

1. Review of expenditure				
Previous Academic Year			2020/21	
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A</p> <p>Improve oral and written language skills, especially for those New to English and those with a marked vocabulary deficit and this impacts on progress in Reading and writing.</p>	<p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication</p> <p>Agreed whole-school consistent approach on how to teach reading</p> <p>All staff to have training from SLE in the teaching of early reading.</p> <p>Pupils have good or better quality first teaching from a qualified teacher</p> <p>Train all teachers in effectively teaching the English Speaking Board pedagogy to support oracy and introduce whole-school model for explicit vocabulary teaching</p> <p>EAL lead to run intensive New to English program and support / monitor EAL provision in all classes.</p> <p>Lowest 20% of readers monitored by English read – received 1:1 reading daily.</p> <p>Reading case studies developed to track progress for pupils working below ARE</p> <p>Implement Flash Academy programme - Digital platform for in school or remote learning for New to English/SEND pupils, supporting the independent learning of EAL pupils in class and the assessment of language proficiency.</p>	<p>Monitoring by the subject leader indicates improved profile of speaking and listening whole school across all subjects as evidenced in floor books.</p> <p>Books show embedded system for the teaching of reading. All staff have benefited from CPD in early ready from SLE and reading sequence has been amended with a greater emphasis of prosody for these learners.</p> <p>Teacher Assessment data shows better than expected progress in all year groups and accelerated progress in some, despite school closures and covid related absence.</p> <p>Whole school implementation of ESB approach has benefited all learners. 100% pass, merit or distinction in PP pupils ESB examinations.</p> <p>The small New –to-English group has helped to settle that group of children into their new environment. The vast majority of these children have made at least expected progress and many show rapid improvements once they are re-integrated into standard English teaching.</p> <p>Moved case study development to 21/22 plan due to covid related school closures.</p> <p>All new to English pupils benefit from flash academy. It was used during remote learning and when back in school. Tool enabled all new to English pupils to be baselined on entry using the English proficiency scale and then at the next assessment point.</p>	<p>Continued and strengthened by CPD from Subject and inclusion lead and the introduction of whole school catchphrases. reading sequence will be modified as a result of Alex Quigley closing the gap training and a reading squad approach will be properly implemented now covid restrictions has reduced.</p> <p>Refresh ESB training for all and book examinations for PP pupils 21/22. Next year prep all learners for a 1:1 exam rather than the group.</p> <p>Case studies implemented 21/22 and monitored by inclusion and English lead</p> <p>New to English group to continue but with improved entry and exit criteria using the English proficiency scale. Pupils will leave the All stars group when assessed as 'C'</p>	

<p>B Pupils that have not had access to consistent KS1 education are identified and targeted and make accelerated progress in reading</p>	<p>Reading Squad for lowest 20% of readers</p> <p>Reading case studies developed to track progress for pupils working below ARE Agreed whole-school consistent approach on how to teach reading</p> <p>All staff to have training from SLE in the teaching of early reading.</p> <p>Reading books matched to pupils reading level/phonic stage.</p> <p>Pupils have good or better quality first teaching from a qualified teacher</p> <p>Pupils have daily individual reading opportunities</p> <p>KS2 staff have quality CPD from KS1 colleagues/external</p> <p>Implement Flash Academy programme - Digital platform for in school or remote learning for New to English/SEND pupils, supporting the independent learning of EAL pupils in class and the assessment of language proficiency.</p>	<p>Due to covid restrictions and the importance of bubbles the read squad approach was not implemented this year.</p> <p>Moved case study development to 21/22 plan due to covid related school closures.</p> <p>All staff have benefited from CPD in early ready from SLE and reading sequence has been amended with a greater emphasis of prosody for these learners.</p> <p>Monitored successfully by the English lead using the accelerated reader system. Pupil progress meetings identified some fluctuation in book level at times for individuals.</p> <p>Teacher Assessment data shows better than expected progress in all year groups and accelerated progress in some, despite school closures and covid related absence.</p> <p>This has taken place and is tracked by the class teacher.</p> <p>Due to covid restrictions KS2 staff could not visit KS1 for best practice.</p> <p>All new to English pupils benefit from flash academy. It was used during remote learning and when back in school. Tool enabled all new to English pupils to be baselined on entry using the English proficiency scale and then at the next assessment point.</p>	<p>Reading squad approach delivered in Y3 and Y4 21/22</p> <p>Case studies implemented 21/22 and monitored by inclusion and English lead</p> <p>Continue with this approach. Subject leader delivered session on this at September INSET to refresh staff on when pupils move up or down a book level. This will be spot checked by the subject lead and SLT.</p> <p>Continue but improved tracking of progress with implementation of individual fluency scale and timed read.</p> <p>Plan best practice visits 21/22</p> <p>New to English group to continue but with improved entry and exit criteria using the English proficiency scale. Pupils will leave the All stars group when assessed as 'C'</p>	
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<p>C. A recovery programme is developed to support the disadvantaged pupils affected by the school closure focused on addressing identified gaps.</p>	<p>Use the EEF guidance:- COVID-19 SUPPORT GUIDE FOR SCHOOLS to support the implementation of a recovery programme in school</p> <p>Use the guidance to support and inform decisions about how to use catch-up funding especially in relation to enabling disadvantaged pupils to catch-up.</p> <p>QFT delivers intervention to ensure maximal progress – intervention designed at pupil progress meetings and bespoke to each year group.</p> <p>Features: Precision teaching SOS Daily reading Small group intervention by teacher in maths and reading Reading squad approach Inference teaching Number bond intervention Short term intervention based of AfL following QFT.</p> <p>Detailed catch up plan written by each subject leader for each year group. Regularly updated by each year group.</p> <p>Maths – introduce whole class, 3 x weekly, 20 minute maths catch up sessions. Content designed by maths lead and covers missed concepts missed during March 2020 school closures</p>	<p>Over the year, considering the challenges, a very satisfying overall picture with at least “normally” expected avg progress rates across the board and at least roughly 2/3 of pupils making exp+ progress. Familiar trend: upper school pupils make stronger progress than lower school pupils. Reading has come out the strongest.</p> <p>During school closures, we continued to target these learners remotely and developed good practice in the delivery of remote interventions. Pupils received 1:1 reading and reading intervention such as inference teaching and precision teaching. Flash academy was also used for New to English learners to enable them to practice their verbal and listening skills in English.</p> <p>We trialled the NTP for small group teaching and a company who were SEND specialists. Identified pupils received tuition.</p> <p>Progress data Y3 Reading – in line for progress and attainment Writing – 0.7 better progress for the year (in line this AP) – attain in line Maths – PP make slightly better progress and attain slightly higher than non PP (by 13%) Y4 in line in all subjects Y5 Better in reading at each AP this year – by 0.8 this APP alone! PP attain slightly higher than Non PP Writing – slightly better progress than nonPP – attaining roughly in line Maths- slightly less avg progress but gap from AP2 reduced to 19% (from 23%) Y6 Reading – roughly in line and no attainment gap (gap at KS1 was 25%!) Writing – roughly in line – slight gap opening 44 v 61 Maths – strong progress this AP (better than nonPP by 1.5) which reduced gap to 18% from 27% at last AP – gap was 25% at KS1</p>	<p>21/22 priority is to accelerate progress for those groups identified to have lost the most ground. They are mainly children attaining low or lower middle attainers and SEN pupils as well as those having taken extended holidays. Our interventions will focus on these children.</p> <p>Following pupil progress meetings pupils were identified for a range of intervention opportunities including: -wave 2 same day intervention - after school reading and maths - SEND specific NTP 1:1 - Maths specific NTP 1:3 - Reading specific NTP 1:3</p> <p>This will be delivered face to face where possible as some learners (particularly SEND pupils) did not keep up with remote delivery methods.</p>	
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<p>D Disadvantaged pupils with higher prior attainment make progress at least in line with national and close the attainment gap at the higher standard in reading and maths.</p>	<p>The quality of whole class teaching and small group tuition focussed on higher attainers is at least good.</p> <p>Additional teacher to support small group tuition in reading for higher attainers.</p> <p>Small group tuition for all those pupil premium pupils who are not on track to reach GD in the subjects they were attaining higher than expected at the end of KS1 To begin Spring 1)</p> <p>High quality revision materials are purchased for Year 6 pupils. Maths – stretch and Year 7 materials purchased for Year 6</p>	<p>Teacher Assessment data shows better than expected progress in all year groups and accelerated progress in some, despite school closures and covid related absence. Intervention did not take place for this group due to covid measures meaning staff could not mix bubbles. These pupils were targeted by the staff within their bubble through QFT.</p> <p>Year 3 Reading 3/3 pupil identified as GDS from KS1 TA made accelerated progress from baseline Writing 1/1 pupil identified as GDS from KS1 TA pre- school closure made accelerated progress from baseline Maths 1/1 pupil identified as GDS from KS1 TA pre- school closure made accelerated progress from baseline</p> <p>Year 4 Reading 1/1 pupil identified as PAG HA made expected progress from baseline. Writing and maths No pupils in PAG HA group</p> <p>Year 5 Reading 4/4 pupils identified as PAG HA made accelerated progress from baseline. Writing 1/2 pupils identified as PAG HA made accelerated progress from baseline. Maths 2/2 pupil identified as PAG HA made accelerated progress from baseline</p> <p>Year 6 Reading 3/3 pupils identified as PAG HA made accelerated progress from baseline. Writing 1/1 pupils identified as PAG HA made accelerated progress from baseline. Maths No pupils in PAG HA group</p> <p>Revision materials were purchased and distributed. Beneficial during lockdown for home learning including the stretch materials.</p>	<p>QFT first approach for these learners. Subject learners to monitor challenge in books and floor books.</p> <p>MAT barrier plan will ensure teachers identify these learners next steps.</p>	<p>£92,632.1</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>E</p> <p>Improve oral and written language, reading and maths skills to enable pupils to access the full curriculum for lower ability or SEND pupils and accelerate progress of middle attaining pupils in reading and maths</p>	<p>Targeted academic and intensive tuition impacts on the progress and attainment of targeted pupils in speaking and listening, reading and maths</p> <p>Precision teaching SOS Daily reading Small group intervention by teacher in maths and reading Reading squad approach Inference teaching Number bond intervention Short term intervention based of AfL following QFT.</p> <p>All teachers should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p>	<p>During school closures, we continued to target these learners remotely and developed good practice in the delivery of remote interventions.</p> <p>Pupils received 1:1 reading and reading intervention such as inference teaching and precision teaching. Flash academy was also used for New to English learners to enable them to practice their verbal and listening skills in English.</p> <p>At times, intervention delivery was inconsistent due to covid related staff absences.</p> <p>We trialed the NTP for small group teaching and a company who were SEND specialists. Identified pupils received tuition.</p> <p>Over the year, considering the challenges, a very satisfying overall picture with at least "normally" expected avg progress rates across the board and at least roughly 2/3 of pupils making exp+ progress. Familiar trend: upper school pupils make stronger progress than lower school pupils. Reading has come out the strongest.</p>	<p>21/22 priority is to accelerate progress for those groups identified to have lost the most ground. They are mainly children attaining low or lower middle attainers and SEN pupils as well as those having taken extended holidays. Our interventions will focus on these children.</p> <p>Following pupil progress meetings pupils were identified for a range of intervention opportunities including:</p> <ul style="list-style-type: none"> -wave 2 same day intervention - after school, school led tuition maths - SEND specific NTP 1:1 - Maths specific NTP 1:3 - Reading specific NTP 1:3 <p>This will be delivered face to face where possible as some learners (particularly SEND pupils) did not keep up with remote delivery methods.</p>	<p>£12,903</p>

iv. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>F</p> <p>Improve attendance for pp pupils</p>	<p>Target PA children and hard to reach families, who are PP. FSW to implement the revised attendance policy. Early Help initiated on attendance grounds Translation support to enable clear communication during meetings</p> <p>Breakfast club targets specific pupils with attendance or punctuality needs</p>	<p>At all times we have followed the local authority's guidance in terms of attendance this year. It has been extremely difficult to target and monitor individuals due to the fast changing nature of covid restrictions and the way this has affected our daily lives.</p> <p>We have supported many families who had coronavirus worries in terms of sending their children to school. A large number of families decided to travel abroad during and just after lockdown 2 to visit sick relatives and then became stranded there due to covid related travel restrictions. There as a total of 13015 'x' sessions due to covid (isolation and holiday isolation)</p> <p>BULLET LIST OF ACTIONS THROUGHTOUT THE YEAR</p> <ul style="list-style-type: none"> • Assembly • Badges • Extra play • Breakfast club • Home visits • Attendance Treat • Attendance Clinics – virtual and phone calls • Targeted support to identified families e.g. sparkles • PNWL when able to • Referrals to the EWO when able to • Targeted support for anxiety due to Covid 1 	<p>We will continue to apply the MAT attendance olicy and again Target PA children and hard to reach families, who are PP.</p>	

<p>G</p> <p>To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p>	<p>Subsidize and enrich curriculum including after school clubs, educational visits, cultural events and Y6 activity week.</p> <p>Focus on pupils who are PP and MA&T.</p> <ul style="list-style-type: none"> - Rock steady - Forest schools - Mad science <p>Collect enrichment data and monitor the access of pupil premium pupil in in school clubs.</p> <p>Alexandra Promise</p> <p>Access to school uniform available for some pupils</p>	<p>Enrichment of the curriculum, including forest schools and rock steady music tuition has been more important than ever this year following the time pupils have had to spend indoors. We have also included CPD for staff in outdoor learning, more active learning,</p> <p>Last year the number and breadth of extra-curricular opportunities planned had increased for all pupils however this could not take place due to covid risk factors. As soon as was possible (Summer term) bubble clubs were implemented and well attended by each year group.</p> <p>Because educational visits were also not possible all year groups benefited from a virtual reality experience linked to their topic including rain forests, Mountains etc</p> <p>Covid resulted in unstable incomes for some families so we were able to offer uniform to these families which meant pupils felt a sense of belonging and ready for learning.</p>	<p>This extra support has to continue as without school providing certain opportunities many children would be deprived of essential experiences for their personal, social and spiritual development.</p>	
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<p>H To improve social and emotional health and wellbeing of pupils</p>	<p>CPD to ensure staff are able to identify the personal demographic characteristics, stressful life experiences and poor social and economic circumstances that increase a child's vulnerability to developing mental health difficulties. The relationship between mental illness and/or a poor sense of wellbeing is recognised by staff.</p> <p>Younger minds intervention for pupils to support emotional wellbeing and readiness for learning.</p> <p>Emotional coaching training delivered by EPS for all staff.</p> <p>Trauma friendly schools training for all staff.</p> <p>SOC training for all staff</p> <p>Attachment and trauma training for all staff</p> <p>Revisit behaviour policy to make it trauma sensitive</p> <p>GROWTH mindset</p> <p>PSHE scheme (Jigsaw) implemented consistently whole school to meet the needs of the SRE curriculum</p> <p>Purchased Jigsaw Resilience and Engagement Scale and Toolkit in order to improve assessment</p> <p>Family support worker to be trained through the SPARKLES initiative to be able to engage with vulnerable families. Led by trained social worker – proven to improve early assessment and engagement</p> <p>FSW specifically employed to support vulnerable families and to provide them with social, emotional support e.g. Early help.</p>	<p>Case studies show improved mental health for all pupils who received counselling, evidenced through boxall profile progress. In almost all cases this led to improved academic outcomes and enabled pupils to be ready to learn.</p>	<p>This is a crucial element of removing barriers to learning for many pupil premium pupils, especially LAC.</p> <p>Trauma sensitive behaviour policy adapted and reviewed with all staff September 2021.</p> <p>Now training the assistant SENCO to be qualified in a quality Assured Nationally Accredited Training and Supervision model – Emotional Literacy Support Assistant (ELSA.) This increases schools capacity to deliver and intervene in this way, ensuring we use the younger minds provision effectively.</p>	<p>£32,617.90</p>
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