

Pupil premium strategy statement 2021-24

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 | Markeaton Primary School |
| Number of pupils in school | 417 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 3 years |
| Date this statement was published | 20 October 2021 |
| Dates on which it will be reviewed | 07 Jan 2022 20 July 2022 25 March 2023 20 Dec 2023 |
| Statement authorised by | Ian Johnson |
| Pupil premium lead | Jo Sidebottom, Jess Hawley and Debbie Donnelly |
| Governor / Trustee lead | Laura Martin |

Funding overview

| Detail | Amount |
|----------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year (2021-22) | £115,670 |
| (2022-23) | £114,955 |
| Recovery premium funding allocation this academic year (2021-22) | £12,370 |
| (2022-23) | £12,035 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil premium strategy plan

Statement of intent

At Markeaton Primary School we strive to create an environment which gives all children the opportunity to explore and enrich their potential. We are committed to social equality and improving life chances for potentially vulnerable children. At Markeaton, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with equal opportunities for all.

Our current pupil premium strategy works towards its aims in a three-tiered approach:

- Teaching- all staff are trained to deliver a robust, engaging curriculum through quality-first teaching.
- Targeted intervention – all children who need academic or emotional support are provided with it in a timely and effective manner.
- Wider strategies –identified vulnerable children are given non-academic opportunities and experiences to aid with their holistic development.

Areas of our whole school aims that link to the Pupil Premium Strategy are:

1. To further develop how teachers plan and assess in foundation subjects;
2. Children from FS2 to Year 6 to make at least good progress in targeted areas of writing e.g., spelling;
3. To improve whole school attendance and the attendance of identified groups of children across the school;
4. To develop support, training and moderation opportunities for teaching staff with local partner schools.

Our approach is responsive to individual needs, rooted in regular, robust diagnostic assessment. No assumptions about the impact of disadvantage are made. Through a whole school approach, staff take responsibility for pupil outcomes and raise expectations of what can be achieved.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Many disadvantaged pupils find the fundamental demands of writing difficult as well as using literary skills independently (FS2-Y6). |
| 2 | A number of children from disadvantaged backgrounds have a lower level of language and oracy skills. To achieve Expected within reading, a higher level of vocabulary is required as well as age-appropriate reading skills. |
| 3 | When problem solving and reasoning within maths, some disadvantaged children find using and applying the taught maths skills challenging. |
| 4 | Increased social, emotional and mental health needs have been identified for a proportion of our disadvantaged children, impacting upon their ability to engage and become confident and successful learners. |

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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Many disadvantaged pupils find the fundamental demands of writing difficult as well as using literary skills independently (FS2-Y6). | <ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Writing - External moderation in Yr2 and Yr6 |
| A number of children from disadvantaged backgrounds have a lower level of language and oracy skills. To achieve Expected within reading, a higher level of vocabulary is required as well as age-appropriate reading skills. | <ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. |

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| | <ul style="list-style-type: none"> - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Reading |
| <p>When problem solving and reasoning within maths, some disadvantaged children find using and applying the taught maths skills challenging.</p> | <ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Maths |
| <p>Increased social, emotional and mental health needs have been identified for a proportion of our disadvantaged children, impacting upon their ability to engage and become confident and successful learners.</p> | <ul style="list-style-type: none"> - Opportunities for all disadvantaged to access enrichment activities and trips. - The curriculum is not narrowed for these pupils and access to all foundation subjects is guaranteed. - Pupil Development opportunities are accessed by the most vulnerable pupils. - Children will have experienced increased opportunities to develop their skills |

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

Budgeted cost: £56,250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Teachers to target disadvantaged children within writing sessions to achieve writing expectations | Individualised instruction +4 Months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1 |
| To provide disadvantaged pupils with SEND additional support in small group learning | Collaborative learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1, 2, 3 |
| To deliver Sir Linkalot spelling scheme in FS2-Y6 | Meta-cognition +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 1 |
| To deliver 'Reading VIPERS' in Y2-Y6 | Reading comprehension +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 2 |
| To embed the delivery of the 'Mastery' approach to maths through staff meeting time, INSETs, observations and book looks. | Mastery Learning +5months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning | 3 |

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| Continue monitoring of whole school Pupil Premium trackers. Update new members of staff with current protocols. | Behaviour intervention +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 1, 2, 3, 4 |

Targeted academic support

Budgeted cost: £ 51,960

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Highly skilled SEND practitioners to support named disadvantaged pupils within writing, reading and maths. | Individualised instruction +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1, 2, 3 |
| HLTAs continue to implement and monitor the Accelerated Reader programme from Y2-Y6 | Reading comprehension +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 2 |
| HLTAs continue to implement and monitor the Talk Boost programme from FS2-LKS2 | Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1, 2 |

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| | EYFS communication and Language learning +6 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches | |
| Precision Teaching implemented and monitored by trained practitioners in KS1 & KS2 | Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1, 2 |
| Times Table Rockstars used within KS2 | Individualised instruction +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction | 3 |
| Head teacher to implement maths boosters in Y6 | Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 3 |
| Rapid Maths interventions for LKS2 | Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 3 |
| Number Stacks intervention training and implementation interventions in whole school | Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 3 |
| Forest Schools in KS2 to be implemented, covered and monitored. | Meta-cognition +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity | 4 |
| Learning Mentor to facilitate | Social and emotional learning +4 months | 4 |

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| nurture opportunities to include Lego Therapy, sensory, cookery, Girls Group | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | |
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Wider strategies

Budgeted cost: £16,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Lunch Hub Club for targeted children | Social and emotional +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4 |
| Extra transition visits for targeted children | Social and emotional +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4 |
| Outdoor Learning opportunities | Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity | 4 |
| Subsidy for residentials (Y4/Y6) | Previous parental feedback. | 4 |
| Subsidy for Christmas Trip | Previous parental feedback. | 4 |
| Lunch YMCA clubs Y1-Y6 | Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity | 4 |
| Teacher led clubs FS2-Y6 | Arts participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity | 4 |

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| Celebration Days e.g. Arts Week Mental Health World Book Day | Arts participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 4 |
| Milk for FS2 disadvantaged children | Previous parental feedback. | 4 |
| Parent/Carer SEND and CLA coffee mornings | Parental engagement +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 4 |
| Respite care for targeted families during holidays. | | 4 |
| Learning Mentor and TA to regularly support disadvantaged children | Behaviour Intervention +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 1, 2, 3, 4 |
| Admin and identification software | Feedback from PP Leaders. | 1, 2, 3, 4 |
| Regular monitoring of Pupil Premium by named leaders | Performance Pay +1month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay | 1, 2, 3, 4 |

Total budgeted cost: £124,710

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-2022

| Intended outcome | Success criteria | Outcome/Evidence |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Many disadvantaged pupils find the fundamental demands of writing difficult as well as using literary skills independently (FS2-Y6). | <ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Writing - External moderation in Yr2 and Yr6 | Ongoing |
| A number of children from disadvantaged backgrounds have a lower level of language and oracy skills. To achieve Expected within reading, a higher level of vocabulary is required as well as age-appropriate reading skills. | <ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Reading | Ongoing |
| When problem solving and reasoning within maths, | <ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline | Ongoing |

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| <p>some disadvantaged children find using and applying the taught maths skills challenging.</p> | <ul style="list-style-type: none"> - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Maths | |
| <p>Increased social, emotional and mental health needs have been identified for a proportion of our disadvantaged children, impacting upon their ability to engage and become confident and successful learners.</p> | <ul style="list-style-type: none"> - Opportunities for all disadvantaged to access enrichment activities and trips. - The curriculum is not narrowed for these pupils and access to all foundation subjects is guaranteed. - Pupil Development opportunities are accessed by the most vulnerable pupils. - Children will have experienced increased opportunities to develop their skills | <p>Ongoing</p> |

Pupil Premium External Data Analysis 2021-2022

| Area | MPS KS2 Data | Local Data | National Data | Cause for Concern |
|---------|--------------|------------|---------------|-------------------|
| Writing | 64% | 52% | 55% | No |
| Reading | 55% | 57% | 62% | No |
| Maths | 46% | 53% | 56% | No |

* High SEN and School Refusal within numbers

Pupil Premium Internal Data Analysis 2021-2022

| EYFS End of Year % | PP (11) 0-3Yrs | Non-PP (48) 0-3Yrs | PP 3-4Yrs | Non-PP 3-4Yrs | PP Reception | Non-PP Reception |
|--------------------------|-------------------|--------------------------|--------------|------------------|-----------------|---------------------|
| Literacy | 18 | 0 | 9 | 2 | 73 | 98 |
| Maths | 8 | 0 | 8 | 0 | 84 | 100 |

Analysis- Acceptable progress made by all PP children.

Average Mean

Summer PP vs Non-PP: -21%

Autumn PP vs Non-PP: -12%

| EYFS ELG % | PP (11) Comprehension | Non-PP (48) Comprehension | PP Word Reading | Non-PP Word Reading | PP Writing | Non-PP Writing |
|------------------|--------------------------|------------------------------|--------------------|------------------------|---------------|-------------------|
| Literacy | 73 | 94 | 55 | 83 | 36 | 75 |

Analysis- Large attainment difference in writing for PP children.

Average Mean

PP vs Non-PP: -30%

| EYFS ELG % | PP (11) Number | Non-PP (48) Number | PP Numerical patterns | Non-PP Numerical patterns |
|------------------|-------------------|-----------------------|-----------------------------|---------------------------------|
| Maths | 64 | 90 | 64 | 90 |

Analysis- Stable progress for PP children.

Average Mean

PP vs Non-PP: -26%

| Year 1 Summer 2022 | PP (14) Expected % | Non-PP (46) Expected % | PP Greater Depth % | Non-PP Greater Depth % |
|------------------------------|-----------------------|---------------------------|-----------------------|---------------------------|
| Write | 50 | 74 | 14 | 20 |
| Read | 57 | 83 | 14 | 35 |
| Maths | 57 | 79 | 14 | 22 |

Analysis- Stable progress for PP children.

Average Mean

PP vs Non-PP: -24%

Autumn PP vs Non-PP: -37%

| Year 2 | PP (11) | Non-PP (49) | PP | Non-PP |
|-------------|------------|-------------|-----------------|-----------------|
| Summer 2022 | Expected % | Expected % | Greater Depth % | Greater Depth % |
| Write | 45 | 57 | 0 | 8 |
| Read | 45 | 65 | 18 | 22 |
| Maths | 55 | 61 | 0 | 20 |

Analysis- Stable progress for PP. Whole cohort has lower progress than previous years. No GD in Writing and Maths.

Average Mean

PP vs Non-PP: -13%

Autumn PP vs Non-PP: -1%

| Year 3 | PP (18) | Non-PP (39) | PP | Non-PP |
|-------------|------------|-------------|-----------------|-----------------|
| Summer 2022 | Expected % | Expected % | Greater Depth % | Greater Depth % |
| Write | 6 | 54 | 6 | 10 |
| Read | 6 | 59 | 6 | 15 |
| Maths | 17 | 49 | 6 | 13 |

Analysis- PP children making significantly less progress than non-PP children.

Average Mean

PP vs Non-PP: -44%

Autumn PP vs Non-PP: -35%

| Year 4 | PP (21) | Non-PP (37) | PP | Non-PP |
|-------------|------------|-------------|-----------------|-----------------|
| Summer 2022 | Expected % | Expected % | Greater Depth % | Greater Depth % |
| Write | 24 | 61 | 0 | 3 |
| Read | 36 | 71 | 0 | 21 |
| Maths | 23 | 74 | 0 | 13 |

Analysis- PP children making significantly less progress than non-PP children. No GD in all areas.

Average Mean

PP vs Non-PP: -41%

Autumn PP vs Non-PP: -19%

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|-------|----|----|----|----|
| Write | 46 | 60 | 0 | 17 |
| Read | 46 | 55 | 0 | 19 |
| Maths | 46 | 63 | 15 | 23 |

Analysis- PP children making good progress. No GD in Writing and Reading. Lower attainment from Non-PP children which means smaller difference.

Average Mean

PP vs Non-PP: -13%

Autumn PP vs Non-PP: -21%

| Year 6 Summer 2022 | PP (15) Expected % | Non-PP (45) Expected % | PP Greater Depth % | Non-PP Greater Depth % |
|------------------------------|-----------------------|---------------------------|-----------------------|---------------------------|
| Write | 50 | 87 | 7 | 14 |
| Read | 46 | 89 | 13 | 30 |
| Maths | 46 | 91 | 13 | 14 |

Analysis- PP children making stable progress, but Non-PP have made more progress. High differences in all areas.

Average Mean

PP vs Non-PP: -42%

Autumn PP vs Non-PP: -26%

Review of teaching support 2021-2022

| Activity | Measure | Outcome |
|---------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers to target disadvantaged children within writing sessions to achieve writing expectations | 1 | Ongoing Pop-ins completed by PP Leaders Data collected and disseminated to staff Summer'22 Termly internal writing moderations Internal book looks termly completed Y2 and Y6 External moderation termly completed |
| To provide disadvantaged pupils with SEND additional support in small group learning | 1, 2, 3 | Ongoing Introduction of Birmingham Toolkit (INSET/Staff Meetings x3) Pop-ins completed by PP Leaders Data collected and disseminated to staff Summer'22 Termly internal writing moderations Internal book looks termly completed Y2 and Y6 External moderation termly completed |
| To deliver Sir Linkalot spelling scheme in FS2-Y6 | 1 | Ongoing Now used from Y1-Y6 due to new phonics scheme of work (Unlocking Letter and Sounds) Pop-ins completed by PP Leaders Next step- Overview for progression (See Writing AP) |
| To deliver 'Reading VIPERS' in Y2-Y6 | 2 | Ongoing Reading Leader lesson looks complete Data collected and disseminated to staff Summer'22 |
| To embed the delivery of the 'Mastery' approach to maths through staff meeting time, INSETs, observations and book looks. | 3 | Ongoing Maths INSET- Complete Staff Meetings x3 Complete Observations x2 yearly by SLT and Maths Leader Book Look completed Data collected and disseminated to staff Summer'22 |
| Continue monitoring of whole school Pupil Premium trackers. Update new members of staff with current protocols. | 1, 2, 3, 4 | Completed x 2 by PP Leaders Feedback given to staff x2 New member of staff to the role |
| Projected Spending | £56,250 | Actual Spend £56,250 |

Review of targeted academic support 2021-2022

| Activity | Measure | Outcome/Evidence |
|------------------------------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Highly skilled SEND practitioners to support named disadvantaged pupils within writing, reading and maths. | 1, 2, 3 | Ongoing Introduction of Birmingham Toolkit (INSET/Staff Meetings x3) Pop-ins completed by PP Leaders Data collected and disseminated to staff Summer'22 Termly internal writing moderations Internal book looks termly completed Y2 and Y6 External moderation termly completed |
| HLTAs continue to implement and monitor the Accelerated Reader programme from Y2-Y6 | 2 | Ongoing Progress made and recorded on AR reporting programme. X6 data collection per year |
| HLTAs continue to implement and monitor the Talk Boost programme from FS2-LKS2 | 1, 2 | Ongoing Progress made and recorded on TB reporting programme. X3 data collection per year |
| Precision Teaching implemented and monitored by trained practitioners in KS1 & KS2 | 1, 2 | Ongoing Progress made and recorded on class trackers. X3 data collection per year |
| Times Table Rockstars used within KS2 | 3 | Ongoing Progress made and recorded online and monitored by Maths Leader |
| Head teacher to implement maths boosters in Y6 | 3 | Ongoing SATS data available |
| Rapid Maths interventions for LKS2 | 3 | Ongoing Progress made and recorded on class trackers. X3 data collection per year |
| Forest Schools in KS2 to be implemented, covered and monitored. | 4 | Ongoing Progress made and recorded by Outdoor Leader |

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| Learning Mentor to facilitate nurture opportunities to include Lego Therapy, sensory, cookery, Girls Group | 4 | Ongoing Progress made and recorded by Learning Mentor | |
| Projected Spending | £51,960 | Actual Spend | £51,960 |

Review of wider strategies 2021-2022

| Activity | Measure | Outcome/Evidence |
|-----------------------------------------------|---------|--------------------------------------------------------|
| Lunch Hub Club for targeted children | 4 | Ongoing Daily PP Trackers – Behaviour maintained |
| Extra transition visits for targeted children | 4 | Completed |
| Outdoor Learning opportunities | 4 | Ongoing Outdoor Leader monitoring via AP |
| Subsidy for residentials (Y4/Y6) | 4 | Completed |
| Subsidy for Christmas Trip | 4 | Completed |
| Lunch YMCA clubs Y1-Y6 | 4 | Ongoing PP Leaders observed |
| Teacher led clubs FS2-Y6 | 4 | Ongoing |

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| Celebration Days e.g. Arts Week Mental Health World Book Day | 4 | Ongoing | |
| Milk for FS2 disadvantaged children | 4 | Ongoing | |
| Parent/Carer SEND and CLA coffee mornings | 4 | Ongoing Positive parent feedback Case Study | |
| Respite care for targeted families during holidays. | 4 | Completed | |
| Learning Mentor and TA to regularly support disadvantaged children | 1, 2, 3, 4 | Ongoing | |
| Admin and identification software | 1, 2, 3, 4 | Ongoing | |
| Regular monitoring of Pupil Premium by named leaders | 1, 2, 3, 4 | Ongoing | |
| Projected Spend | £16,500 | Actual Spend | £16,500 |

Externally provided programmes 2021-2022

| Programme | Provider |
|--------------------------------|--------------------------|
| Talk Boost KS2 | I Can Children's Charity |
| Talk Boost KS1 | I Can Children's Charity |
| Early Talk Boost | I Can Children's Charity |
| Sir Link A lot Spelling | Sir Link Alot |
| Precision Teaching | Twinkl |
| Whole Class Reading | Ashley Booth |
| Times Table Rock Stars | Maths Circle Ltd |
| Becoming First Class at Number | Edge Hill University |
| Lego Therapy | Autism Bricks UK |
| Forest School | Little Acorns |