

Rotherfield Primary School -Pupil premium strategy 2024 - 2027 (3 year plan)

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	Rotherfield Primary
Number of pupils in school	290
Proportion (%) of pupil premium recipient pupils	66%
Academic year/years that our current pupil premium strategy plan covers	3 years, with an annual review. 2021-2024
Date published	November 2024
Review dates	
Statement authorised by	Nia Silverwood (Nov 24)
Pupil premium lead	Nia Silverwood (Nov 24)
Governor / Trustee lead	T and L Committee (Nov 24)

Funding overview

Detail- 2024/25 year	Amount
Pupil premium funding allocation this financial year	£282,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total PP 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	

Part A: Pupil premium strategy plan - Statement of intent

Rotherfield is a two-form entry school, with a 26 place Nursery, situated on the border between Hackney and Islington inner London. The school benefits from being in a Federation with Newington Green school. Both school share specialist teachers in music, Spanish and computing and the provision of these is outstanding. Both schools have a rich cultural entitlement programme and an in-house catering team who source all ingredients locally and cook food from scratch on site each day. We run term time wrap-around childcare on site from 7.45am to 6.30pm. In 2023/24 the school has had a significant change of senior leadership with a view of driving the next layer of school improvement.

Islington is the most deprived local authority in London for children Based on 2019 Income Deprivation Affecting Children Index (IDACI) – 27.5% children living in income deprivation. This inequality for children is visible in rates of educational and health outcomes, rates of SEND, exclusions, persistent absence and NEETS and interwoven with the wider inequalities associated with ethnicity and gender. Islington schools now have the second highest proportion of pupils eligible for Free School Meals in the country Islington had the largest % increase since the start of the pandemic in England. In Islington, there are persistent achievement gaps for children entitled to FSM, those who have been known to social care and children for some ethnic groups particularly Black Caribbean and Turkish/Turkish Cypriot pupils. Both persistent absence and suspension (fixed tern exclusion) rates are well above national averages. Domestic violence and parental mental health are the highest causes of social care contacts for children under 11, parental and child mental health the highest reasons for social care contact at secondary age with gangs and criminal exploitation the main reasons for social care involvement with those in the 16+ age group.

- **Deprivation** - The school serves a community which reflects extreme social and economic challenges. **Currently 66%** of children eligible were for free school meals (ever 6). The school's deprivation indicator is high and well above the national average. (in the top 1%) In some year groups (e.g Year 2) the proportion of FSM is over 90%
- **Diversity** – **23%** children are from minority ethnic families, **31%** speak English as an additional language. Our main ethnic group at **26%** are White British
- **Start Points** – Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children.

- **SEND – 25%** (Nat-12.1%) children have Special Educational Needs including some complex emotional and behavioural issues. However, the figure of likely to be more due to some historical underdiagnosis of SEND which is being addressed. As of **2024, 11** pupils have EHCP plans, with a further 9 pupils submitted for review. The current Y6 and Y4 cohorts have the highest SEND need.

Our intent

In a school with a high level of deprivation, where the majority of pupils are PP/FSM, our fundamental aim is to drive to redress the inequality gap between FSM and non-FSM pupils. We are highly aspirational for all pupils and believe that it is our duty to remove any barriers that we can to their educational attainment. We know that reaching the expected standard for maths and English at primary will lead to greater opportunities in later life for all pupils but, in particular, for pupils who are disadvantaged. Research shows that quality first teaching will have the greatest impact on attainment and addressing the attainment gap. Therefore, we have an explicit focus on raising standards in teaching and learning in the core subjects, through high quality support and CPD for staff. Another evidence-based approach is to ensure pupils are confident readers, as strong readers make better progress in all areas of the curriculum. Therefore, we will invest pp money in developing a reading for pleasure culture and strategies that explicitly develop pupils as competent readers.

Based on our context, in an area of high deprivation where pupils do not travel far from the local area or have opportunities to benefit from cultural enrichment, we know that we need to do more to ensure our pupils have access to the wider world. Therefore, part of our strategy will be to provide pupils with the rich experiences and knowledge necessary to be informed and confident individuals in any situation.

For a proportion of our community, persistent absenteeism (PA) and school attendance is a significant challenge. From analysing our data this seems to affect PP pupils more than non-PP. In a context such as ours, we know that nurturing and fostering strong relationships leads to better engagement. We want school to feel like a welcoming, warm and inclusive space for all pupils and families. We want to invest in interventions to support pupil and parental wellbeing, which will encourage them to trust the school as a home away from home.

Challenges

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

Challenge number	Detail of challenge
1	A persistently large gap between PP and non-PP in mathematics, both compared to national non-PP and to National PP. We have identified through both statutory and internal data a large and persistent gap in PP attainment in maths. Curriculum review work also shows that historically a maths mastery approach and mathematical fluency has not been well embedded, leading to gaps in pupil knowledge.
2	Poor language, oracy and communication skills, linked to poor language models, which starts in early years and persists through the school. Assessments, such as EYFS on entry and teacher observations highlight limited English language and communication skills in EYFS and KS1. The oracy and verbal communication of our pupils is behind that of others (national average) on entry to reception.
3	Attendance and punctuality issues. Attendance is below NA currently at around 93% (NA 95%) PP children are more adversely affected by poor attendance at 92%. Persistent absenteeism also above the NA (around 24% with NA at 18%) again with PP children.
4	A growing number of pupils with SEND and SEMH needs who are also PP which require specialised support and intervention to ensure they can access learning and make accelerated progress. The SEND team and SLT have looked at data and it is evident that there are many PP children who also have diagnosed SEND needs. Many of our 1:1 SEND pupils are also pupil premium
5	Reading (both phonics and comprehension): Termly phonics assessments carried out by the reading leader suggest that disadvantaged pupils are further behind than their peers in terms of phonics knowledge, thus hindering their reading progress, enjoyment of reading and reading comprehension. Termly assessments in KS2 and teacher observations show reading comprehension is a continued area for development. A lack of positive role models for reading for pleasure means pupils overall do not enjoy reading. A lack of home reading culture means pupils do not have stamina for reading.
6	Complex and compound disadvantage – lockdown, parental mental health and the cost of living crisis has and will continue to limit pupil access to cultural enrichment activities which offer a broad education to pupils. This has impacted disadvantage to a greater degree. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, including increased anxiety.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in core subjects with reading and maths a specific focus.	<ul style="list-style-type: none"> • Identifying and tracking pupils in each class/cohort. • Use PP meetings to identify and plan from data, so that pupils make rapid progress. • Attainment gap narrows by end of year assessments and national benchmarks. • PP pupils make accelerated progress and attain as well as national PP in maths and reading • Improved teaching seen in maths through in house monitoring • Improve clarity on maths and reading curriculum planning and Developing staff knowledge and understanding of curriculum progression.
To work towards eliminating the attainment gap between our disadvantaged pupils and all other groups nationally	<ul style="list-style-type: none"> • Intervention menu is targeted and dynamic, ensuring pupils get timely provision • Using termly data sets to make judgments about provision. • Attainment continually gap narrow by end of year assessments and national benchmarks and PP pupils make accelerated progress. • Robust monitoring in place to ensure high quality first teaching. Rapid action when teaching is less than good.
To ensure equal access, for disadvantaged and non-disadvantaged pupils, to cultural opportunities and enrichment provision which support improved outcomes	<ul style="list-style-type: none"> • Use data to ensure equal take up of all activities offered by the school. • Present data regularly to Governors on equity and what we are doing to address this.
To bring attendance and PA of PP children broadly in line with national averages for PP by end of plan	<ul style="list-style-type: none"> • Yearly upwards trend in attendance and PA data monitored weekly by HoS • Evidence of CFSW / attendance lead impact through case studies

Activity in this academic year (2024/25 plan)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 152,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For 2024/25, resourcing as many TAs as possible (Budget for 14) taking into account class and cohort needs to support all pupils. The additional staff allow the school to run a targeted programme of intervention and support with our disadvantaged pupils £75,000</p>	<p>It also ensures that pupils are regularly getting feedback on their learning: a high impact, low-cost strategy from the Education Endowment Foundation (EEF).</p>	<p>1, 2, 4, 5, 6</p>
<p>Part funding for two class based AHTs (job share) who will impact on the quality of T and L in maths and English through team teaching, joint planning monitoring and being excellent models of good practice £45,000</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2,4,5</p>

<p>Speech and Language Therapist. Part fund the school's speech and language package with the NHS to allow faster diagnosis of pupils with Speech and Language needs and training for staff to run groups and interventions.</p> <p>Weekly SALT sessions for pupils who have EHCPs. SALT supporting SENCo in delivery of speech and language sessions for other pupils with language needs. £5,400</p>	<p>NICE (NHS) have a wealth of research papers attesting to the efficacy of speech and language interventions https://www.evidence.nhs.uk/search?ps=40&q=speech+language+interventions+with+children</p>	<p>1, 2, 4, 5, 6</p>
<p>SIP or external support</p> <ul style="list-style-type: none"> • Review of SEND provision • Review of T and L • Coaching new HoS <p>£2,300</p>	<p>To support the evaluation of teaching and learning, to ensure that all teaching is good or better, for children to make expected or more than expected progress.</p> <p>To support the new HoS in analysing and strategizing to ensure a coherent SIP and changes and resources are well directed.</p>	<p>1, 2, 3, 4, 5,</p>
<p>Staff CPD Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time (particularly the maths lead) to embed key elements of new guidance in school and to</p>	<p>High quality CPD is key to ensure quality first teaching, following EEF principles. CPD calendar is planned to address key areas for development from evidence gathered from learning walks and termly data: some bespoke to phases and year groups, some to phases.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	

<p>access Maths Hub resources and CPD (including Teaching for Mastery training) including:</p> <ul style="list-style-type: none"> • Sending specific teachers, particularly those new to teaching and new to school to maths hub . • Training Year 1 staff to deliver the number sense maths programme • Working on the curriculum/ strategy for embedding fluency across the school <p>£6,000</p>		
<p>Recruitment and retention - part fund time out of class for new phonics lead to monitor, model effective teaching and develop staff to deliver an effective phonics programme</p> <p>Release staff to attend phonics training and</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Catch up delivered by support staff (TAs) should be targeted and not left to the TA to plan. TAs should be trained to deliver specific programmes as per the EEF guidance on using teaching assistants https://d2fic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</p>	<p>2, 3, 4, 5,</p>

<p>support from the English hub and phonics lead</p> <p>£12,000</p>		
<p>Further development of for reading for pleasure strategy</p> <ul style="list-style-type: none"> • Cover Reading lead to attend TSRC • UKLA membership • Investment in reading shed and new books such as purchasing home readers for EY and KS1. <p>£2,000</p>		2, 4, 5
<p>Improve the quality and understanding of social, emotional and mental health needs. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff throughout the year. Specifically direct CPD time and Access external support to Embed Zones of regulation</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	

£3,000		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue - small group reading. Many pupils entering KS2 are not fluent readers. Direct some funding to small group phonics teaching in the morning (led by trained TAs) to address pupils lack of fluency. Support pupils to access main class reading teaching.</p> <p>£50,000</p>	<p>Small group tuition has proven to be an effective way of closing the gap in pupils' knowledge.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4, 6</p>
<p>Daily intervention to support 'catch up' in phonics in EYFS and KS1 to ensure all pupils reach the required standards.</p> <p>The development of a more bespoke intervention scheme in KS2 for comprehension once pupils are off the Little Wandle programme to ensure they are robust and systematic. Pupils should not be in catch up all year.</p> <p>Develop and implement a consistent and clear maths intervention programme. Looking into</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Catch up delivered by support staff (TAs) should be targeted and not left to the TA to plan. TAs should be trained to deliver specific programmes as per the EEF guidance on using teaching assistants https://d2tic4wvo1iusb.cloudfron</p>	<p>1,2,3,5</p>

<p>purchasing a well-planned intervention programme or using resources from power maths.</p> <p>£10,000</p>	<p>t.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</p>	
<p>Wellcomm early language intervention – structured 1:1 programme for EYFS and KS1</p> <p>Part fund an adult to deliver the Wellcomm-Early language intervention. The Reception programme involves scripted individual and small-group language activities delivered by teaching assistants (TAs), or early years educators, to children identified as being in need of targeted language support</p> <p>£12,400</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>High impact for low cost as per the EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2, 4, 5, 6</p>
<p>Year 6 booster programme. Supplement twice weekly after school booster and Weekend booster sessions for Year 6 pupils from Spring term, taught by teachers and SLT</p> <p>Purchase CGP revision textbooks for Year 6 pupils to use as part of the revision strategy</p> <p>£3,500</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part fund a new attendance lead whose role is more clearly linked work as CFSW and relationships with PA families.</p> <p>£25,000</p>	<p>There is a wide range of research supporting effective use of the attendance lead and robust strategies to support schools to implement a robust attendance strategy.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers</p>	<p>1,2, 3, 4, 5, 6</p>
<p>CAMHS clinician and EP support– Part fund additional days of CAHMS/ EP support to assess children and to support the school with strategies for managing challenging behaviour or children with additional learning needs.</p> <p>£27,000</p>		<p>3, 4, 6</p>
<p>Increase the provision and scope of clubs to include a range of clubs covering sports, languages, music, dance, reading and computing. Ensure at least 1/3 of club participants are PP children.</p> <p>Supplment school visits to ensure a broad and balanced enrichment offer</p> <p>£12,000</p>	<p>Research by UCL and the Nuffield foundation found that enrichment activities and after school clubs boosted the attainment of disadvantaged pupils. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not.</p> <p>https://www.natcen.ac.uk/media/1135440/CLS-WP-2016-Out-of-school-activities-during-primary-school-and-KS2-attainment.pdf</p>	<p>3, 6</p>
<p>Contingency fund for acute issues e.g uniform, resources for families in need.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>3,6</p>

£4,000		
<p>Work to improve the parental engagement of PP parents though some of the following strategies:</p> <ul style="list-style-type: none"> • Release time for the CFSW to work with our parent champion • Curriculum and well-being Workshops to support parents in supporting their children • . Parental well being sessions There is an established link between the home learning environment at all ages and children's performance at school. 	<p>Schools and parents have a shared priority to deliver the best outcomes for their children. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf</p>	3, 4, 6
<i>Total</i>		

Part B: Review of outcomes in the previous academic year (Review of 2023/24)

Year 6 SATS:

Children achieving Working At and Greater Depth

	School	National	National PP	PP	Non-PP
Reading	82%	74%	59%	77.3% 17/22	86.4% 19/22
Writing	77%	72%	58%	59.1% 13/22	95.5% 21/22
Maths	80%	73%	62%	63.6% 14/22	95.5% 21/22
Combined	72%	61%	45%	59% 13/22	86% 19/22

Children achieving Greater Depth

	School	National	National PP	PP	Non-PP
Reading	36%	28%	18%	36% 8/22	36% 8/22
Writing	14%	13%	6%	27% 6/22	13.6% 3/22
Maths	39%	24%	13%	39%	40.9%

				8/22	9/22
Combined	14%	8%	3%	14% 3/22	14% 3/22

- Out of the 9 Pupil Premium children who did not meet combined, 5 were on the SEN register and 4 were being monitored for a suspected SEN need. Of these 9 children, 5 were assessed on Pre-Key Stage levels.
- There is a significant difference in attainment between our PP and non-PP in both writing and maths. These are also below the national figures but in line with the national figures for PP children.
- At GDS our pupil premium children have performed in line with all pupils and outperformed the national average for both PP and non-PP.
- A significant portion of funding has gone towards various reading activities, such as phonics training, small group teaching, intervention and support for CPD around reading. The data for reading for the last academic year is strong and PP children's outcomes are most successful in this area, suggesting this strand of the strategy should continue to be a focus. This is also backed up by the phonics data.
- Writing is a weakness for all pupils but especially PP. Writing becomes a SIP focus going forward as does a better understanding of teaching SPAG.

Phonics:

	School	National	National PP	PP	Non-PP
Year 1 Passed	90%	81%	68%	86%	94.4%

- In phonics, PP children in our school did not perform in line with children who are not PP, but they did perform significantly better than PP children nationally and exceeded national average for all children.

EYFS GLD:

	School	National	National PP	PP	Non-PP
Met	57.9%	68.6%	51.6%	59.1%	56.3%

- In EYFS PP children have outperformed non-PP
- In our Reception cohort, 22/38 children were PP (58%). 13/22 of these children met the GLD. More PP met the GLD than the main cohort
- Of the 7 that did not meet the GLD, 3 met it in all areas other than Speaking, Word Reading and Writing. Improving children's communication and language skills remains a priority in our Early Years, and within the next year, we aim to implement a specific scheme of intervention to support this. Alongside this scheme, we plan to deploy adults to running additional interventions recommended by our phonics scheme Little Wandle to ensure we're using a 'Keep Up, not Catch Up' approach to close, and avoid, gaps.
- 7/16 children not eligible for PP did not meet the GLD – two of these children have an EHCP for Down Syndrome.

MTC:

National Data not released until the 21st November.

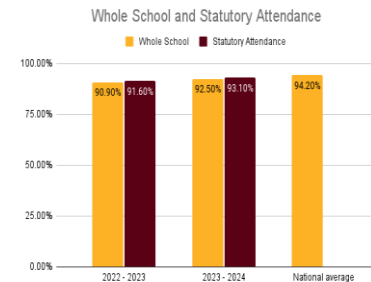
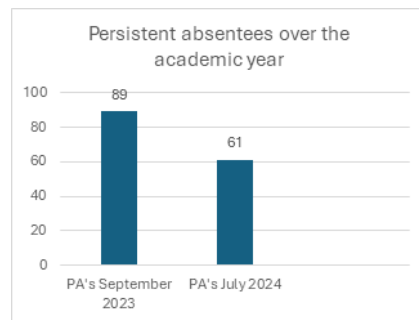
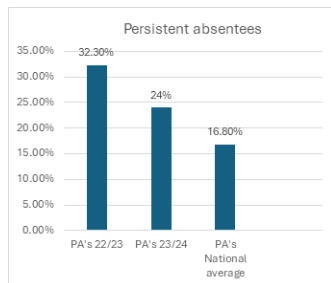
	School	National	PP	Non-PP
20+	47%		37%	65%
22+	38%		30%	53%
25	19%	20%	17%	24%

- There is a significant difference in the attainment in PP in the Multiplication Tables Check.
- In the past year, we have used PP funding to buy into the Number Sense Times Tables scheme to help close this gap. Children now have a daily fluency times tables fluency session with a focus on automatic recall, and we are also deploying TAs to run an intervention to go alongside this to address any gaps in learning.

In-school Data:

- In Reading, PP children in Year 3, 4 and 5 did not achieve in line with children who are not PP – although in Year 3 and Year 4, the percentage of children working at or higher was higher than PP children passing KS2 SATS.
- In Year 2, PP children outperformed non-PP.
- We identified reading in KS2 as an area of weakness and over the past year, we have invested time and funding into rehauling our reading provisions in KS2. We have also used teaching assistants to provide regular, targeted support for children WB in Reading to drive their progress.
- In Writing, there is a significant difference between the attainment of PP and non-PP children across the school – with pp children attaining less than their peers. Writing is an area for development on our school improvement plan this year and will be a huge focus.
- In Maths, PP children performed in line with, or above, non-PP children in Years 1, 2 and 3. From Year 3 – 6, they performed significantly worse than their peers. To address this, we used PP money to invest in a new Maths Mastery scheme and after implementing from Reception – Year 2 last year, we rolled this out from Year 3 – Year 5 in September. We have delivered in school professional development and paid for an external provider to deliver training.

For the 2023/24 academic year, the impact of the CFSW/ attendance lead (first year in post that year) has been significant. Pupil absence has reduced as has persistent absenteeism, which has dropped from 32% to 24% in 2023/24. Whole school attendance has also increased. Absence for PP and FSM children is 91.5% which is slightly below the main cohort. Despite the success, this is an ongoing area of focus as the school remains below national averages for both attendance and PA. It is important that the work of the CFSW can continue.



A reason attributed to this is the positive relationships and trust formed between the CFSW/Attendance lead and our most vulnerable families. The impact of pupils being in school every day has been widely documented, so this investment of resources needs to continue in order to tackle this further.

Our Speech and Language Therapist has been in post with us for several years. This has a positive impact as she knows the cohort of children with EHCPs very well and has built a relationship with both parents and staff which is beneficial to the outcomes of the pupils. The targets that she sets are shared with staff which allows the work she does to be fully included in the children's day helping them to make progress on these outcomes. Her current caseload is mainly focused on the pupils who have an Education Health and Care Plan (EHCP); however, she also conducts initial assessments for pupils for whom speech and language needs are a concern. We are also able to discuss pupils with her before referring to the service for an initial assessment. Our Speech and Language Therapist also shares important training that staff can access e.g. information on Developmental Language Disorder (DLD) or supporting pupils with Downs Syndrome which are at no additional cost to the school.

We have been fortunate to be able to increase our Educational Psychologist time for the last year and continuing into this year. This has had a positive impact for some of our highest needs children in several ways. The school has a high level of SEND undiagnosed needs. The Child and Adolescent Mental Health service (CAMHS) wait list has now increased to 3 years for an appointments/diagnosis. This has meant that the school have a significant backlog of pupils who require assessment and identification of need. Due to the increased capacity of visits, we have been able to have some of our highest needs pupils assessed. This takes the form of an observation of the pupil in their setting, an assessment of learning needs etc. when appropriate, and a conversation between parents and school staff about the pupil which is then collated to form a final report.

This report means that the school are able to submit an EHCP assessment request for these children. Of the 15 children seen over the last academic year and into the current year the school have submitted 11 EHCP assessment requests. Two of the pupils seen have since moved to new schools after the assessment occurred and the remaining two will be requested within the next term. This pattern will continue with the remaining visits for this year. Secondly, an assessment by the Educational Psychologist means that the school have a deeper understanding of the child's profile of need. The reports and strategies and recommendations are shared with the appropriate staff who can use the strategies and advice to develop the provision for the children in the setting.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
IDL	Ascentis
Welcomm (Early language intervention)	GL assessments
X Tables Rockstars	Maths Circle
Number sense timetables	Number sense
Power Maths	Pearson
Little Wandle Phonics	Pearson
Education library service- LBI	London Borough of Islington

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

