

# Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 3 years
Date this statement was first published	20 October 2021
Date this statement was published	20 December 2023
Dates on which it will be reviewed	07 Jan 2022 20 July 2022 25 March 2023 20 Dec 2023 July 2024
Statement authorised by	Ian Johnson
Pupil premium lead	Jo Sidebottom and Jessica Randall
Governor / Trustee lead	Laura Martin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,695
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£15,515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£181,210</b>

## 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 enhance continuous provision across FS2 and Y1
2. To develop and embed the use of technology across the curriculum
3. To improve progress in Writing and Maths from Y2 to Y6
4. To design and deliver a program of CPD to subject leaders from local 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.
5 New	Many disadvantaged FS2 children's EYFSP scores demonstrated the need to develop a play-based curriculum in Year 1.

## 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"><li>- Internal assessments show disadvantaged children making expected progress from their baseline.</li><li>- Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children.</li><li>- Internal moderation when reporting data</li><li>- Achieve at least national progress scores in KS2 for disadvantaged pupils within Writing.</li><li>- External moderation in Yr2 and Yr6.</li></ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>- Internal assessments show disadvantaged children making expected progress from their baseline.</li> <li>- Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children.</li> <li>- Internal moderation when reporting data</li> <li>- Achieve at least national progress scores in KS2 for disadvantaged pupils within Reading.</li> </ul>
<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"> <li>- Internal assessments show disadvantaged children making expected progress from their baseline.</li> <li>- Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children.</li> <li>- Internal moderation when reporting data/</li> <li>- Achieve at least national progress scores in KS2 for disadvantaged pupils within Maths.</li> </ul>
<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"> <li>- Opportunities for all disadvantaged to access enrichment activities and trips.</li> <li>- The curriculum is not narrowed for these pupils and access to all foundation subjects is guaranteed.</li> <li>- Pupil Development opportunities are accessed by the most vulnerable pupils.</li> <li>- Children will have experienced increased opportunities to develop their skills</li> </ul>
<p><b>New</b> - The curriculum will be more accessible by developing continuous provision within Year 1.</p>	<ul style="list-style-type: none"> <li>- Opportunities for disadvantaged children to access and engage with a play-based curriculum.</li> <li>- Staff trained to deliver high-quality continuous provision.</li> <li>- Resourcing reflects the curriculum requirements both inside and out to fully develop a continuous provision environment.</li> </ul>

## 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.

### High quality teaching

Budgeted cost: £70,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to target disadvantaged children within writing sessions to achieve writing expectations	<p>Individualised instruction +4 Months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction</a></p> <p>Small group tuition +4 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p>	1
To provide disadvantaged pupils with SEND additional support in small group learning	<p>Collaborative learning +5 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches</a></p> <p>Small group tuition +4 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3
To deliver Emile spelling scheme in Y2-Y6	<p>Meta-cognition +7 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</a></p>	1
To deliver whole reading in Y2-Y6	<p>Reading comprehension +6 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a></p>	2

To embed the delivery of the 'Mastery' approach to maths through staff meeting time, INSETs, observations and book looks.	Mastery Learning +5months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</a>	3
Continue monitoring of whole school Pupil Premium trackers. Update new members of staff with current protocols.	Behaviour intervention +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</a>	1, 2, 3, 4
Developing and resourcing continuous provision within Year 1 indoor and outdoor environments	Play-based learning +4 months <a href="#">Play-based learning   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Physical development approaches + 5 months <a href="#">Physical development approaches   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Early Numeracy approaches +7 months <a href="#">Early numeracy approaches   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Self-regulation strategies +3 months <a href="#">Self-regulation strategies   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Social and emotional learning +4 months <a href="#">Social and emotional learning   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	5

## Targeted academic support

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly skilled SEND practitioners to support named disadvantaged pupils within writing, reading and maths.	<p>Individualised instruction +4 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction</a></p> <p>Small group tuition +4 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3
HLTAs continue to implement and monitor the Accelerated Reader programme from Y2-Y6	<p>Reading comprehension +6 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a></p>	2
HLTAs continue to implement and monitor the Talk Boost programme from FS2-LKS2	<p>Oral language interventions +6 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a></p> <p>Teaching Assistant interventions +4 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p> <p>EYFS communication and Language learning +6 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches</a></p>	1, 2
Precision Teaching implemented and monitored by trained practitioners in KS1 & KS2	<p>Small group tuition +4 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Teaching Assistant interventions +4 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p>	1, 2

Times Table Rockstars used within KS2	Individualised instruction +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction</a>	3
Head teacher to implement maths boosters in Y6	Small group tuition +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	3
Rapid Maths interventions for LKS2	Small group tuition +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>  Teaching Assistant interventions +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	3
Number Stacks intervention training and implementation interventions in whole school	Small group tuition +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>  Teaching Assistant interventions +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	3
Forest Schools in KS2 to be implemented, covered and monitored.	Meta-cognition +7 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</a>  Physical activity +1 month <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity</a>	4
Pastoral Lead to facilitate nurture opportunities to include Lego Therapy, sensory, cookery, Girls Group	Social and emotional learning +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a>	4



## Wider strategies

Budgeted cost: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunch Hub Club for targeted children	Social and emotional +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a>	4
Extra transition visits for targeted children	Social and emotional +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a>	4
Outdoor Learning opportunities	Physical activity +1 month <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity</a>	4
Subsidy for residentials (Y4/Y6)	Previous parental feedback.	4
Subsidy for Trip -£10 pp	Previous parental feedback.	4
Lunch YMCA clubs Y1-Y6	Physical activity +1 month <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity</a>	4
SENDCO & Pastoral Lead Y1 + Y2 nurture group	Social and emotional learning + 4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">Social and emotional learning   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	4
Celebration Days e.g. Arts Week Mental Health World Book Day	Arts participation +3 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</a>	4
Milk for FS2 disadvantaged children	Previous parental feedback.	4

Parent/Carer SEND and CLA coffee mornings	Parental engagement +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a>	4
Respite care for targeted families during holidays.		4
Pastoral Lead and TA to regularly support disadvantaged children	Behaviour Intervention +4 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</a>	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 +1 month <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/performance-pay">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/performance-pay</a>	1, 2, 3, 4

**Total budgeted cost: £147,750**

**£33,460 – ringed-fenced for LAC (SEND0)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2022-2023

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"> <li>- Internal assessments show disadvantaged children making expected progress from their baseline</li> <li>- Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children.</li> <li>- Internal moderation when reporting data</li> <li>- Achieve at least national progress scores in KS2 for disadvantaged pupils within Writing</li> <li>- External moderation in Yr2 and Yr6</li> </ul>	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"> <li>- Internal assessments show disadvantaged children making expected progress from their baseline</li> <li>- Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children.</li> <li>- Internal moderation when reporting data</li> <li>- Achieve at least national progress scores in KS2 for disadvantaged pupils within Reading</li> </ul>	Ongoing
When problem solving and reasoning within maths,	<ul style="list-style-type: none"> <li>- Internal assessments show disadvantaged children making expected progress from their baseline</li> </ul>	Ongoing

some disadvantaged children find using and applying the taught maths skills challenging.	<ul style="list-style-type: none"> <li>- Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children.</li> <li>- Internal moderation when reporting data</li> <li>- Achieve at least national progress scores in KS2 for disadvantaged pupils within Maths</li> </ul>	
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.	<ul style="list-style-type: none"> <li>- Opportunities for all disadvantaged to access enrichment activities and trips.</li> <li>- The curriculum is not narrowed for these pupils and access to all foundation subjects is guaranteed. Pupil</li> <li>- Development opportunities are accessed by the most vulnerable pupils.</li> <li>- Children will have experienced increased opportunities to develop their skills</li> </ul>	Ongoing

### **Pupil Premium External Data Analysis 2022-2023**

Area	MPS KS2 Data	Local Data	National Data	Cause for Concern
Writing	60%	55%	58%	No
Reading	80%	54%	60%	No
Maths	70%	56%	58%	No

### **Pupil Premium Internal Data Analysis 2022-2023**

EYFS End of Year %	PP (16) 0-3Yrs	Non-PP (40) 0-3Yrs	PP 3-4Yrs	Non-PP 3-4Yrs	PP Reception	Non-PP Reception
Literacy	0	3	31	10	69	87
Maths	0	3	19	5	81	92

Analysis- Acceptable progress made by all PP children.

EYFSP ELG %	PP (16) Comprehension	Non-PP (40) Comprehension	PP Word Reading	Non-PP Word Reading	PP Writing	Non-PP Writing
Literacy	63	85	50	83	44	78

Analysis- Large attainment difference in writing for PP children. New barrier identified (Barrier 5).

EYFS ELG %	PP (16) Number	Non-PP (40) Number	PP Numerical patterns	Non-PP Numerical patterns
Maths	75	85	44	77

Analysis- Large attainment difference in writing for PP children. New barrier identified (Barrier 5).

Year 1 Summer 2022	PP (13) Expected %	Non-PP (45) Expected %	PP Greater Depth %	Non-PP Greater Depth %
Write	54	44	0	27
Read	62	49	0	36
Maths	69	51	0	33

Analysis- Stable progress for PP children. No PP greater depth.

Year 2 <b>Summer 2022</b>	PP (18) Expected %	Non-PP (41) Expected %	PP Greater Depth %	Non-PP Greater Depth %
Write	50	54	6	15
Read	61	41	17	41
Maths	50	51	17	37

Analysis- Stable progress for PP.

Year 3 <b>Summer 2022</b>	PP (12) Expected %	Non-PP (45) Expected %	PP Greater Depth %	Non-PP Greater Depth %
Write	25	31	8	13
<b>Read</b>	25	49	0	11
Maths	25	42	8	11

Large amount of PP +SEN-EHCP

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

Year 4 Summer 2022	PP (19) Expected %	Non-PP (37) Expected %	PP Greater Depth %	Non-PP Greater Depth %
Write	11	51	5	5
Read	26	49	11	22
Maths	21	57	5	11

Large amount of PP +SEN-EHCP

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

Year 5 Summer 2022	PP (26) Expected %	Non-PP (34) Expected %	PP Greater Depth %	Non-PP Greater Depth %
Write	15	42	4	15
Read	46	55	0	19
Maths	27	45	4	33

Large amount of PP + SEN + CP

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



Year 6 <b>Summer 2022</b>	PP (16) Expected %	Non-PP (46) Expected %	PP Greater Depth %	Non-PP Greater Depth %
Write	63	64	0	10
Read	31	36	44	33
Maths	63	51	6	16

Analysis- solid progress made by PP children, which has allowed the gap to diminish between PP and non-PP children.

## Review of teaching support 2022-2023

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'23 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 Further training on the implementation of Birmingham Toolkit (INSET/Staff Meetings x3) Pop-ins completed by PP Leaders Data collected and disseminated to staff Summer'23 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	Switch to Emile program for spelling after English Lead researched – better home/school engagement

To deliver 'Reading VIPERS' in Y2-Y6	2	Ongoing Reading Leader lesson looks complete Data collected and disseminated to staff Summer'23 Reading Vipers within the whole class model	
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 (Manipulatives) Observations x2 yearly by SLT and Maths Leader Book Look completed Data collected and disseminated to staff Summer'23	
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 (not completed)	
Projected Spending	£56,250	<b>Actual Spend</b>	<b>£56,250</b>

### Review of targeted academic support 2022-2023

Activity	Measure	Outcome/Evidence
Highly skilled SEND practitioners to support named disadvantaged pupils within writing, reading and maths.	1, 2, 3	Ongoing Further training on the implementation of Birmingham Toolkit (INSET/Staff Meetings x3) Pop-ins completed by PP Leaders Data collected and disseminated to staff Summer'23 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	
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	<b>Actual Spend</b>	<b>£51,960</b>

### Review of wider strategies 2022-2023

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
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	<b>Actual Spend</b>	<b>£16,500</b>

## Externally provided programmes 2022-2023

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