths - 76%
- RWM - 60%

All pupils in receipt of PPG (not SEND register 53) Y1 to Y6 in Ark (mainstream):

- Reading - 85%
- Writing - 79%
- Maths - 85%
- RWM - 70%

All pupils in receipt of PPG Y1 to Y6 (86) in Ark (mainstream):

- Reading - 66%
- Writing - 56%
- Maths - 68%

Throughout each half term, teachers have made accurate judgments in RWMs, along with support of termly standardised tests: identifying gaps in children's learning; pupils have been targeted for intervention so that significant progress has been made and any other needs have been prioritised within day-to-day teaching. This regular assessment and pupil progress review supports the target to close the in-school gap and promote rapid progress seen across the school.

	<p>Rainbow Department: 90% of Rainbow PP children have met 100 % of their outcomes in Cognition and Learning 60% Communication and Interaction; 70% in Social, Emotional and Mental Health; 80% in Sensory and Physical. Across the year, training provided to TAs and LSAs has increased the confidence of staff in meeting the needs of the outcomes of children. For example zones of regulation, play and maths. This includes the training offered across both departments to develop understanding of the readiness to learn.</p> <p>Across the year, there has been good evidence that pupils enjoy and feel safe within school: pupils are immersed fully in their learning; know how/who can support them; show the school values (Resilience, Accepting, Aspiration, Reflective, Caring and Respectful) and can positively communicate about their learning throughout the year e.g. Pupil Voices, observations etc.</p>
<p>To ensure disadvantaged pupils have access to emotional and mental health support, to help overcome any barriers to learning across both Ark and Rainbow.</p>	<p>Removing barriers to learning and increased participation, has been successful down to the high level of CPD around the school's inclusive approach: promoting positive relationships; active engagement; focus on wellbeing for all pupils; ensuring all pupils can access the best possible teaching; adopting a positive and proactive approach to behaviour. Where teachers and staff aim to understand individual pupil's learning needs and a range of SEND, including social emotional needs, they have encouraged positive learning behaviours that have allowed pupils to be 'ready to learn'. Many pupils have also engaged with a range of in-house support and nurture programmes as additional support to remove barriers to learning.</p> <p>Evidence from pupil voice and lesson observations show pupils' perceptions of school are positive, they feel supported in their learning and feel comfortable to ask questions. Learners understand the 'what', 'why' and 'how' of learning intentions.</p> <p>The school's levels of support and additional provisions e.g 'keep-up' interventions, the nurture programme, ELSA, drama therapy and early intervention offered by the Family Support Work (FSW) have continued to support disadvantaged pupils to achieve and make progress throughout the year.</p> <p>Full time Family Support worker has supported families, many who are disadvantaged, have family issues or are vulnerable. The FSW has an 'open door' policy and if any child needs a space to talk, they can ask their teacher and come to see her.</p> <p>The FSW offers emotional support to children and parents. The FSW has also liaised and referred to external agencies such as CAMHS, Jigsaw 4U, Young Carers, MAPs mentoring, Early Help and parenting programmes.</p> <p>The FSW has liaised on a regular basis with the drama therapist from Roundabout, the nurture and ELSA TAs to ensure that children are receiving the appropriate support.</p> <p>The FSW has ensured that Rainbow parents are referred for support out of school and to any agencies appropriate to their need.</p> <p>The FSW has built up a good supply of second-hand uniforms and has a supply of new shoes for any pupil that needs support.</p> <p>Teachers' planning and teaching of lessons are engaging and continuously re-evaluated so that they are tailored to the needs of each cohort, including any areas that need to be prioritised due to absent periods. Any long periods of absences have been identified by the FSW and the Head Teacher.</p>

The FSW monitors attendance on a daily basis, including persistent absentees that fall below 90% and if any families need support in getting their children to and from school, she will help or organise transport. These children would otherwise be absent from school.

The FSW has been available on the ARK and Rainbow gates, so that parents can approach her if they need help and support with any issues. In some circumstances, support has been needed due to emotional difficulties e.g. self-harm, anxieties, health etc. It also has allowed the FSW to refer children to nurture breakfast, especially those with low attendance.

50+% of children participating in nurture were disadvantaged pupils, whereas ELSA offers this on a 1:1 basis. Throughout the year, it has supported children with behaviour issues, anxiety, self-esteem, school refusal, social skills, emotions, anger management, friendship issues, bereavement and transition. This academic year, 9 children have benefitted from ELSA and 20 children have been offered the nurture programme.

With use of 'Boxall', Edukey, Sims, Bromcom and MyConcern enable practitioners to assess children's individual needs and consequently targets set based on that individual. This academic year we are using a new programme, which analyses children's wellbeing and self-esteem, which we will use in conjunction with other data sets to target support in our classes

Additional provision has also been allocated to support: nurture breakfast for all children with low attendance and those children requiring emotional support; in-class support for nurture children; coffee mornings to work with parents with strategies at home and to sign post organisations/leaflets; transitions i.e. refusing to come into school in the mornings and end of year transition.

The drama therapist has continued to support pupils (mental health and their families) across the school to unpick barriers to learning from outside of school.

As a result, the overall provisions have meant pupils are now able to access the curriculum and want to attend school, despite their initial anxieties and sometimes on-going needs.

Pupils were able to participate in a range of different trips (including local); school clubs and a residential trip for year 6. In class, topic 'hook' days and learning experiences were still used to promote a positive experience of school life, build an interest in the wider community and develop children's understanding of the world. Where possible, the wider community was a great resource for additional programmes to support pupils' attainment and progress, fundraising and make collaborative links to work with outstanding settings across different boroughs e.g.

- Local fundraising with Mitcham Golf Club helped fund 5 disadvantaged children to participate in year 6 residential, including their leaving BBQ.
- 'Strive', 'Thrive' and the 'English Mentors' programmes continued with Wimbledon High
- Shine Y4 Wimbledon High School Saturday Drama
- Clubs like football, netball and gardening clubs help children develop their sense of belonging and team spirit.

Pupils in Rainbow have had access to Fiona's Therapy Farm, this has enabled them to overcome fears of different environments and animals. They have also had access to other enrichment activities which have improved their ability to overcome barriers to learning by generalising learning across different contexts, such as trampoline as well as cinema, cafes, parks and shopping trips.

Externally provided programmes

Programme	Provider
Drama Therapy - Roundabout	Qualified Drama Therapist

Further information (optional)

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to release senior leaders to deliver, receive or support with CPD and interventions/boosters.	<p>Creative timetables to ensure leaders strengths are utilised across the school.</p> <p>e.g. AHT / KS2 lead paired to share classroom responsibilities and carry out other roles when not in class; EYFS+KS1 teacher as additional support; Use of English lead to monitor and target early reading (including phonics) as a whole school strategy; use of INSET days; continual CPD; additional cover being provided by senior leaders and HLTAs</p> <p>Curriculum leaders in Rainbow to support teachers to develop practice across the department.</p>
Targeted support	Ensuring enough time is given over to allow for staff school-wide approach to professional development and support for individuals' CPD.	<p>Creative timetables to ensure leaders' strengths are utilised across the school.</p> <p>e.g. AHT employed to run/organise TA CPD and curriculum support (2-3 days a week); use of INSET days; additional cover being provided by senior leaders and HLTAs; working with similar partner schools.</p>
Wider strategies	Engaging the families facing most challenges and offering opportunities to disadvantaged pupils.	<p>Family Support Worker employed full time to liaise and work with families and parents.</p> <p>Drama therapist employed to offer therapy for those in need across school.</p> <p>Working collaboratively with partner schools i.e. Wimbledon High, Oak Field etc.</p>