



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Sydenham Primary School
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Juliette Westwood (Executive Head Teacher)
Pupil premium lead	Carol Glenny (Associate Head Teacher) and Juliette Westwood (Executive Head Teacher)
Governor / Trustee lead-	Richard Butler (Chair of Governors and Lead for Disadvantaged Pupils)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£123,265.00
Post LAC Pupil Premium	£7,230.00
Service Child Pupil Premium	£0
Recovery Premium funding allocation this academic year (school-led tutoring)	£13,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£144,265.00
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

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, such as those who have an allocated social worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Our assessments, observations and discussions with children and families have identified social and emotional issues for many pupils, particularly disadvantaged pupils. High proportions of our pupils are on a Child Protection / Child in Need Plans and / or have had adverse childhood experiences which impact on their ability to self-regulate their behaviour. Some pupils still feel disconnected from school and have anxiety as a result of effects of the pandemic. Pupils, particularly disadvantaged children, became isolated from their friends and routines during the pandemic and some are still readjusting to school life and expectations of attitudes and behaviour. Children and families are living in increasingly challenging circumstances due to the effects of increases in the cost of living, the war in Ukraine and the energy crisis. Teacher referrals for support have markedly increased during the pandemic.
3	Assessments, observations, and discussions with children and families indicate that pupils have experienced fewer opportunities to develop their cultural capital by experiencing the wonders of arts, culture, heritage, adventure and the natural world during school hours, as a result of the effects of the pandemic; as well as outside of school, as a consequence of the increasing costs of living. These challenges particularly affect disadvantaged pupils, including their attainment.

4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with early reading than their peers. This negatively impacts their development as readers.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
6	Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Maths outcomes in 2022/23, 2023/24 and 2024/25 show that:</p> <ul style="list-style-type: none"> the percentage of disadvantaged pupils meeting the expected standard + in mathematics at the end of Key Stage 1 matches the percentage of non-disadvantaged pupils; and the percentage of disadvantaged pupils meeting the expected standard + in mathematics at the end of Key Stage 2 matches the percentage of non-disadvantaged pupils.
To achieve and sustain improved emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022/23 onwards demonstrated by:</p> <ul style="list-style-type: none"> effective universal positive behaviour management techniques are reducing challenging behaviours and incidents of aggression; qualitative data from pupil voice, pupil and parent surveys and teacher observations; targeted programmes to support improved emotional wellbeing are having a positive impact on attainment outcomes, particularly for disadvantaged pupils; a reduction in the number of bullying incidents; and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	<p>Reading outcomes in 2022/23, 2023/24 and 2024/25 show that:</p> <ul style="list-style-type: none"> the percentage of disadvantaged pupils working at the required level in the Year 1 Phonics Screening Check at least matches the national figure for non-disadvantaged pupils; the percentage of disadvantaged pupils meeting the expected standard + in reading at the end of Key Stage 1 matches the percentage of non-disadvantaged pupils; and the percentage of disadvantaged pupils meeting the expected standard + in reading at the end of Key Stage 2 matches the percentage of non-disadvantaged pupils.
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessments.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £65,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Continue funding Mathematics Lead and teachers' release time to embed key elements of guidance in school and to access Maths Hub training, work groups and resources (including Teaching for Mastery training):</p> <ul style="list-style-type: none"> • Primary Teaching for Mastery – Embedding and Sustaining. • NCETM Accredited Professional Development Lead • Bespoke NCETM training for ECTs 	<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:</p> <p>Gov.uk Guidance / Teaching for Mastery Maths Programme Guidance</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 Education Endowment Foundation / EEF</p> <p>NCETM / Teaching for Mastery Explained and Impact Reports</p> <p>Power Maths</p>	1
<p>Enhancement of DfE validated Systematic Synthetic Phonics programme, Floppy's Phonics, to secure stronger phonics teaching for all pupils.</p> <p>Training for new staff in DfE validated Systematic Synthetic Phonics programme: Floppy's phonics and Phonics International</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics / Toolkit Strand / Education Endowment Foundation / EEF</p> <p>DfE Validation of Systematic Synthetic Phonics Programmes</p> <p>Floppy's Phonics</p>	4
<p>Continue to invest in a range of high-quality, evidence-based reading comprehension training opportunities, led by the C.L.P.E., including:</p> <ul style="list-style-type: none"> • An Introduction to Phonics and Early Reading for KS2 • Understanding the Reading Journey: Planning for Progression in Years 1-6 • English Subject Leader • The Power of a Rich Reading Classroom - Reflecting Realities Nurturing Reader Identity • An Introduction to Meeting the Needs of Children with English as an Additional Language • Planning a Text Based Curriculum in Years 1-6 • Power of Pictures 	<p>There is evidence of very high impact for very low cost based on extensive research. Reading comprehension strategies are high impact (6 months +). Alongside phonics, it is a crucial component of early reading instruction. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read, including: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Reading Comprehension Strategies / Toolkit Strand / Education Endowment Foundation / EEF</p>	4, 5

	<u>C.L.P.E. / Impact Report</u> <u>C.L.P.E / Reflecting Realities</u>	
<p>Embedding Formative Assessment strategies. Refresher training for experienced teaching staff and initial training for ECTs and new staff on Formative Assessment strategies, delivered by Shirley Clarke:</p> <ol style="list-style-type: none"> 1. Effective talk and questioning 2. Knowledge, skills, learning objectives and success criteria 3. Feedback 	<p>There is evidence of very high impact for very low cost based on extensive research.</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback can be effective during, immediately after, and after learning.</p> <p>Feedback can come from a variety of sources, e.g. teachers and peers.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>Formative assessment includes work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.</p> <p>Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback.</p> <p><u>Feedback / Toolkit Strand / Education Endowment Foundation / EEF</u></p>	4, 5
<p>Embedding Metacognition and self-regulation, including training to increase teachers' understanding of how to teach pupils metacognitive strategies in conjunction with specific subject content.</p>	<p>Very high impact for very low cost based on extensive evidence.</p> <p>The potential of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of learning can be effective.</p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. E.g. teachers might explain their thinking when solving a mathematical task or when interpreting a text, alongside promoting metacognitive talk related to lesson objectives.</p> <p><u>Metacognition and self-regulation / Toolkit Strand / Education Endowment Foundation / EEF</u></p>	1, 4, 5

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

Budgeted cost: £48,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training in Success @ Arithmetic Number Sense calculation-based intervention mathematics programme. Targeted at pupils in Key Stage 2 to support:</p> <ul style="list-style-type: none"> • understanding of the number system; • development of fluency with number facts; and • written calculation skills. 	<p>The Education Endowment Foundation's Improving Mathematics in Key Stages 2 and 3 report recommends that schools should 'use structured interventions to provide additional support' when pupils need to catch up. ECC interventions meet all of the report's criteria for an effective intervention.</p> <p>Tackling Disadvantage / Every Child Counts / Success @ Arithmetic / Impact</p>	1
<p>Embedding of targeted approaches to support positive behaviour and ethos, and to continue to improve the quality of SEMH (Social Emotional and Mental Health) learning and teaching.</p> <p>Training in more specialised programmes which are targeted at pupils with specific behavioural and SEMH issues:</p> <ul style="list-style-type: none"> • 16 x staff from across various sectors of the school (administration, midday supervision, teaching and support staff) to complete Youth Mental Health First Aid training • Drawing & Talking <p>Specialised training for Designated Safeguarding Leads:</p> <ul style="list-style-type: none"> • Early Help (Pathway to Change) • Understanding Today's Children • Reducing Parental Conflict • Domestic Abuse • Reflective Supervision • PREVENT for DSLs • Solihull Approach • DSL update training • Safer Recruitment <p>Continue to fund school staff Mental Health Leads to work in partnership with the Mental Health in School Team (MHST) of Educational Mental Health Practitioners to refer and deliver targeted pupils and families for evidence-based interventions for mild-to-moderate mental health issues.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Interventions aim to reduce a variety of behaviours, from low-level disruption to aggression, violence, bullying and general anti-social activities. Interventions are split into three broad categories:</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; 2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and 3. More specialised programmes which are targeted at pupils with specific behavioural issues. <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>Social and Emotional Learning / Toolkit Strand / Education Endowment Foundation / EEF</p> <p>Children's emotional wellbeing is supported as early as possible. Evidence-based support is offered for those children (and their families) experiencing mild to moderate mental health difficulties.</p> <p>NHS / Mental Health Trailblazer / Mental Health in Schools</p>	2

<p>Recruitment of additional teaching staff (staff with QTS and Teaching Assistants) to increase interventions in early reading.</p> <p>Training for staff in use of BR@P (Boosting Reading at Primary) intervention.</p>	<p>Boosting Reading @ Primary is recognised as an effective intervention by the European Centre for Reading Recovery at the Institute of Education, University of London, and is included in Every Child a Reader.</p> <p>Boosting Reading @ Primary programme supports the acquisition of good reading skills and is specifically designed to improve the way children read, enabling them to be independent problem-solvers who read with understanding and enjoyment. BR@P is a 10-week intervention programme delivered one-to-one, by a trained adult 3 times per week. Each session lasts 15 minutes and includes:</p> <ul style="list-style-type: none"> • Practising independent reading skills on familiar texts • Ongoing assessment • Working on unfamiliar text with support, leading to independence and understanding <p>Standardised test scores report an average gain of 6-9 months in reading age. Qualitative gains include improvement in pupils' independence, confidence, and enjoyment of reading.</p>	4
<p>Retention of Reading Recovery ECaR (Every Child a Reader) teacher to:</p> <ul style="list-style-type: none"> • enable early identification of children with literacy difficulties early and offer a means of resolving them; • ensure that the lowest attaining children make progress in literacy, with more than four in five succeeding and reaching age-expected levels; • close the attainment gap for disadvantaged children; and • see improved opportunities for all pupils, as classes move through the school. <p>Training for our Reading Recovery teacher to:</p> <ul style="list-style-type: none"> • further enhance her skills as a literacy expert who can share their knowledge with the whole school staff; and • continue be able to use detailed diagnostic assessment that will help to determine the learning needs of the few children who need longer term literacy support. 	<p>Reading Recovery has been widely researched nationally and internationally.</p> <p>The intervention's goal is to enable these pupils to catch up with their classroom peers and reach age-expected levels within 20 weeks. Research shows that Reading Recovery achieves good results that are swift and long lasting. Reading Recovery and the high-quality professional learning for teachers it provides that enable all children to achieve excellence in literacy.</p> <p><u>UCL / Reading Recovery Effectiveness</u> <u>DfE / Evaluation of ECaR</u></p>	4
<p>Embedding of oral language interventions:</p> <ul style="list-style-type: none"> • NELI intervention • Talking Partners intervention (and training) • Regular use of Talk Partners within teaching and learning time • Daily targeted read aloud programme and book discussion with children • Explicit extension of children's spoken vocabulary • Use of purposeful, curriculum-focused dialogue and interaction 	<p>Very high impact for very low cost based on extensive research.</p> <p>Oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions (or oracy / speaking & listening interventions) emphasise the importance of spoken language and verbal interaction in the classroom and include dialogic activities.</p> <p><u>Oral Language Interventions/ Toolkit Strand / Education Endowment Foundation / EEF</u></p>	5

<ul style="list-style-type: none"> Use of structured questioning to develop reading comprehension in whole class guided reading sessions 	<p>NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations have led to NELI being the most well-evidenced early language programme available to schools in England.</p> <p>NELI Evidence and Programme Development</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of universal approaches to support positive behaviour and ethos, and to continue to improve the quality of SEMH (Social Emotional and Mental Health) learning and teaching.</p> <p>Embed SEMH and positive behaviour management approaches into routine school practices, supported by professional development and training for staff.</p> <p>Training in universal approaches to positive behaviour and SEMH:</p> <ul style="list-style-type: none"> Adverse Childhood Experiences (ACEs) An Introduction to Resilience, led by Warwickshire Education Psychology Service (2 x twilights) Restorative Practice (3 x twilights – An Introduction, Restorative Conversation and Behaviour through a Restorative Lens, led by Michelle Morgan, Restorative Practice UK) Emotion Coaching (INSET, led by Dr Louise Gilbert, Emotion Coaching UK) An Introduction to Attachment and PACE – Supporting Emotional Regulation (INSET, led by Warwickshire Education Psychology Service) Inclusive Solutions to Behaviour that Challenges (INSET, led by Warwickshire Education Psychology Service) <p>Continue to fund time for the school's Senior Mental Health Lead to embed and continue developing our whole school approach.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Interventions aim to reduce a variety of behaviours, from low-level disruption to aggression, violence, bullying and general anti-social activities. Interventions are split into three broad categories:</p> <ol style="list-style-type: none"> Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and More specialised programmes which are targeted at pupils with specific behavioural issues. <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>Social and Emotional Learning / Toolkit Strand / Education Endowment Foundation / EEF</p>	2
<p>Continue to provide inclusive, relevant and rich arts and culture curriculum and provide learners with the knowledge, skills and cultural capital they need to succeed in life through:</p>	<p>Arts participation approaches have a strong evidence base that indicates a positive impact on academic outcomes in other areas of the curriculum. Arts engagement is valuable in and of itself (+ 3 months progress). Wider benefits</p>	2, 3

<ul style="list-style-type: none"> • Access to an extended and challenging arts and culture enrichment activities • Increased access to extra-curricular opportunities • Giving children a wide range of opportunities to be creative and to perform and showcase their arts learning within and beyond our school setting • Continuing to build deep connections with our community through the arts and contribute to developing the cultural community at a strategic level, with arts and cultural partners <p>Further external and internal training for staff in the arts and culture pedagogies, including:</p> <ul style="list-style-type: none"> • RSC Rehearsal Room Pedagogies (INSET, led by RSC Director Mentors) • The National Gallery's Take One Picture pedagogy (INSET, twilights and Online Webinars) • Coaching from working alongside arts and culture professionals <p>Continue to strategically employ arts and culture to develop children's creativity and enhance achievement. Continue to use arts and culture learning to impact positively on wellbeing and strengthen school community.</p> <p>Enhance pupils' ownership of their creative use of the arts and opportunities for their voices to have impact and influence within our school setting by acting as coaches, advocates and ambassadors for quality provision and learning in the arts, within and beyond our setting.</p> <p>Continue to foster pupils' well-being through enhanced opportunities to participate in arts and culture learning.</p>	<p>such as positive attitudes to learning and increased well-being are reported.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><u>Arts Participation / Toolkit Strand / Education Endowment Foundation / EEF</u></p>	
<p>Continue to involve parents and carers in supporting their children's learning in reading, for example, through:</p> <ul style="list-style-type: none"> • EYFS parent and carer fortnightly reading workshops • Key Stage 1 'Reading Rivers' • Weekly school newsletter articles with information and guidance on reading • Regular parent-teacher meetings, where reading assessments are shared with parents and carers • Regular parent/carer meetings with the Reading Recovery (E.C.A.R.) teacher 	<p>There is evidence of moderate impact for very low cost based on extensive research. Parental engagement has a positive impact of 4 months + additional progress. There are also higher impacts for pupils with low prior attainment.</p> <p><u>Parental Involvement / Toolkit Strand / Education Endowment Foundation / EEF</u></p>	4
<p>Embedding principles of good practice set out in the <u>Working Together to Improve School Attendance / DfE</u> advice.</p>	<p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Staff will work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place, including free access to Early Birds Physical Activity Breakfast Club for targeted pupils.</p>		
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Total budgeted cost: £155,297 (additional £11,032 costs met by school's delegated budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

What is your assessment of how successfully the intended outcomes of that plan were met?

- Senior leaders undertook a review of the mathematics curriculum and embedded the DfE-approved 'Power Maths' scheme in September 2021-July 2022. Teachers participated in further Warwickshire Origins 'Maths Hub' Mathematics Mastery TRGs (Teacher Research Groups), along with further coaching for groups of teachers through our local Maths Hub and the NECTM so that mathematics mastery pedagogies are now fully embedded. Children are developing deep and lasting procedural and conceptual mathematical understanding so that they are able to move onto more advanced material. The school participated in the Maths Hub 'Sustaining Mastery' programme. Individual teachers took part in Specialist Knowledge for Teaching Mathematics primary programmes, covering four core modules: number sense, additive reasoning, multiplicative reasoning and fractions. Teachers help children to connect new ideas to concepts that have already been understood, and ensure that, once understood and mastered, new ideas are used again in next steps of learning so that there is coherence for pupils. Representations in lessons expose the mathematical structure being taught so that children develop the skills to do the maths, without recourse to the representation. Children are given the opportunity to think about, reason and discuss mathematical ideas with other pupils so that they have deep understanding of concepts. Children are developing fluency – quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics. Teachers vary the way a concept is initially presented to children, by giving examples that display a concept as well as those that don't display it. Variation of practice questions ensures mechanical repetition is avoided and children use their thinking skills. 2022 SATS results indicate that 80% pupils in KS1 are working at the Expected Standard and Above; and 78% pupils in KS2 are working at the Expected Standard and Above.
- Teachers received further training on using teaching sequences from the C.L.P.E.'s 'Power of Reading', 'Power of Pictures', and on Pie Corbett's Talk 4 Writing evidence-based reading into writing approaches. Further high-quality resources and subscriptions were purchased to match these pedagogies. Teachers attended full training at the C.L.P.E. and Pie Corbett conferences. Furthermore, the whole staff participated in book-making INSET, led by Paul Johnson in October 2021, so that staff have developed their range of book-making skills and book-making is now an integral part of the teaching of reading and writing at Sydenham Primary School. Penpals handwriting scheme is implemented consistently throughout the school so that pupils are able to effectively transcribe their ideas fluently and legibly. A specialist, accredited Reading Recovery teacher continues to support pupils on a one-to-one basis to build reading confidence, fluency and phonics skills. 2022 data shows that 83% pupils are working at the required level in Phonics. 2022 SATS Reading results indicate that 82% pupils in KS1 are working at the Expected Standard and Above; and 78% pupils in KS2 are working at the Expected Standard and Above.
- Teachers apply a series of steps (across different subjects, ages and contents), beginning with activating prior knowledge and leading to independent practice before ending in structured reflection. Teachers use explicit instruction and modelling as the cornerstones of effective teaching, revealing the thought process of an expert learner to help children develop metacognitive skills. Teachers verbalise metacognitive thinking as they approach and work through tasks and scaffold tasks, including worked examples, so that pupils are enabled to develop their metacognitive and cognitive skills.
- Purposeful classroom dialogue (Talk Partners / Triads and pupil-teacher talk) is used to help build knowledge of cognitive and metacognitive strategies, with teachers guiding and supporting conversation to ensure it is challenging and builds on prior subject knowledge. Teachers explicitly support pupils to develop independent learning skills through guided practice, with support gradually withdrawn as children become more proficient in independent practice.
- Children's language needs were identified early and targeted language interventions were delivered using the NELI programme. Children were given the fundamental foundations needed for good language and social and emotional development.
- In May 2022 we were re-awarded the Gold E.A.L. Quality Mark. We were evaluated on our school's ability to give all E.A.L. learners the opportunity for rapid and sustained improvement and to deliver an inclusive curriculum which promotes language development alongside learning. We were assessed across three key ar-

as: leadership and management; teaching, learning and assessment; and working with parents and the community. Staff have been up-skilled by training delivered by a colleague from the Warwickshire EMTAS (Ethnic Minority and Traveller Service).

- Children’s emotional wellbeing is supported as early as possible. This means offering the best evidence-based support for those experiencing mild to moderate mental health difficulties. Through a process of joint-decision, which blends clinical expertise with the insights of the professional or parent/carer, together we may decide that the best option is to work directly with the young person and/or their parent/carer. Direct work, such as using Cognitive Behaviour Therapeutic (CBT) approaches to support young people on a 1-to-1 basis over 6-8 sessions and family-focused interventions, such as ‘The Incredible Years’, are supporting pupils’ readiness for learning in the classroom.
- Our school sustains a strong culture of inclusion through our integrated, graduated approach to meeting the needs of all pupils in our care. Learning is frequently personalised to the needs of individual pupils, and highly skilled teaching assistants and teachers use a range of positive interventions support pupils’ learning, as well as their social and emotional well-being.

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
Power Maths	Pearson
Maths Hub	Warwickshire Origins Maths Hub
Times Table Rock Stars	TTRockStars
Floppy’s Phonics	Oxford Owl (Oxford University Press)
Power of Reading Power of Pictures	C.L.P.E. (Centre for Literacy in Primary Education)
Talk for Reading and Writing Read Aloud Programme	Pie Corbett
Reading Recovery E.C.A.R. (Every Child a Reader)	SEND Support Service, University of Leicester, Leicester City Council & UCL
NELI	Nuffield Early Language Intervention – The Nuffield Foundation
Associate Schools Programme	The Royal Shakespeare Company
Drawing and Talking Therapy	Drawing and Talking
Counselling	Snowford Grange

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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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