

Part B: Review of academic year 2023/24

Outcomes for disadvantaged pupils

We have analysed data for the performance of our school's disadvantaged pupils during the 2023/24 academic year using SATs results, phonics check results and our own end of year teacher assessments.

Phonics check (11 pupils):

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

Year 2 analysis of disadvantaged (8 pupils) **progress** based on teacher assessment

Reading- 75% expected or accelerated progress

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

Writing- 88% expected or accelerated progress

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

Maths- 88% expected or accelerated progress

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

Summary

Progress has been maintained in reading since Year 1 with accelerated progress in writing and maths.

Year 6 SATs analysis of disadvantaged (11 pupils) **progress**

Reading- 91% expected or accelerated progress

- 2 pupils did not make expected progress from KS1.
- 2 pupils made accelerated progress (and achieved greater depth)
- 2 greater depth pupil maintained greater depth.

Maths- 73% expected or accelerated progress

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

Writing- 64% expected or accelerated progress

- 2 pupils did not make expected progress from KS1.
- 2 pupils made accelerated progress.
- Both greater depth pupils maintained greater depth.

Summary

82% of disadvantaged Year 6 children made expected or accelerated progress by the end of Key Stage 2.

Disadvantaged pupils across the school **attaining** expected or above standards in:

	Reading	Writing	Maths
Year 1	64%	36%	45%
Year 2	75%	63%	88%
Year 3	69%	63%	63%
Year 4	55%	44%	55%
Year 5	63%	63%	54%
Year 6	73%	64%	73%
NA disadvantaged Year 6	61%	58%	59%
NA non-disadvantaged Year 6	74%	72%	73%
Year 6 combined RWM	School disadvantaged pupils 64% expected level 9% greater depth	National average disadvantaged pupils 45% expected level 3% greater depth	National average non-disadvantaged pupils 61% expected level 8% greater depth

Summary

Year 2 disadvantaged pupils are exceeding non disadvantaged peers in reading, writing and maths (National average KS1 non disadvantaged reading, writing, and maths 71%, 62%, 71% respectively)

Year 1 - 36% of disadvantaged pupils SEND (4/11 pupils). Writing and maths are significant issues.

Year 4 - 56% of disadvantaged pupils are SEND (5/9). Writing is a significant issue. In this year group, there are significant cognitive learning difficulties including one pupil with an EHCP and one further application in progress.

Year 5 – 17% of disadvantaged pupils are SEND (2/12). Maths is an issue as 5/12 pupils have not made expected progress in last academic year.

Year 6 – disadvantaged pupils performing in line or higher than non-disadvantaged pupils nationally in reading and maths.

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.

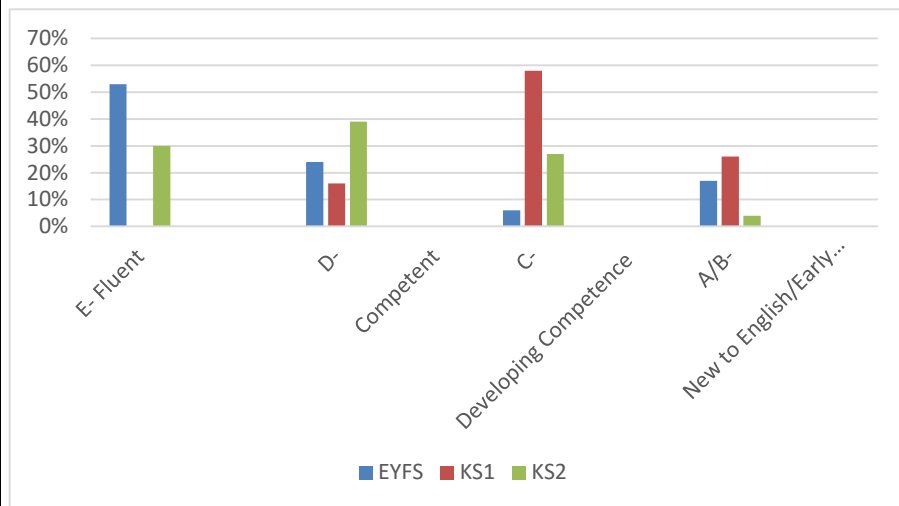
All pupils accessed Forest School sessions at some point in the year with a number of pupils receiving additional sessions to help them develop social skills or support their well-being by being given role of Forest School mentors (see attached reports at end of document).

Further information (optional)

Appendices below outline specific interventions where data has been collected for their impact.

EAL
Thrive
Forest School
Gym Trail
Lunch Bunch

2023/24- 105 children on EAL register – 26%



9 disadvantaged and EAL pupils (8.5% of EAL pupils)

Subject	Attainment	%	Number of pupils	SEND
Reading	WT	11%	1	EHCP
	EX	67%	6	
	GD	22%	2	
Writing	SB	11%	1	EHCP
	WT	33%	3	
	EX	11%	1	
	GD	45%	4	
Maths	WT	33%	3	EHCP or One Plan
	EX	33%	3	
	GD	33%	3	

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?'

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

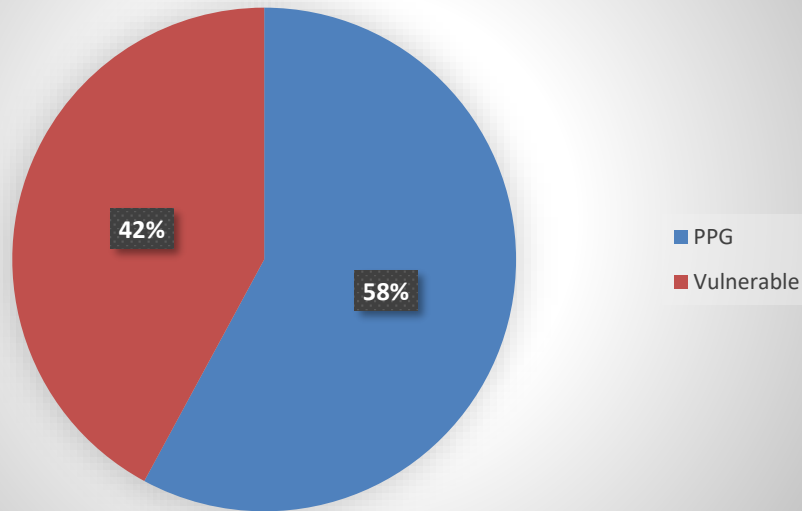
	2023-2024	2022-2023 % diff
Expected/ Greater Depth Maths	75%	-7%
WB/WT Maths	25%	+3%
Expected/Greater Depth Writing	84%	+24%
WB/WT Writing	16%	-50%
Expected/Greater Depth Reading	81%	0%
WB/WT Reading	19%	0%

KS2 % EAL: (65 Children 27%)

	2023-2024	2022-2023 % diff
Expected/ Greater Depth Maths	85%	+5%
WB/WT Maths	15%	-12%
Expected/Greater Depth Writing	76%	-5%
WB/WT Writing	24%	+17%
Expected/Greater Depth Reading	85%	+13%
WB/WT Reading	15%	-20%

Challenges 2023/24	Actions (What did we do?)	Outcomes (What happened?)
<p>-Increasing numbers of EAL pupils. -36 Languages spoken including English. -EYFS/KS1- Increased SEND amongst EAL pupils. -Many New Starters KS1/KS2-New to English.</p> <p>EYFS-17 pupils registered as EAL 2x EHCP (1-1 Support) (non-verbal) 4x One Plan 1x New Starter January – new to English</p> <p>KS1-33 pupils registered as EAL 1x EHCP (1-1 support) (non-verbal) 1x Child Protection (Poor attendance) 1x Selective Mute 4x One Plan 3x New Starter September (Year 2, early acquisition)</p> <p>KS2-46 pupils registered as EAL 2x New Starter beginning of school year -new to English 3 x New Starters – Early Acquisition 6 x One Plan</p>	<ul style="list-style-type: none"> • Training – EAL Coordinator implemented best practice ideas from EAL training course with Hounslow Language College last year. • EAL Coordinator attended a specialised EYFS EAL training course (May 2023) run by Essex. • Increased Focus on EYFS and KS1 due to higher language need. • Year 1 targeted daily writing support. • EAL vocabulary Forest Schools sessions- EYFS, Year 1 and Year 2. • Year 2 practical vocabulary groups & community visits. • 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 (September 2023). • Library- Bilingual books and reading area in KS1 & KS2 library. • Improved contacts – Hounslow Language College. • Advice and Home Language Assessments now available. • NALDIC –Newsletters and Termly magazines. • Lunch Bunch Group. 	<p>Outcomes (What happened?)</p> <ul style="list-style-type: none"> • Updated Language Acquisition Assessment to replace 'The Bell Foundation'. Different assessment criteria for EYFS and Year 1 -6 (Hounslow Language Assessment). • EAL language assessments on Insight. • Positive attainment and progress in year groups with EAL literacy support. • EYFS 77% GLD (national average 68%) (60% of EAL children reached GLD) • Year 1 72% EAL pupils working at expected/greater depth in literacy. • Year 2 94% EAL pupils working at expected/greater depth in literacy. • Year 1 79% EAL pupils expected/greater depth for reading. • Year 2 83% EAL pupils expected/greater depth for reading. • Phonic Screening – 94% of EAL pupils (only 1 pupil didn't meet pass, EHCP) • Ongoing Staff Training – whole school approach to understanding the psychological effects on an EAL learner and how to support EAL Learners in the classroom. • Refocus on using Makaton consistently. • EAL section on school website • Translation tool on school website • 'Importance of Home Language' document to all new EAL starters. <p>FOCUS 2024/25</p> <ul style="list-style-type: none"> -Increased EAL pupils on roll (11% compared to last year) -41 Languages spoken Inc English - Continue Writing support in EYFS. Year 1 and KS2 - Developing Inclusive classrooms that celebrate language diversity. - Continue to develop KS1 and KS2 libraries bilingual books. - School induction and initial assessment procedures. - Continue training on the psychological affects to an EAL learner. - Update Insight to include all EAL pupils

Thrive



Impact

Teacher comments:

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

Parents:

X loves coming to see you. It makes him really happy. Y5 boy.

X loves coming out with you. She always talks about what you do and wants to do the activities at home. Year 3 girl

X always looks forward to his Thrive time. Year 4 boy.

Pupil comments:

I like that it so calm. Y3 boy

I like being able to talk through my worries. Y3 girl

It helps me calm down so I can go back in class. Y3 girl.

I like playing games all together Year 3 girl.

I just like spending time with you. Year 3 boy

I liked meeting new friends Year 4 girl.

Challenges

- Children are not regulated enough to learn
- Children exhibiting disruptive behaviour which made learning challenging for themselves and others.
- Children not making academic progress
- Children internalising their anxieties so that they are still not ready to learn.
- Some children not suitable for group work so require individual sessions.
- Children with social communication needs
- Children with 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

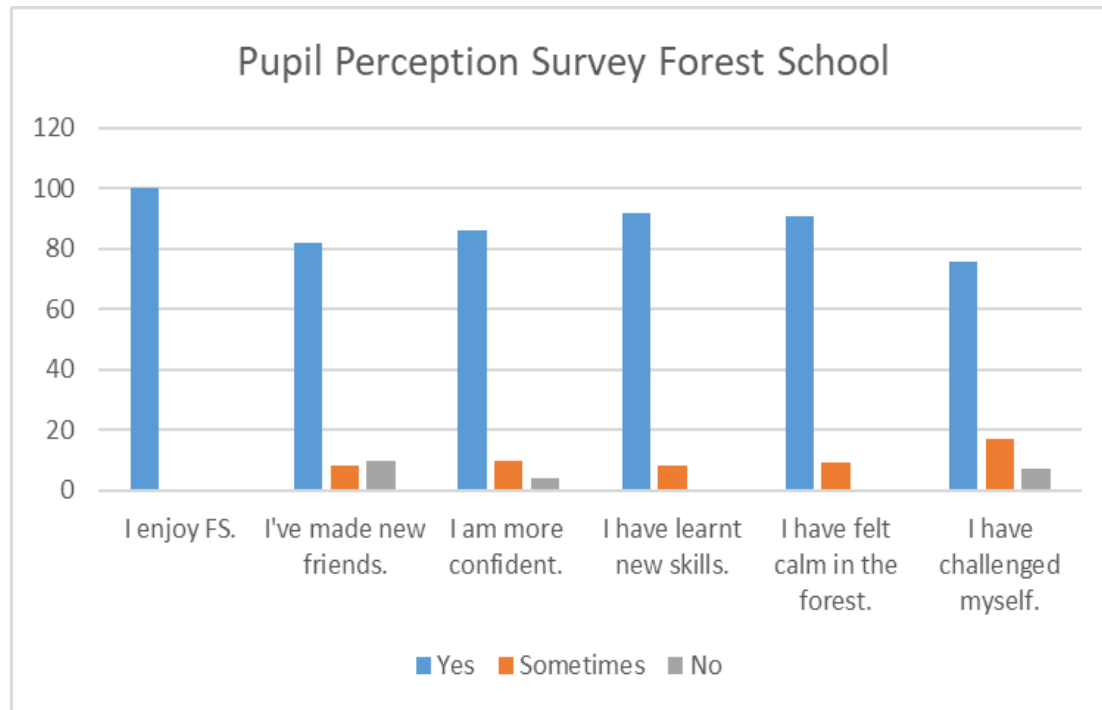
Actions (What did we do?)

- Timetabled Thrive sessions for individuals and groups.
- Dedicated Forest School sessions focussing on social communication skills and cooperation.
- Older children appointed as mentors to younger children.
- Regular daily check ins with those who need it.

Outcomes (What happened?)

- Profiling especially by using the behaviour grid helps build a bigger picture of need and intervention.
- Mentoring has had a positive impact on self-esteem and confidence
- Greater safeguarding due to open communication with pupils (trusted relationships)
- The profiles help adults working with the children identify where developmental gaps exist.
- Thrive data shows 100% of pupils made progress in areas targeted for development.

Forest School 2023-24



Impact

Analysis of the Pupil Perception Survey

- 100% of pupils enjoyed the sessions.
- 82% made new friends.
- 86% became more confident
- 92% learnt a new skill
- 91% feel relaxed / calmer at FS
- 76% challenged themselves

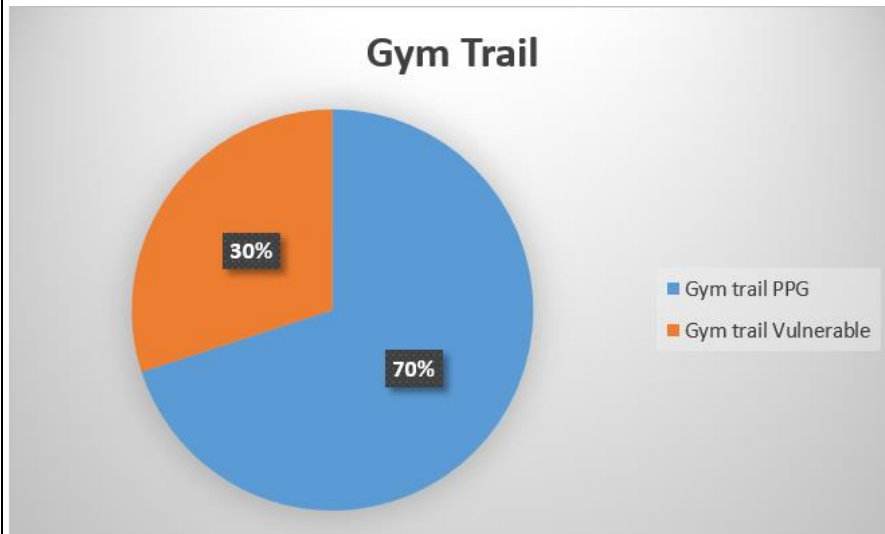
Pupil comments: At Forest School...

- *you get to reveal your true self outdoors.*
- *whittling wood keeps me calm.*
- *I love everything about Forest School, it is the best day of the week.*
- *I just like being in nature.*
- *I really enjoy using the tools, especially the knives and the fire flints.*
- *food is 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. • 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 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 Thrive FS groups on school site for pupils with ASD or social communication difficulties or SEMH. • Established the 'alone throne' in the country park for pupils to use when they feel dysregulated. • Monday morning check of FS area in the Country Park. • Regular contact with the new Forest School rangers 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 pond area enables more ecological study in school. • 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.

Impact

17 children took part in Gym Trail over the year.



Pupil perception survey:

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

80% of the children said they **always** enjoyed Gym Trail, 20% said they enjoy Gym Trail **most of the time**, no children said they **hardly ever** enjoy Gym Trail.

70% of the children felt that Gym Trail always enabled them to take part in activities that made them stronger and 100% said they always had opportunities to take part in activities that help them with balancing at Gym trail.

The children commented on their favourite activities:

'I like practising kicking using the kick ball wait band

'I liked using the playdoh'

'I liked the trampoline

'I like the resistance bands'.

When asked how Gym Trail has helped, the children commented:

'Gym trail has helped my emotions, it makes me calmer'

'It has helped me with throwing and catching a ball'

'The wheelbarrow activity has helped me have a stronger upper body'

'It has helped me with my stamina'

'It has helped me with friends, strength and hand strength'. Two of the children mentioned that Gym Trail had helped them to improve their handwriting.

	<p>When asked if there was anything that they would change about Gym Trail, 80% said no and the remaining 2 children commented: 'It's quite early (before the start of school) so change it to after school.'</p> <p>'The days and adding the ropes.' (From the large climbing apparatus fixed to the hall walls on the frame.)</p> <p>Assessment results: The children are assessed in July each year. This year 100% of the pupils attending made progress with their motor skill development. 65% of the pupils attending made more than expected progress in at least one area of motor skill development.</p> <p>Parent views: Parent views were gained during One Plan review meetings in July. All parents were happy for their child to continue attending Gym Trail next year (Years1-5). All parents felt Gym Trail had a positive impact on their child's development.</p> <p>A parent commented in a review that: 'We have noticed improvements all around- gym trail has helped with his skills and confidence at play parks- fireman's pole he will now use which demonstrates his increased development with heights, motor skills, coordination, strength etc **** is more motivated to do things himself. Sports day was lovely to watch the smiles on ***** face.'</p>
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Challenges

- 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.

Actions (What did we do?)

- 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.

Outcomes (What happened?)

- 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.

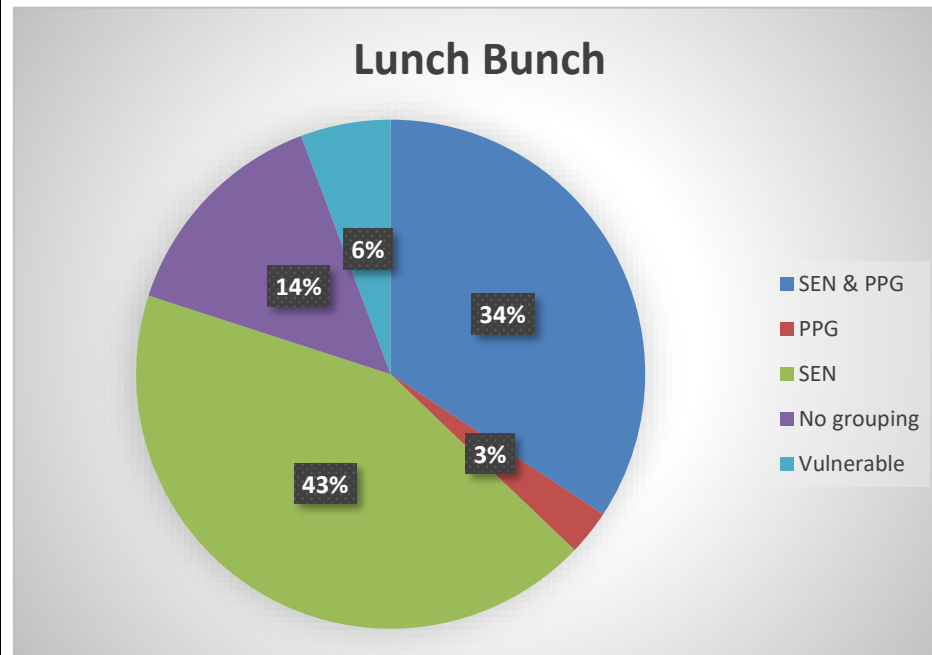
Next year-

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)

Discuss with supporting LSAs the option of providing an after school session to provide support for more new children.

Impact

35 children took part in Lunch Bunch as a 12 week programme over the year.



Pupil perception survey: 15 children across different year groups were asked to give their views about Lunch Bunch.

- 87% of the children said that they **always** enjoy attending.
- 93 % felt they had made additional friends at Lunch Bunch
- 80% said they always felt happy to talk to everyone at Lunch Bunch.
- 100% said they are able to share and take turns at the club
- 93% said they are able to use good table manners.
- 100% felt the leading adults knew them well.

When asked what they liked about the club, their comments were:

'It's calm and I like being able to talk.'

'Having everyone together and not being alone.'

'Everything- it's so nice to be in it and be with different children.'

'It's fun.'

'I like playing games.'

*'Having a nice teacher like *****.'*

'Sharing things I want to share.'

Two children said they like eating together.

When asked how the club has helped them, their comments were:

'Not to be scared and drop my food.'

'A massive amount!'

'It's helped me develop new learning skills.'

	<p><i>'It's helped me be less nervous.'</i> <i>'I can now wait patiently until it's my turn to share.'</i> <i>'It's helped with my trouble making friends.'</i> Two children said Lunch Bunch has helped them make new friends.</p>
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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 flexible 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 the 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> <ul style="list-style-type: none"> • Monitor attendance to ensure children attend on their designated days to make sure support is not diluted for others attending. • Prior communications from staff when feel children require drop-ins or additional sessions if they are experiencing challenges on the playground so that this can be adequately planned for. • Refurbish the room and purchase new equipment to make the space work better for a variety of activities and needs. • Additional member of staff to support the increased group sizes and cover lunches when SENCo is not available.