

Teaching (£29,098per year (25%)) (£10,911.75 for Autumn term)(£8,001.95 for Spring Term)

	1. Subscription to National College staff CPD	2. Release time for phonics lead to provide CPD opportunities and ensure consistency	3. 1:1 early reading (phonics) catch-up	4. Termly curriculum meetings
Autumn Term				
Spring Term				
Summer Term				

Autumn
<p>3. Although the teaching of phonics is good and the phonics lead has a sound understanding of BSP’s current picture in phonics, the effectiveness of the phonics lead has been impacted by the behavioural needs of the KS1 cohort. The phonics lead has received support with this. Currently 72% of Y1 on track to pass phonics screening and 90% of Y2s on track to pass the rescreen. Phonics lead to re-subscribe to RWI support. Yr2 behaviour mitigated through use of a supply 1:1 TA.</p> <p>4. Although ch who have received this intervention have made good progress this progress is in line with those who haven’t received it. However, the children receiving the intervention were unlikely to make this progress without it. The quality and effectiveness of this intervention has been impacted on by behaviour issue in Yr2- mitigated through supply 1:1 TA.</p> <p>5. Staff reminded to ensure that all curriculum aspects are demanding, challenging and inspiring</p>
Spring
<p>2. The teaching of phonics continues to be at least good across KS1. The phonics lead has a sound understanding of BSP’s current picture and of local and national data. Currently 75.6% of Yr1 children are on track to pass the phonics screen with 90% of Year 2 of track to pass the rescreen. We expect 74% of Year one children to pass the phonics screening. Based on previous years, this will below national. In the Summer term we will be seeking some external support and validation of BSP phonics</p> <p>3. Ch who accessed this intervention made 5.6 points progress (3 would have been good/expected) between February and April. This continues to be a low cost/high impact intervention.</p>

4. Curriculum meetings are still having an impact however due to ongoing financial restraints and increased in costs in other areas, staff meeting time will now be used for curriculum meetings so that cover isn't required for teachers.

Summer

1. Staff continue to access training videos (self-directed)
2. Phonics lead has a sound understanding of phonics in KS1 (and EYFS). Phonics lead is able to articulate accurately the strengths and we areas for development across KS1 and is beginning to implement 'bespoke' CPD to address this. The use of the phonics lead's time to be closely monitored at the start of the academic year 24/25 to ensure energies are being put into the right areas. The delivery of phonics continues to be good across KS1 and EYFS.
3. The impact of this intervention continues to be low cost/high impact, with most children making better than expected progress. (77.5% passed the Yr1 phonics screen and 100% pass the Y2 rescreen)

Targeted academic support (£43,352 per year (38%)), (£16,257 Autumn term) (£22,921.80 for Spring term)

	1. Additional EYFS practitioner and support staff	2. Speech and language therapy	3. Additional time (am) for TA's to run interventions
Autumn Term			
Spring Term			
Summer Term			

Autumn

1. Ch in EYFS have made at least good progress vs their starting point. All staff have worked effectively to ensure that additional needs have been identified early and that effective interventions/provision has been implemented. **Baseline: S: 67% L + U: 61% GLD: 52.8% Autumn: S: 67% L + U: 75% GLD: 61.4%**. 10 of the 12 children who are not on track to achieve the speaking strand are receiving speech and language support/SEND.
2. Continues to be one of the most impactful and well ran interventions ran in school. 16 ch currently on caseload with 4 more referrals pending. Three children have been discharged from S + L but continue to receive in school support.
3. Analysis suggests that not all interventions are having the impact desired in a timely manner. This could be down to a number of factors- too many interventions rather than fewer well ran, wrong children selected (not engaging leading to negative progress), reliability of data. SENCO to discuss with teachers.

Spring

1. Ch in EYFS have made at least good progress vs their starting point. All staff have worked effectively to ensure that additional needs have been identified early and that effective interventions/provision has been implemented. **Baseline: S: 67% L + U: 61% GLD: 52.8% Spring: S: 77% (+10%) L + U: 75% (=) GLD: 69.4% (+8)**. 8 of the 9 children who are not on track to achieve the speaking strand are receiving speech and language support/SEND.
2. There are currently 16 ch accessing speech and language programs ran by in school staff.
3. Analysis suggests many of the interventions are having the impact desired over time however, there are many interventions which are not/have not. Analysis shows this a school wide issue and not specific to a year group or phase. CPD for the summer term will involve looking at successful interventions. Why is it a success? How can this be mirrored for other subjects/classes? Discussions around desired impact of interventions to also take place (what is the desired outcome?)

Summer

1. Ch in EYFS have made at least good progress vs their starting point. All staff have worked effectively to ensure that additional needs have been identified early and that effective interventions/provision has been implemented. **Baseline: S: 67% L + U: 61% GLD: 52.8% Summer: S: 83%**

(+16%) **L + U: 86%** (27%) **GLD: 72%** (20%) 5 of the 6 children who did not achieve the **S** strand are receiving speech and language support in school.

2. There are currently 17 ch accessing speech and language programs ran by in school staff.
3. Some interventions continue to have little impact (children making expected progress despite accessing an intervention). Baseline data for September '24 interventions to be gather so that progress/impact can be closely tracked. Continued CPD in the Autumn term.

Wider strategies (£40,952 per year (36%)), (£15,357 Autumn term) (£11,261.80 Spring term)

	1. Whole school attendance strategy (DHT and pastoral manager)	2. Subsidised trips and visits	3. 1:1 pastoral support sessions	4. Extra pastoral support staff to carry out sessions	5. 1:1 pastoral sessions (ONGO)	6. Subsidised equipment and uniform	7. Employment of pastoral manager for wrap around support	8. Employment of TA to support child with significant SEMH needs.
Autumn Term								
Spring Term								
Summer Term					N/A			

Autumn

1. **PP attendance= 93.5% vs Non PP attendance 95.6%** - Y6 (91.3%) and Y4 (92.6) are the target year groups. Year 6 heavily impacted by two children- both medical- who have attendance of 70/72%. Year 4 is more of a spread- make class teachers aware/families aware.
- 3/4 The employment of KB and the increased capacity of the pastoral team has had a significant positive impact on our ch SEMH. 44 Absconding incidents (3 ch=34), 118 incidents (broadly in line with this time last year- 95), 4 bullying (all dealt with swiftly) and 20 verbal (38 this time last year). Without the additional capacity, incidents would have been much higher- more capacity to respond and to be proactive.
- 5 ONGO sessions take place weekly and offer targeted support on a 1:1 basis. The quality of these sessions isn't in line with our expectation- support is currently in place for this and the issue has been communicated with providers.

Spring

1. PP attendance= 94.06% vs Non PP attendance= 95.89%- The gap has now narrowed to less than 2%. Year 6 (93.4%) (+2.1%), Year 4 (95.9%) (+3.3%)
- ¾ The increased capacity of the pastoral team continues to have a significant, positive impact on our families and children especially in term of SEMH.
4. We have changed out additional pastoral support from ONGO to The Iron Foundation. These sessions are having more of an impact on the children who take part in them.

Summer

1. PP attendance= 94.84% Whole school attendance= 95.73%- the gap is now less than 1%.
- ¾ The increased capacity of the pastoral team continues to have a significant, positive impact on our families and children especially in term of SEMH.

