

Part B: Review of academic year 2022/23

Outcomes for disadvantaged pupils

We have analysed data for the performance of our school's disadvantaged pupils during the 2022/23 academic year using SATs results, phonics check results and our own end of year teacher assessments.

Phonics check:

1 PPG pupil did not achieve the pass score in year 1- all others passed.

Year 2 analysis of teacher assessment for disadvantaged (14 pupils)

Reading-

- 4 pupils did not maintain attainment from end of year 1 (1 SEND 1 EHCP)
- 1 pupil made accelerated progress

Maths-

- 2 pupils did not maintain attainment from end of year 1 (1 SEND 1EHCP)
- 2 pupils made accelerated progress

Writing-

- 1 pupil did not maintain attainment from end of year 1 (SEND)
- 2 pupils made accelerated progress (1 achieving greater depth standard) (1 SEND).

Summary

One SEND /PPG pupil has received an Autism diagnosis.

Year 6 SATs analysis of disadvantaged (15 pupils)

Reading-

- Only one pupil did not make expected progress from KS1.
- 1 pupil made accelerated progress and achieved greater depth
- All 3 greater depth pupils maintained greater depth.

Maths-

- All pupils made at least expected progress from KS1.
- 2 pupils made accelerated progress and achieved greater depth.
- Both greater depth pupils maintained greater depth.

Writing-

- All pupils made at least expected progress from KS1.
- One pupil made accelerated progress and achieved expected standard.
- Both greater depth pupils maintained greater depth.

Summary

Disadvantaged pupils significantly exceeded the national average and were in line with their peers for writing.

Disadvantaged pupils across the school attaining expected or above standard:

	Reading	Writing	Maths
Year 1	88%	75%	75%
Year 2	50%	43%	50%
Year 3	33%	33%	56%
	11% no data	11% no data	11% no data
Year 4	61%	53%	61%
Year 5	63%	54%	54%
Year 6	74%	80%	80%

National Average Year 6 - 60% reading, 58% writing, 59% maths

Summary

Year 1 disadvantaged pupils are in line or exceeding non disadvantaged peers in reading, writing and maths.

Year 2 are below national average PPG pupil attainment particularly in writing. 22% of disadvantaged pupils SEND.

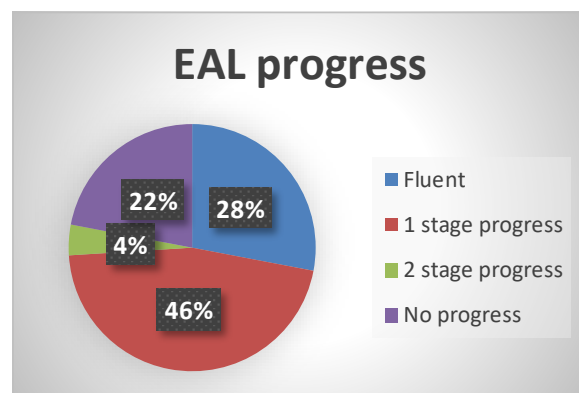
44% of disadvantaged pupils in Year 3 are SEND. Year 3 data shows that reading and writing is a significant issue. However, this data does not account for one pupil with no data. In this year group, there are significant cognitive learning difficulties including one pupil with an EHCP and one further application in progress.

Impact of nurture and mental health provision

A number of pupil premium pupils and children identified as vulnerable, accessed Thrive support, Lunch Bunch nurture, play therapy, gym trail. All pupils accessed Forest School sessions at some point in the year with a number of pupils receiving additional sessions to help them develop social skills or support their well-being by being given role of Forest School mentors (see attached reports at end of document).

Further information (optional

Appendices below outline specific interventions where data



KS1 % EAL: (31 Children 17%) (Not including EYFS)

Expected/ Greater Depth Maths	81%	+2.5% LTY
WB/WT Maths	19%	-2% LTY
Expected/Greater Depth Writing	68%	(-10%) LTY
WB/WT Writing	32%	+6% LTY
Expected/Greater Depth Reading	81%	(-2%) LTY
WB/WT Reading	19%	+2% LTY

Impact

Parent Perception Survey EAL questions:

98% positive response to question 'does your child feel part of the school community?'

100% positive response to the question 'is your child making progress with their English language skills?'

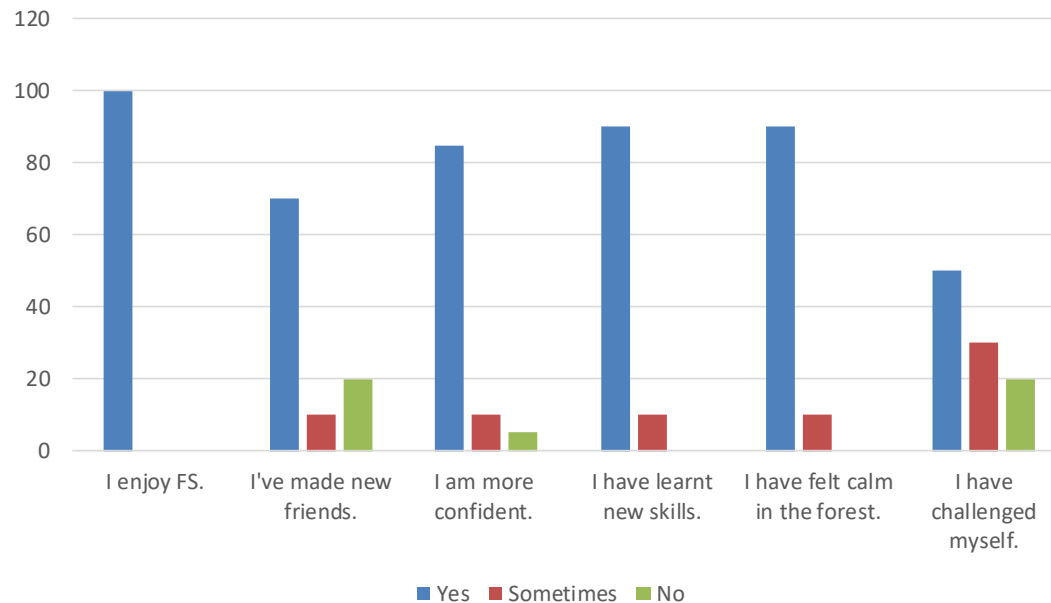
KS2 % EAL: (65 Children 27%)

Expected/ Greater Depth Maths	81%	+10% LTY
WB/WT Maths	19%	-7% LTY
Expected/Greater Depth Writing	80%	+5% LTY
WB/WT Writing	13%	-11% LTY
Expected/Greater Depth Reading	77%	(-3%) LTY
WB/WT Reading	23%	+3% LTY

Challenges	Actions (What did we do?)	Outcomes (What happened?)
<p>27% of pupils on roll are registered as EAL (111 Pupils)</p> <p>Increase 2% EAL pupils Vs LTY</p> <p>KS1- Increased SEND among EAL pupils</p> <p>KS1</p> <p>2x EAL EHCP (1-1 support)</p> <p>1x EAL Child Protection (play therapy) (Poor attendance)</p> <p>1x Potential ADHD Diagnosis</p> <p>1x One Plan –Behaviour, social and emotional development</p> <p>1x Selective Mute</p> <p>2x New Starter (middle of year 1) (New to English)</p> <p>2x New Starter end of school year (New to English)</p> <p>KS2</p> <p>2x New Starter end of school year (New to English)</p> <p>3x EAL learners on One Plan</p> <p>2x EAL Learners Early Acquisition</p> <p>Time – initial assessment and induction process</p>	<ul style="list-style-type: none"> • Training – EAL Coordinator attended 6 week EAL Training course with Hounslow Language College. • Increased Focus on EYFS and KS1 due to higher language need. • Year 2 practical vocabulary groups • Environment – Improved displays, signage in school to celebrate cultural diversity and language. • Increased focus on the psychological effects of being an EAL learner. • Whole school training on supporting EAL pupils. • Library- Bilingual books and reading area in KS1 library. • Improved contacts – Hounslow Language College. • Advice and Home Language Assessments now available. • NALDIC –Newsletters and Termly magazines. • Lunch Bunch Group 	<ul style="list-style-type: none"> • Updated Language Acquisition Assessment to replace 'The Bell Foundation'. Different assessment criteria for EYFS and Year 1 -6. • Positive attainment and progress in year groups with EAL support. • EYFS 77% GLD (national average 65%) • Year 1 64% EAL Learners working at expected/greater depth in literacy. • Year 2 71% EAL Learners working at expected/greater depth in literacy. • Year 1 72% EAL Learners expected/greater depth for reading. • Year 2 88% EAL Learners expected/greater depth for reading. • Phonic Screening - • Staff Training – whole school approach to understanding the psychological effects on an EAL learner and how to support EAL Learners in the classroom. • Whole school Makaton training <p>• FOCUS 2023/24</p> <p>Writing support in EYFS and Year 1</p> <p>Developing Inclusive classrooms that celebrate language diversity.</p> <p>KS1 and KS2 library – new bilingual books and dictionaries.</p> <p>School induction and initial assessment procedures.</p>

Forest School

KS2 Forest School Pupil Survey 22-23



Impact

Analysis of the Pupil Perception Survey

100% of pupils enjoyed the sessions.

70% made new friends.

85% became more confident

90% learnt a new skill

90% feel relaxed / calmer at FS

50% challenged themselves

Pupil comments:

At Forest School...

I made new friends.

I love playing outside with my friends.

I just like being around trees.

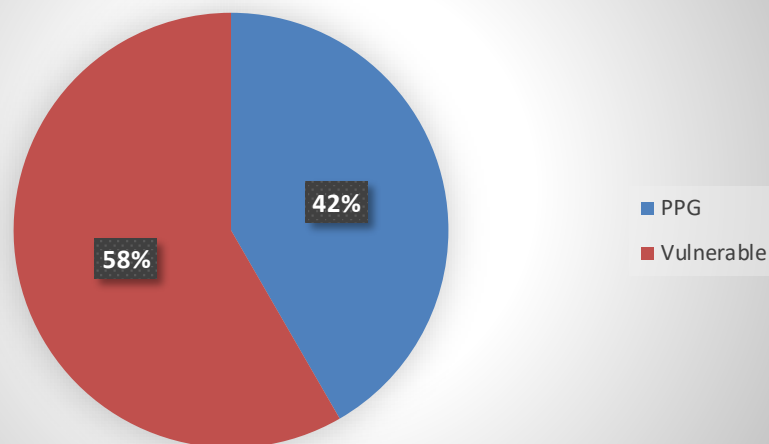
I was out of my comfort zone but enjoyed it.

I really enjoy using the tools, especially learning to make butter knives.

The pizza was delicious, better cooked on the fire!

Challenges	Actions (What did we do?)	Outcomes (What happened?)
<ul style="list-style-type: none"> • Sustainability of environment due to constant use. • Grouping the children so all pupils benefit from their time at FS. • Ensuring children with SEMH are 'safe' offsite. • Impact of Teacher strikes on staffing of sessions. • Damage to FS site in Highwoods Country Park (public area) can impact on sessions e.g. broken glass, fires, destruction of dens / rope swings etc.) • Communication with Country Park. 	<ul style="list-style-type: none"> • Re-developing a second FS site on school grounds so KS1 were not all using the same site/natural resources. • Re-developing pond area on school site for an ecological focus. • Some pupils with low confidence, social communication and S&L needs have a second experience of FS in a different group. • Established a Friday FS group on school site for pupils with ASD and social communication difficulties (Thrive focus). • Established the 'alone throne' in the country park for pupils to use when they feel dysregulated. • Back to 6 week sessions for children this academic year. • Monday morning check of FS area in the Country Park. • Forest School Mentors in Y5/6 helped with younger pupils to help develop their SEMH. 	<ul style="list-style-type: none"> • New school site a success also helping to ensure sustainability of previous site. • Parents' feedback extremely positive especially for pupils with additional/extra and SEMH needs. • Pupil perception is extremely positive. • All pupils experience Forest School for at least a 6 week block. • Use of 'alone throne' hailed a success by pupils. • Mentoring scheme a success with older pupils feeling it had helped develop their confidence. • •

Gym Trail



Impact

Pupil perception survey:

14 children across a range of year groups were asked their views about Gym Trail.

79% of the children said they **always** enjoyed Gym Trail, 14% said they enjoy Gym Trail **most of the time**, 7% said they **hardly ever** enjoy Gym Trail.

86% of the children felt that Gym Trail always enabled them to take part in activities that made them stronger and 14% said they could take part in activities that practice balance **most of the time**.

The children commented on their favourite activities: 'I like practising catching a ball', 'I liked practising dressing', 'I liked hanging up washing on the washing line', 'I like the warm-up and the playdough' 'I like the chair (chair push-ups)', 'I like doing the jobs and balancing', 'My favourite activity is balancing'.

When asked how Gym Trail has helped them they commented: "Gym trail has helped my muscles", 'It has helped me with jumping', 'It has helped me get stronger', 'Chair push-ups have helped me (improve upper body strength)', 'My doctor said my legs are weak and then gym trail came- it helped my legs and ankles'.

Challenges	Actions (What did we do?)	Outcomes (What happened?)
<ul style="list-style-type: none"> • Poor fine and gross motor skills impacting on handwriting and physical ability to access the curriculum. • To meet the needs of pupils with formal Occupational Therapy programmes/sensory diets and physio programmes. • Increased need for sensory input during the school day. • Increased numbers of children requiring additional practice of gross and fine motor skills. • Need for a more structured program to ensure coverage of fine/gross motor skills, balancing and coordination skills. • Need for a more informative form of assessment of skills and progress made. 	<ul style="list-style-type: none"> • Liaised with Jenni Hipkin (Physical, Neurological Impairment specialist) for training to implement a year-long structured programme of activities to meet the needs of our pupils. • Liaised with PNI to introduce pre/post gym trail assessment. • Planned for and established programme of activities based on OT and physio recommendations for children with mobility challenges. • Purchased equipment to deliver programme. • Employed an additional LSA to help deliver programme and support pupil with medical needs. • Liaising with parents to identify strengths and weaknesses. 	<ul style="list-style-type: none"> • Gym trail takes place twice a week before school for 30 minutes. • Group size increased to meet the needs of more pupils. • 3 supporting adults employed to implement the intervention programme. • Improvements in core strengths, gross motor and organisational skills- following instructions. • Have aided our own assessments to inform referrals and support in school. <p>Next year-</p> <p>Consider the implementation of opportunities for outside sessions to make use of adventure playground and develop motor skills and confidence equipment (ropes, climbing frame etc.)</p> <p>Discuss with supporting LSAs the option of providing an after school session to provide support for more new children.</p>

Impact

Pupil perception survey:

13 children across different year groups were asked to give their views about Lunch Bunch.

*100% of the children said that they **always** enjoy attending the club, 69 % of the children felt they had made additional friends at Lunch Bunch, 77% of the children said they felt happy to talk to everyone at Lunch Bunch- 23% said they are sometimes happy to talk to everyone. 100% of the children said they are able to share and take turns at the club and 85% said they are able to use good table manners. 92% of the children felt Mrs Costanzo knew them well.*

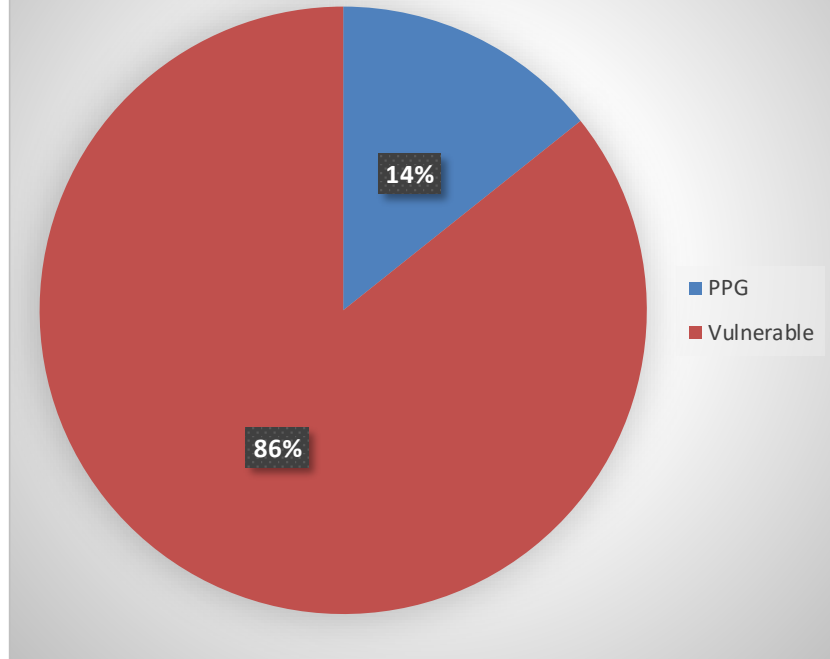
When asked what they liked about Lunch Bunch their comments were:

'If I'm alone on Tuesday I can go to Lunch Bunch', 'Sitting with different people', 'I can choose to play or go outside'. It is a fun time to play and show off your skills' and 'Activities, friends and teachers'.

When asked how Lunch Bunch has helped you, comments made were:

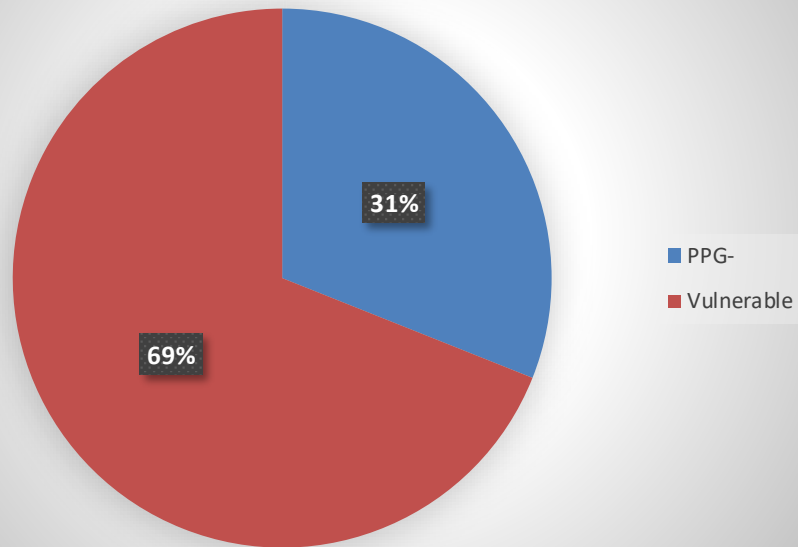
'To be kind', 'I can stop fidgeting', 'It has helped me improve my courage', 'I know how to sort out hard or tricky situations', 'It's quieter', 'I am autistic', 'How to have manners', 'Making friends', and 'To talk'.

Lunch Bunch



Challenges	Actions (What did we do?)	Outcomes (What happened?)
<ul style="list-style-type: none"> • Poor social skills. • Difficulties with friendships on the playground. • Challenges with speech and language. • Children who lack self-esteem/ confidence which impacts on playground experience. • Difficulties with regulation on the playground. • Challenges with maintaining friendships. 	<ul style="list-style-type: none"> • Nurture and Lunchtime training to provide a programme so that sessions are structured. • Identified greatest need- organise lunchtimes around need. • Mixed year group sessions to support more children. • Employed an additional LSA to enable a session to take place every lunchtime. • 	<ul style="list-style-type: none"> • Lunch Bunch took place every lunch time and enabled more children access. • Mixed year group sessions enabled children to widen friendship circles when in the playground. • Longer term access was possible due to increase in sessions. Structured programme was followed for first term and then adults were able to flexibility to focus on the needs of specific groups of children in each session- e.g. focus on turn-taking, tolerating others focus of play, developing and sustaining conversations, sharing and celebrating individual accomplishments, problem solving strategies for the playground etc. • Quietest children- often with speech and language need- gained confidence and began to initiate conversation. • ASD children benefitted from having same children each week to develop their relationships and negotiation skills. • Children that struggled with regulation on the playground at unstructured times were able to self-select a range of resources/tools to support regulation in preparation for afternoon class time. <p>Next year-</p> <p>Monitor attendance to ensure children attend on their designated days to make sure support is not diluted for others attending.</p> <p>Prior communications from staff when children are felt to require drop-ins or additional sessions if they are experiencing challenges on the playground so that this can be adequately planned for.</p> <p>Refurbish the room and purchase new equipment to make the space work better for a variety of activities and needs.</p> <p>Additional member of staff to support the increased group sizes and cover lunches where SENCo is not available.</p>

Play therapy



Impact

From parents:

"It (Play Therapy) has made a massive difference. She now goes on sleepovers which she wouldn't do before. She also sleeps lots better." Parent of Yr4 girl A

"She seems much happier now." Parent of Yr4 girl B

"She really looks forward to her sessions and having someone to talk to." Yr3 girl

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From the children:

"It helps me feel calm." Yr2 girl

"I know I can talk to you." Yr2 girl

"It helps me. My head feels less muddily." Yr2 girl

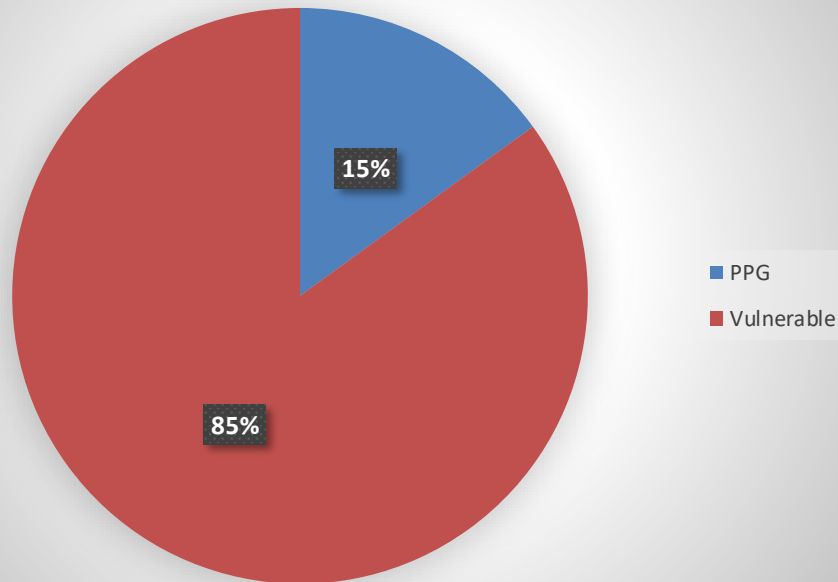
"I feel happier when I'm in this room (the Play Therapy room). It helps me feel better."

"I try not to lose my temper so much because I don't like how it makes me feel." Yr 4 girl

Challenges	Actions	Outcomes
<ul style="list-style-type: none"> • Parents continue to be less willing to engage than previous years and more guarded with higher expectations • Parents finding it increasingly difficult when Play Therapy sessions stop • Parents increasingly reluctant to complete SDQ questionnaires • Increased tension in homes due to financial pressures leading to family-wide anxiety • General increase in anxiety in children- parents feeling anxious regarding their children's emotions which leads to issues within the family • Children with complex family issues which require sustained whole family support • 	<ul style="list-style-type: none"> • Continue to phone and supporting parents more regularly • Increased clarity regarding the number of sessions available • Be more specific about the behaviours that will be addressed during the block of sessions in order to manage expectations • Develop more accessible ways of quantifying outcomes • Individualised plans of actions and support for families- strategies for parents to deal with children with anxiety • Group therapy sessions for children with anxiety / issues of self-esteem 	<ul style="list-style-type: none"> • See SDQ report for progress against scores • Unfortunately, individualised plans were used by parents- next year at initial intake assessment it will be made clear of expectations of engagement (collaborative efforts) • Some success cases to celebrate- hover support with one child who has issues in her home life but has not regressed • The family of a child who underwent a significant operation felt very supported • The above child managed the disruption very well • Being able to uncover home information / raise safeguarding concerns through the sessions • Children state that the sessions have been positive and helpful • The children in a Yr4 group set up following the death of a pupil found therapy sessions particularly helpful. • Yr 6 groups designed to support pupils in their move to secondary school proved popular with pupils. Peer support was a strong element of these groups.

Impact

Thrive



Teacher comments:

I can always tell when X has been to see you as he is much calmer. Y4 boy

X loved coming to her sessions, she talks far more with her peers in class now.

Parents:

X loves coming to see you. It makes him really happy. Y5 boy
When he has Thrive on a Friday we tend to have a calmer weekend. Y4 boy.

X comes home much happier. Y2 boy

X always looks forward to his Thrive time. Y6 boy

You are amazing at reading his mood. Y3 boy

Pupil comments:

Tuesday is my favourite day of the week because I get to see you!

I like Fridays- we are all the same in the group.

I love being outside, I feel so calm. Trees help me feel better.

I love the way you're fun. I am so happy cause I go with you.

Challenges	Actions (What did we do?)	Outcomes (What happened?)
<ul style="list-style-type: none"> • Children who are not regulated enough struggle to learn • Children exhibiting disruptive behaviour makes learning challenging for themselves and others. • Dysregulated children not making academic progress • Some children internalise their anxieties so they are not ready to learn. • Some children are not suitable for group work so require individual sessions. • Many children have social communication needs. • Some children have challenging home lives • Some children find maintaining positive relationships with peers and play at lunchtimes difficult. • Some children need opportunities to discuss ongoing issues • Low parental engagement with Thrive • New staff development of the understanding of the principles of Thrive. 	<ul style="list-style-type: none"> • Timetabled Thrive sessions for individuals and groups. Reviewed termly and adapted as needed. • Termly 'Nurture/Thrive' meetings for staff working with SEMH or vulnerable children can discuss progress and share ideas for next steps. • Dedicated Thrive Forest School sessions focussing on social communication skills and cooperation. • Older children appointed as 'mentors' to help younger children with communication and play skills. • Regular daily check ins with those who need it. • Thrive CPD for all staff (Sept 2022) • Continued CPD for Thrive practitioners 	<ul style="list-style-type: none"> • Profiling- especially using the behaviour grid helps us to build a bigger picture of need and intervention. • Mentoring has had a positive impact on self-esteem and confidence of all parties involved. • Better safeguarding due to open communication with pupils (trusted relationships). • Thrive data shows 100% of pupils made progress in areas targeted for development.