

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	Queen's Drive Infant School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Skinner
Pupil premium lead	Emma Talbot
Governor / Trustee lead	Rachel Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,635
Recovery premium funding allocation this academic year	£7395.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,030

Part A: Pupil premium strategy plan

Statement of intent

At Queen's Drive Infant School we believe that every child can fulfil their individual potential both academically and socially through good teaching and learning opportunities, effective engagement with families and a personalised approach to meet children's needs. In order to achieve this, we make sure that appropriate provision is made for all pupils who belong to vulnerable groups, ensuring that the needs of such pupils are assessed and addressed. We place a high emphasis on supporting children in the basic skills of reading, writing and maths in order for them to make accelerated progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers. We support staff, parents and the child in unpicking these barriers to learning. The school takes pride in providing a rich and varied curriculum so that children are engaged and achieve well.

We will allocate pupil premium funding to support any pupils or groups of pupils our school identifies as socially disadvantaged. At Queen's Drive we see raising the attainment of disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than seeing some groups of learners as having less potential. Eg, using a therapeutic behaviour policy (STEPS), ongoing assessment.
- Having an individualised approach to addressing barriers to learning at an early stage. Eg, FLO, play therapy, phonics catch up, Neli
- Focusing on high quality teaching in the classroom. Using training to make sure staff deliver at least good teaching in every lesson to all learners including disadvantaged, able, gifted and talented.
- Effective deployment of staff to support disadvantaged children who have fallen behind their peers with similar starting points, to receive frequent or daily intervention.
- School leaders make decisions based on detailed data analysis, made use of a range of research such as the Education Endowment Foundation and evidence of outstanding practice from similar schools to our own.
- Funding enables the school to plan a support programme for the children. Expenditure is reviewed, planned and implemented by academic year as shown within this plan.

Challenges

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

Challenge number	Detail of challenge
1	On average lower attainment and slower progress rates are made by pp/disadvantaged children compared to peers across basic skills in reading, writing and maths (lack of fluency, slower retention and recall of prior knowledge. Gap has widened since COVID-19 (gaps from Early years)
2	Pupils requiring support with language skills. This includes speech and language difficulties and lack of exposure to a wide range of vocabulary.
3	Overall Pupil premium attendance is below their peers.
4	Some PP/disadvantaged show weakness in learning behaviours. (social, emotional, resilience, determination, readiness to learn, metacognition and self regulation)
5	Limited parental engagement in learning resulting in reduced home learning in reading, lack of readiness for school. In turn pupils have limited life experiences beyond the home and community. (Limited access to books, libraries, technology)

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
Raise attainment and progress in phonics and reading in PP and disadvantage pupils.	<ul style="list-style-type: none"> • Children will have secure foundations in the basics of reading and phonics. • Disadvantage achieve at least in line with national data. • Disadvantaged higher attainers to reach full potential. • Rigorous assessment will be in place to identify and address needs in reading and phonics in order to move children on quickly. (through ongoing assessment) • Phonics catch up programme quickly addressing gaps in learning. • Reading comprehension small group and 1 to 1 catch up • Introduce 'Read in 10' 10 minute reading a day to build fluency opportunity to read for those learners who don't read at home. • Storytime is used effectively to target language and comprehension. • PP/disadvantaged learners have more exposure to texts to take home based around the topic or class reading texts. • Introduce 'The Write Stuff' to expose children to quality texts. • Reading Lead to monitor scaffolding and modelling within the reading session.

	<ul style="list-style-type: none"> • Lessons are monitored and quality first teaching is at least good and in line with our 'Teaching Backwards' Philosophy. (setting high expectations, starting points, feedback, challenge, collaborative, demystifying the journey, looking for proof)
Raise attainment and progress with basic number fluency in PP and disadvantage pupils.	<ul style="list-style-type: none"> • Children will have secure foundations in the basics of maths. • Disadvantage achieve at least in line with national data. • Disadvantaged high achiever to reach full potential. • Rigorous assessment will be in place to identify and address needs in maths in order to move children on quickly. (fluent in 4, pre/post assessments/ challenges) • Second year of our Mastering Number work National Programme implemented in all year groups as a starter to maths. (rekenrek-, mathshub@ncetm.org) Children leave Key Stage 1 with fluency in calculation, confidence and flexibility with numbers. • PIXL therapies used within catch up tutoring and within class teaching in order to target gaps. • SLT to monitor scaffolding using rekenrek and throughout maths sessions. • Lessons are monitored and quality first teaching is at least good and in line with our 'Teaching Backwards' Philosophy. (setting high expectations, starting points, feedback, challenge, demystifying the journey, collaborative, looking for proof)
Raise attainment and progress with writing in PP and disadvantage pupils.	<ul style="list-style-type: none"> • Children will have secure foundations in the basics of writing • Disadvantage achieve at least in line with national data. • Disadvantaged higher attainers reach their expectations. • Rigorous assessment will be in place to identify and address needs in writing in order to move children on quickly. (through ongoing assessment and end of unit independent tasks) • Year 2 in delivering 'The Write Stuff' programme in order to address basic writing skills and composition. • Pupil voice shows increased confidence and enjoyment in writing. • Individual Writing tutoring in place to target misconceptions in writing and move writing on. (PIXL therapies) • Literacy lead to monitor scaffolding used during the Write Stuff lessons. • All staff are fully trained in teaching high quality handwriting using 'ISHA' training. • All children are taught using 'ISHA' strategies by all staff. Guidelines for handwriting are used across the school in all writing lessons. • Lessons are monitored and quality first teaching is at least good and in line with our 'Teaching Backwards' (setting high expectations, starting points, feedback, challenge, demystifying the journey, collaborative, looking for proof)
Language skills in learners from EYFS, yr 1 and Yr	<ul style="list-style-type: none"> • Neli EYFS assessed and 20 week programme completed. • Talk Boost used for learners in key stage 1 where needed. • Word aware timetabled each day and vocab development at the heart of all lessons.

<p>2 will be in line of their peers.</p>	<ul style="list-style-type: none"> • PP/disadvantaged learners show increase in word use and understanding. • PP/disadvantaged learners able to access curriculum though increased understanding of vocabulary. • Understanding of vocabulary when reading texts is increased. • Key organisers in place for Science to help with vocab understanding. • MENA language group in place to provide accelerated learning for those new to English.
<p>Improve life experiences and opportunities so PP/disadvantaged learners are participating in the school's rich extra-curricular offer</p>	<ul style="list-style-type: none"> • Prioritise places available during after school sports club. • Monitor after school clubs to make sure at least 50% of PP are accessing. • Staff are aware of PP/ disadvantaged learners are promote clubs to the parents. • PP lead will be clear of the activities PP learners really enjoy to promote out of school opportunities. • WOW Days are used in class as part of engaging children in topics, reading and writing. • All learners will join the local library and PP/disadvantaged children will get regular visits. (library bus/local library)
<p>PP/disadvantaged children will show a want and readiness to learn in the school day. (metacognition and self regulation)</p>	<ul style="list-style-type: none"> • Continue our second year of our Therapeutic Behaviour Policy adopted and all staff trained. • PIXL wellbeing therapies used during 'Time to Talk' • Children selected and attend Play Therapy sessions within the school day. • 'Time to Talk' intervention used for children to overcome barriers to learning. • Lego therapy deployed, staff trained and running. • Well being/ mental health training for SENDCO and Family Support Worker (FSW) • Pupil voice within the school from PP/disadvantaged children shows resilience, enjoyment and a love for learning. • Parents engage with our Family Liaison Officer in order to create a stable home environment for children. • Staff are re trained in new evidence and strategies around meta cognition and self regulation within their classroom teaching. • Early help Assessments are completed quickly and early in education in order to tackle barriers for learning. • Continued Whole school training in new Behaviour Policy based around the 'STEPS' Approach. (Cambridge Local Authority) • Refer families for support through the 'Mental Health Support Team (MHST)
<p>Improve attendance (persistent absence and</p>	<ul style="list-style-type: none"> • Offer a before/after school reading club for those children who are persistently late. • Family support worker to have a check list of children to make home visits for children with 3 days absence. (Safe and Well check)

children who are late arriving in school)	<ul style="list-style-type: none"> • Family support worker/admin to make phone calls if child doesn't turn up for school. • Ao2 meetings with parents and workshops to reinforce the benefits from being in school and the impact time out of school has on a child's learning. • Inviting parents to workshops and coffee mornings in school to develop relationships with hard to reach families. • Sent home leaflet 'Working together for school Attendance' • Incentives such as certificates and prizes for good attendance. Eg, weekly prize basket for class attendance.
Parental Engagement for PP/disadvantaged learners is positive.	<ul style="list-style-type: none"> • Attendance at parents evening of PP/Disadvantaged learners is at or above their peers. • Parents/ carers surveys show engagement with school and school life. • Parents read with their child most nights. • Help videos are available in order to increase parental understanding of the basics in phonics, reading, writing and maths. • Story cafes are re-introduced after COVID-19 to encourage parents to engage in reading with their child. PP lead to monitor and encourage PP parents to attend. • Showcases re-introduced after COVID-19 to encourage parents to see the outcomes their child has produced. PP lead to monitor and encourage PP parents to attend. • Parental workshops (face to face) to share processes in understanding phonics/reading, writing and maths. • Key organisers provided for parents to show key language needed during each topic. • Parents are clear on the strategies and schemes used in order to teach phonics, reading, writing and maths. They are provided with half termly newsletters to keep them informed of the curriculum.

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: **£25263.11**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil premium lead</i>	Modelling lessons for staff (Early Career teachers) and team teaching together to improve Quality First teaching. Evidence: <ul style="list-style-type: none"> • EEF, Lesson Study. 	1,2,3,4,5

	<ul style="list-style-type: none"> • EEF, Maximising Quality first teaching • ECT training materials from Peterborough. <p>Time used effectively to monitor vulnerable children within school. 1 to 1/small group discussions with children about their learning. (working in the classroom)</p>	
<i>Pupil premium conference and training.</i>	Annual pupil premium conference in order to keep up to date with the latest strategies and government information.	1,2,3,4,5
<i>Making the Difference for Disadvantaged children CPD with 'The Norwich research school'</i>	<p>This academic year we are taking part in the Government initiative in conjunction with Norwich university research School and the EEF.</p> <p>Taking part in this programme will develop the school Pupil premium Lead and refine procedures in addressing barriers to learning for disadvantaged pupils.</p> <p>Evidence</p> <ul style="list-style-type: none"> • EEF, Putting evidence to work 	1,2,3,4,5
<i>Drawing and talking therapy training for Head teacher and Deputy head.</i>	The number of children requiring support with language and well being issues has increased within the school over the past few years. Due to absence our wish to start 'drawing and talking' wasn't able to happen last academic year.	1, 2, 3, 4
<p><i>2nd year of 3 implementing our Whole school Training for Write Stuff writing programme.</i></p> <p>Planning and training for staff, modelling and developing practice through visits to outstanding schools.</p>	<p>The school has not been able to close the gap in reading and writing year on year and discussions with staff at moderation showed a concern in the standard of:</p> <ul style="list-style-type: none"> • basic skills in writing, • enjoyment for writing • stamina in writing. <p>We looked into a new way of delivering our writing which was basic skills based, used high quality text models and followed our 'Teaching Backwards' approach to learning.</p> <p>Before last year as a school we were delivering our writing through our Reading Programme (Read, Write Inc) However over the years completing the scheme, discussions with children and teachers we have found the writing scheme doesn't hold the same successes as the phonics and reading programme. We found the writing stages rushed not giving time for editing, little focus on the basic skills in writing and writing ideas were uninspiring and lacked enjoyment.</p> <p>We researched many writing programmes and decided on a programme called 'The Write Stuff' by Jane Considine. It used the building blocks in order to teach writing successfully through high quality modelling, vocabulary exploration, secure scaffolding which leads children to build confidence and enjoyment in writing.</p> <p>The programme helps children with their metacognition and self regulation unpicking learning and giving children the skills to go on to become independent writers. Teachers will support pupils in how to 'plan, monitor and evaluate their learning' (EEF)</p> <p>The programme helps learners to begin with 'activating prior knowledge' that leads to 'independent practice before ending in structured reflection' (EEF – metacognition)</p>	1, 2, 4

	<p>The programme is also developed around a love for books and fantastic stories. Our school survey showed a high lack of enjoyment for writing and in some cases writing made them feel worried as they felt they couldn't do it.</p> <p>We have been looking at how we can create a want and love for writing and feel this can be done through high quality texts and writing focuses based around key experience. <i>Jonathon Douglas, (Director of the National Literacy Trust) agrees in our vision that,</i></p> <p><i>'research consistently finds that children who enjoy writing do much better at school,'</i></p> <p>Embedding 'The Write Stuff strategy into whole school practice in order to raise attainment and enjoyment in writing within reluctant writers.</p> <p>Data for writing over the past few years has been mid 60% at the end of Key Stage 1. However, Reading and phonics attainment has always been a lot higher. It was clear from discussions with staff and learners that writing was even lower than usual expectations. Attitudes to writing were also low with children expressing they didn't enjoy writing lessons, they worried about their writing and they found writing difficult. This attitude was even more exaggerated in some of our PP children.</p> <p>The Write Stuff is a writing Programme based on two guiding principles; teaching sequences that slide between experience days and sentence lessons, with modelling at the heart of them. The lessons are built around a high quality text. Experience days build children's knowledge and language/vocabulary around themes within the text.</p> <p>Sentence lessons are broken into bite-sized chunks and taught under the structural framework of clear success criteria. At the end of a sentence lesson the teacher selects children's own sentences that after the unit become the model/WAGOL. Once sentence lessons are complete the children should be fully supported in language and sentence structures in order to write an independent piece based around the story.</p> <p>The programme supported our own pedagogy of supporting language development within the school. Promoting whole class teaching but using flexible groups, partner work so that learners can share language. Children are supported through lessons through scaffolding where needed. Children targeted at greater depth are extended through a guided success criteria.</p> <p>We recognise that this will be a 3 year rolling programme before we can truly see the impact of the programme in our school.</p> <p>In the first year of delivery – We trained our staff using the 5 day training programme. Staff worked with the planning to deliver units. On going drop ins helped staff to evaluate the programme for their class.</p> <p>In Year 2 delivering the programme we will focus on aspects of the programme teachers have identified as requiring further input. We will also look at further practice of the programme and get teachers to share the good practice with each other.</p>	
<p>Ongoing Whole school RWI training/ monitoring</p>	<p><i>'Qualified teachers tend to get the better results when delivering phonics interventions, indicating that pedagogical expertise is a key component of successful teaching of reading' (EEF- Phonics) Evidence points to</i></p>	<p>1, 2, 3, 4, 5</p>

<p><i>programme delivered through Ruth Miskin consultant 3 sessions a year.</i></p> <p><i>Mentor/ consultant to Work with tutor discussing disadvantage children's needs children's needs.</i></p>	<p><i>the importance of 'high quality implementation' of phonics (EEF-phonics)</i></p> <p>We believe that ongoing training in phonics develops teacher expertise. Teachers learn to reflect on their practice and delivery of phonics, think about next steps in teaching children and how to tweak lessons according to the children's needs..</p> <p>Training is fed through staff meetings and drop in sessions over each half term by the RWI lead and consolidated with 3 yearly visits by RWI consultant to update on the latest research and techniques.</p> <p>This academic year we will be training more of our teaching assistants to deliver the programme.</p> <p>We will also be using more of the online teaching videos in order to address misconceptions in teaching of phonics quickly.</p>	
<p><i>Raising performance management profile in order to address individual teacher's weaknesses therefore improving Quality First Teaching.</i></p> <p><i>Using 'Early career framework to help support Early career teachers in the school.</i></p> <p><i>Using the National College online training resource.</i></p>	<p>We know that 'high quality teaching improves outcomes' (EEF-Professional development)</p> <p>From subscribing to the National College online training our staff get up to date training that is relevant in their professional teaching journey. They will be able to unpick the 'mechanisms' to their teaching which is specific to them.</p> <p>Time will be allocated throughout each term in order for staff to focus on the targets they have set within their Performance management and any other areas of development that arise through ongoing self monitoring and team teaching.</p> <p>Research shows that Professional development, 'Builds knowledge, motivates staff, develops teaching techniques and embeds practice' (EEF-PD)</p> <p>We have 2 ECT teachers within the school that will be provided support not only through the ECT providers programme but also through our own experienced mentors and staff. This will be achieved through access to good lessons and modelling of aspects of teaching that require support, like transition and behaviour management. Where helpful we will use the National College alongside other training providers for the school (eg. Learning Partnership) Evidence supports that developing Early Career teachers leads to higher Quality First Teaching. Other PD will be covered under the needs of the Whole School Development Plan.</p> <p>Upper pay scale staff will be released to support less experienced teachers.</p> <p><i>Training will include: attachment theory, overcoming barriers, EAL, pupil premium, challenge and flow in lessons, computing, SEND/ using provision map, Storytime and comprehension.</i></p>	1,2,3,4,5
<p><i>Family Liaison Officer extra hours retained in order to continue to support families.</i></p>	<p><i>'When the process of engaging families worked well, there were a number of benefits, including improved communication pathways between families and schools/colleges' (DFE- Engaging Parents and Families')</i></p> <p>Over the past couple years we have found that parents and families requiring support in our school has risen dramatically. In 2021-22 we</p>	3,4,5

	<p>helped 41 families through our Family Liaison Support Officer. Our Family support worker has helped with aspects from housing, finance, food and bills to adult mental health and wellbeing. Early Help Assessments have increased within the setting showing the non-judging, approachable nature of the job.</p> <p><i>'Having a family Support Worker in our setting has 'allowed school(s) to intervene early and more effectively tackle issues which may be impacting upon children's education.'</i> (DFE- Engaging Parents and Families')</p> <p>We see this need to support our most vulnerable families continuing within our school over the coming years.</p>	
<p><i>Teaching Assistant training based around literacy, numeracy and barriers to learning.</i></p> <p><i>Lesson Study</i></p>	<p>Evidence suggests that where TA's have the most effective impact on learning is when they are equipped with training and knowledge of the education in the classroom. They have the skills to aid learners on 1 to 1 or small group activities taking lead from the teacher. (EEF- teaching Assistants)</p> <p>This is a 3 year initiative which will support with phonics, writing and maths concepts. Teachers will provided activities where by TA's support rather than simply manage tasks.</p> <p>Sharing best practice between TA's giving time for their own Professional development creates value to their role for example in phonics and handwriting.</p>	1, 2 ,4,5
<p><i>Embedding the Mastering Number Programme</i></p> <p><i>2nd year embedding</i></p> <p><i>Time for staff to observe each other for development and other schools on the programme.</i></p>	<p>Through moderation in each year group discussions and assessments have shown that children failing to reach Key Stage Expectations and not fluent in number sense and calculation. The school has been working with the Cambridge Maths Hub over the past year in tackling making maths sticky. Therefore, when we heard about the project to tackle fluency and number sense we were fully on board.</p> <p>The program is funded through the Maths Hub. However key year group leaders will require time for training, disseminating the program and monitoring impact over the year.</p> <p>EEF suggest evidence shows that <i>'mastering learning approaches are effective, leading to an additional 5 months progress'</i>.</p> <p>The Mastering Maths Program has been shown to improve cognition in maths through its techniques and use of equipment. This support with cognition is paramount in grasping and retaining aspects of number.</p>	1, 2, 4
<p><i>Continued training for new and present whole school staff in delivering our 'Teaching backwards Approach to learning'</i></p>	<p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantages pupils'</i> (EEF guide to Pupil premium)</p> <p>We feel it is essential that Quality First Teaching is good or above in our school. In order to achieve this we continue to improve our classroom practice through ongoing PD using the 'Teaching Backwards Approach'. (Mark Burns and Andy Griffith - Starting points, demystifying the journey, challenge, high expectations, catering for learners, looking for proof and feedback)</p>	1,2,3,4,5

<i>(Staff meeting time)</i>	Our key factors to focus on this year are: <ul style="list-style-type: none"> • Setting High Expectation • Challenge and Flow Activities • Feedback 	
<i>Attention and Autism Training for SENCo to roll out to all staff.</i>	<i>Recommended by the Autism advisory team</i> <i>We have a large number of pupils on the Autism Spectrum.,</i> <i>Modelling of good practice for all children struggling to maintain concentration. This primarily are children in the lowest 20% within our school.</i>	1,2,4
<i>Implementing and training of the 'handwriting Programme by ISHA (Improvement in school handwriting and Art)</i>	During the Summer of 2022 our school was moderated for end of Key stage 1 Assessment. Through this process it was highlighted that consistency in handwriting was a concern. We looked at our RWI handwriting and staff teaching and became aware with expectations for handwriting not being high across the school as required. Therefore, we researched training providers to support in delivering training for handwriting across the school. This is the start of a 3 year journey to developing handwriting. All teachers and teaching Assistants will be trained this year and the programme will become part of our whole school development.	1, 4, 5

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

Budgeted cost: £ 34739.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths tutoring in small groups 2 times a week to focus on pre and post concepts that are aligned with the teaching in the classroom.</i> (targeted to get expected or greater depth, children to reach full potential)	Baseline data for current year 2 Autumn 1 shows only 50% of PP children expected in maths. Teachers in class are using flexible grouping in order to make sure children are working on correct maths targets. This goes alongside rigorous diagnostic assessment the teachers use during pre-assessments and through on-going lessons. However, targeting learners to have pre/post additional maths teaching targeted around specific gaps in learning proved successful last year. The tutor works alongside the teacher in planning and discussions about the pupils and uses PIXL therapies in order to deliver high quality small group 30 minute sessions, three times a week outside of their maths lesson.	1, 3, 4

	<p>Studies found from the EEF explained the impact that small group tutoring provided '<i>greater feedback from the teacher, more sustained engagement and work provided that is closely matched to learner's needs</i>' Keeping groups below 5 again showed more impact.</p>	
<p><i>RWI Phonics catch up programme 1 to 1 daily catch up in order to address gaps in phonics and move children on quickly.</i></p>	<p>Our phonics catch up programme has been successful starting RWI 5 years ago in teaching gaps in phonics and moving children on quickly. Last years phonics results for year one showed a dip with 68% achieving expected in phonics at the end of the year. The children will need fast track in year 2 in order to close the gap in reading before the end of year 2.</p> <p>The programme works through continual ongoing assessment alongside a two week intensive catch up programme. Some children however, will require continually support with phonics in order to continue to make progress.</p> <p>Evidence from the EEF shows high quality phonics intervention to be a very secure investment. Especially where assessment is rigorous and intervention is targeted.</p>	1, 2, 3, 4
<p><i>Individual writing tutoring. (Focused children to reach full potential whether exp/GD – Running using the School Led Tutoring programme grant and pupil premium funding)</i></p>	<p>Pupil premium success in writing has consistently been lower than non PP children in our school. Last academic year saw a significant gap between teacher assessment of PP children and non PP. We also saw a targeted greater depth PP child not achieving their goal.</p> <p>Success in writing is a priority on the school development plan this academic year. Raising attainment in our most vulnerable learners is essential as we recognise speaking, reading and writing are the building blocks to communication and success in education.</p> <p>We have chosen 1 to 1 writing tuition as evidence shows that '<i>one to one tuition can be effective, delivering approximately 5 additional months' progress on average</i>' (EEF) <i>This method also suits our PP cohort this year as we have a number of emotional and social learners that would concentrate best from 1 to 1 tuition.</i></p> <p>To implement the programme we have used a successful, experienced teacher who works closely with the class teacher in identifying targets/steps in success. This makes sure the tutoring is embedded in class lessons.</p>	1, 2, 4
<p><i>MENA language support group</i></p>	<p>Last year we had 29 pupils classed as MENA. 2022-2023 we have 19 MENA. Of these children some enter the school with very little or no English. Alongside High Quality First Teaching and peer interaction we want to provide extra basic language support to enable these learners to access the school and the curriculum.</p> <p>Providing this support in a non-threatening environment has a positive impact on the child increasing self-esteem alongside encouraging engagement within the school and the curriculum. Where we can we use their first language to support and learn English.</p> <p>We teach '100 first words' with the children which is continued on from EYFS.</p> <p>Using The British Council Resources 'Learning Time with Timmy' We hope to promote a fun experience in learning English which can also be used by parents online in the home.</p>	1, 2, 4

	The Learning platform '2Speak English' from Purple Mash has also been successful in school settling children into school vocabulary creating self esteem and providing basic language support for the child's individual needs.	
<i>Run the NELI programme in EYFS</i>	<p>2020-2021 we started the NELI Government funded programme within EYFS. Our cohort enters school well below the national requirement with language and communication being a cause for concern. We then recognised that a high number of our children had lost Early language development though lockdown (COVID-19)</p> <p>Due to lockdowns we continued the programme into year 1 and hope to continue it as a Year 1 programme for PP/vulnerable children with poor language.</p> <p>Once children have finished NELI programme we will continue with our Key Stage 1 language programme called 'Talk Boost'</p> <p>EEF research has identified that '<i>studies of oral language interventions consistently show positive impact on learning including oral language skills and reading comprehension</i>' On average pupils make 5 months additional progress. For disadvantaged children may make 6 months progress with language interventions.</p>	1,2,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18027.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide home learning packs and book packs for learners with little resources at home.</p> <p>Eg, books, puzzles, games</p>	<p>Some of our PP/vulnerable learners have far fewer learning resources within the home. Providing topic books to support foundation curriculum and story books that the children are working on during 'The Write Stuff' develops a sense of excitement and pride for looking after their own resources. It also helps with learning as the children have the high-quality core books we are working on in order to read and learn from at home independently or with their parents. In the past both parents and children have valued having these. For parents it provided a straight forward window into their child's education, promoting discussions about the school day and topics.</p> <p>Resources promoting reading and writing at home have also been seen as beneficial when improving learning outcomes.</p> <p>Research from Jonathan Douglas CBE, Chief Executive of the National Literacy Trust found in his recent study that this year for the first time since 2010 records showed that children were less likely to enjoy writing. However taking a survey of increased well being of children over lockdown. He found, '<i>A quarter (23%) of children who write in their free time at least once a month said they write because it makes them feel happy or more confident and 3 in 10 (30.3%) said it helps them relax.</i></p>	1, 2, 4, 5

	<p>In addition, 50% of these writers do so because it helps them feel creative and like they can express their ideas, and 1 in 7 (14.3%) said they write because it makes them feel connected to the world. NLT also provided research whereby they found that children who write at home are far more successful with writing within the school setting.</p> <p>Using this evidence our school provides learning resources which encourage free writing at home for our PP and most vulnerable learners.</p>	
<p>TA cooking sessions to increase wellbeing, reduce anxiety to learning, build in basic numeracy and literacy and improve confidence.</p>	<p>Collaboration and social skills Health eating and well being Pride and achievement Basic literacy skills and number work.</p> <p>All children however PP/vulnerable have an extra session of cookery every half term.</p> <p>As part of our school curriculum we offer cooking/food tech sessions for all children over the year. From discussions with children we know this is something that provides key life skills, enjoyment, develops confidence, motivation, self-resilience, collaboration, understanding of food health, fine motor control and basic numeracy and literacy skills.</p> <p>For PP children we use our food tech sessions to provide extra sessions for them. Especially with children who are finding concentration, social situations and anxiety in school a problem.</p> <p>We know from our research that these sessions benefit the learners and also provide a relaxed non-judgemental atmosphere for them to talk.</p>	1, 2, 4
<p><i>Help financially to provide individualised experiences for disadvantaged children.</i> <i>Sports Club.</i> 50% places for PP/vulnerable</p>	<p>EEF research suggests that 'enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. We feel our cookery curriculum delivers an enriching education.</p> <p>For example, Providing music tuition of a musical instrument of the child's choice has also been extremely successful in building character and positive behaviours and collaborative skills. The tuition brings a group of ¾ children together to play an instrument in the band with an end of term performance. The self belief developed is amazing. Parental response is staggering as their perception of their child's achievements is realised.</p>	2,3,4,5
<p><i>Before school Reading breakfast club</i></p>	<p>Improving attendance is a high priority in the school. We would like to Combat late arrivals and reading development. Through discussion with parents in some cases it was arriving at school with traffic that was causing a problem. Offering a before school reading club meant parents could drop off prior to the busy school day beginning.</p> <p>Evidence: <i>EEF, Rapid evidence assessment on attendance interventions for school aged pupils Protocol for a rapid evidence assessment Principal investigators: Jonathan Kay, Rupal Patel, Hannah Blausten, Harry Madgwick</i></p>	1,2,3,5

<p><i>YMCA 'play therapy sessions to combat barriers to learning.</i></p>	<p>Play therapy within the school has been widely successful. Some of the positive impact we have seen in children has been:</p> <ul style="list-style-type: none"> • less distress and calmer at the start of school • opening up and improved communication skills • improved focus during class • positive effects on family and home life. <p>However, in some cases one cycle of the programme has not been enough. These children have greater deep rooted issues that need ongoing therapy/ FLO/ EHA.</p> <p>The therapy is very individualised to the child which EEF research guides provides higher impact. It also impacts on the child's social and emotional learning (EEF) and metacognition and self -regulation (EEF)</p>	<p>3, 4, 5</p>
<p><i>Providing parental support through parent sessions delivered by SLT and subject leaders based around, reading, writing, maths, PSHE and well being.</i></p>	<p>Due to COVID it has been regrettable that parental links have been challenging. We have had to halt Story cafes, Showcases, Parent and child workshops, in house parent evenings and Parent meetings on topics and events.</p> <p>EEF research tells of how combining parental engagement with other key strategies going on in the school had a positive impact of 2 to 3 months.</p> <p>As a school we pride ourselves in educating our parents to what their child can achieve during early years and key stage 1. Some of our vulnerable families have shown that to have little value on early education not realising the benefits a good early education can have.</p> <p>Through engaging parents in their child's education will hopefully increase parental aspirations of what their child is capable of achieving. EEF research shows Aspirations '<i>appear to be important for pupil outcomes</i>'</p> <p>At the moment it is difficult to have parents attend school due to covid therefore parent groups/ demos will need to be via TEAMS or recorded.</p>	<p>1, 2, 3, 5</p>
<p><i>Providing access to the BOXALL Profile in order to unpick barriers to learning and address needs, especially PP with SEND.</i></p>	<p>We trialled using the BOXALL profile in the previous academic year following on from Lockdown. As a school we found it beneficial in unpicking barriers to learning in children where by they were having a number of difficulties in school concerning social and emotional behaviours. It then provided intervention that would help the child in order to overcome these barriers.</p> <p>EEF research shows that intervention targeting social and emotional becomes more effective when embedded into the learning day. BOXALL Profile suggests activities and ways in order to do this effectively in order to have a valuable impact on attitudes to learning and social relationships in school.</p>	<p>1, 2, 4</p>
<p><i>Implement 'Time to Talk' Programme in year 1 and 2.</i></p>	<p>There is evidence to show that oral language programme have high impact on learning. It also helps children to voice their feelings/emotions and needs. We have decided to re run a programme that has had success in the past in our school.</p>	<p>1,2,4</p>

	Evidence: EEF, Orla language interventions (toolkit) Low cost and high impact.	
<i>Emergency vulnerable fund. PE clothing and school uniform. Taxis, food parcels, safe guarding emergency resources.</i>	Family in crisis situation. Our disadvantaged families can become in crisis situations. In these cases we aid families with the help of the authorities and police.	3, 5

Total budgeted cost: £ 78030.00

Overspend £ 78030.00

Evaluation 2021-2022

Pupil Premium Spending

Teaching (for example, CPD, recruitment and retention)

Actual Spend : **£12193.36**

Activity	Objective	Impact	Rag rated effectivity	Challenge number(s) addressed
<i>Whole school Training for Write Staff writing programme.</i>	To raise the standard of teaching of Writing throughout the school. To have a whole school consistent approach to writing, To raise the standard of writing within the school over the next 3 years.	All staff have been fully trained in the programme. Learning Walks over the year have demonstrated good teaching of Writing based around language and sentence construction. Staff now need to take this confidence into the new academic year in teaching writing and refine the pace of the lessons and the development of writing/language for the greater depth writers. Children have got to grips with the lesson lingo and format and their confidence in writing has improved.		1, 2, 3
<i>Ongoing Whole school RWI training/ monitoring programme delivered through Ruth Miskin consultant 3 sessions a year.</i> <i>Mentor/ consultant to Work with tutor discussing disadvantage children's needs children's needs.</i>	To make sure phonics and reading is consistently taught across the whole school. To insure that phonics teaching is outstanding across the school.	We have had three development days across the year. The impact from the consultant visiting highlighted areas for re training and successes within the school. Which included training around fluency of reading. Our RWI lead within the school kept training ongoing and up to date over the year through staff meetings and drop ins within the classroom. Teachers then felt secure in the phonics delivery and the programme taught consistently across different groups by different teachers. Drop ins made sure that the RWI lead was aware of the stronger RWI teachers and those requiring extra support. This also meant that the children requiring accelerated learning were placed with our stronger teachers. Through mentoring and team teaching the children were then moved into the correct reading groups more quicker than waiting for the 6 weekly assessment.		1, 2
<i>Raising performance management profile in order to address individual teacher's weaknesses therefore improving Quality First Teaching.</i> <i>Based around Teaching Backwards Approach.</i> <i>Using the National College online training resource.</i>	Teaching in school is good/outstanding resulting in high performance/inclusion for all in the classroom.	Through training days and non contact time staff have been guided in selecting training courses that are specific to their development. We have focused learning observations/walks around improving quality first teaching. Highlighted areas included thinking about using pre assessment material to guide starting points in teaching, how to incorporate outside provision throughout the curriculum, modelling in order to aid learners with language needs. Areas to focus for future training would be creating activities which addressed challenge and flow in our learners and paired learning. We look forward to welcoming 2 ECT's in September 2022.		1,2,3,4,5
<i>Lego Therapy Training for SLT.</i>	To help children with autism or social barriers to focus and share a learning space.	2 members of our team are now fully trained in the programme and 2 more are part way through. Children selected initially for Lego Therapy were 8 learners with autism and social and communication difficulties. The programme is part way through and will continue in 2022-23		4
Whole school training in Behavioural management that follows our new Behaviour Policy. (STEPS)	To have a whole school positive culture/ approach to behaviour.	All teaching and learning staff have been STEPS trained within the school. Dinner supervisor staff have had part training. Positive behaviour reinforcement has been successful in the classroom. Children's survey has showed an increase in children feeling happier in school. Children know expectations for behaviour in and around school.		1,2,4

<i>Teaching Assistant training based around literacy and barriers to learning. Lesson Study Cover for TA's and SEND TA's to be released.</i>	To provide quality training for teaching assistants in order to improve literacy outcomes.	All our teaching assistants have been RWI trained. They are now all able to teach phonics to the children with consistency. Their training will continue into the next academic year. This has had an impact through smaller group size which has in turn helped those learners requiring more support with phonics and reading. Our Year one teaching Assistants have had the opportunity to shadow more experienced teaching assistants around the school. Year one teaching assistants focused on developing language through play when visiting EYFS. Teaching Assistants have fed back that they feel 'more empowered through training'. They 'feel they are making a difference through teaching phonics'. It has also improved 'self esteem'.		1, 2 ,4,5
<i>Mastering Number Programme National training for year group leaders. (mathshub@ncetm.org Rekenvek)</i>	All learners have a sound understanding of number basics.	Maths mastery programme ran for first year. Data from assessments showed that children had a better understanding at the end of EYFS and year 1 when subitising. Programme to run for second year in order to see true impact after year 1.		1, 4
<i>Bi lingual teaching assistant in order to translate and communicate with hard to reach parents</i>	Parents/ staff are able to communicate children's needs in order to improve well being and attainment, attendance.	Our bi lingual teaching assistants have been used effectively over the year to break down the barriers between parents and school. Where a translator is used we have seen greater feedback to school from parents, gathered specific information and been able to address problems quickly. This may be aiding attendance concerns, behaviour in school and helping at home.		5

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

Actual Spend: £ 46941.00

Activity	Objective	Impact	Rag rated effectivity	Challenge number(s) addressed												
<i>Maths tutoring in small groups 3 times a week to focus on pre and post concepts that are aligned with the teaching in the classroom. (children to be targated in order to reach full potential)</i>	To target gaps in learning in order to close gap to expected in maths.	20 children in year 2 accessed maths tutoring over the year. All learners managed to address gaps in their learning narrowing their gap to expected. 60% managed to close the gap in order to attain the expected outcome at the end of year 2. In order to do this PIXL maths therapies were used as pre and post teaching activities.		1, 4												
<i>Implement 'The Write Stuff strategy into whole school practice in order to raise attainment and enjoyment in writing within reluctant writers.</i>	To overcome worry and anxiety when writing in learners resulting in fewer reluctant writers.	<table border="1"> <thead> <tr> <th>Year 1 and 2</th> <th>Autumn</th> <th>Summer (65 children present)</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>Question</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Do you enjoy writing?</td> <td>52% yr 1 41% yr 2</td> <td>87% yr 1 96% yr 2</td> <td>Writing enjoyment has increased. Children enjoy using the texts. They like 'chotting' (chatting and jotting). Children can</td> </tr> </tbody> </table>	Year 1 and 2	Autumn	Summer (65 children present)	Outcome	Question				Do you enjoy writing?	52% yr 1 41% yr 2	87% yr 1 96% yr 2	Writing enjoyment has increased. Children enjoy using the texts. They like 'chotting' (chatting and jotting). Children can		
Year 1 and 2	Autumn	Summer (65 children present)	Outcome													
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Do you enjoy writing?	52% yr 1 41% yr 2	87% yr 1 96% yr 2	Writing enjoyment has increased. Children enjoy using the texts. They like 'chotting' (chatting and jotting). Children can													

		<p>Do you think you have got better at writing over the year?</p>		<p>Year 1 91%</p> <p>Year 2 94%</p>	<p>clearly see they have got better at writing.</p> <p>Some children still find it difficult to create sentences/ ideas when working independently. These children are those struggling with English.</p> <p>Some children thought they could get better at handwriting.</p>		
		<p>Clear from moderation of writing across the school that sentence construction is improving. However, children have formed bad habits in handwriting. This may be due to home learning through covid. This will need to be addressed in the new Academic year.</p>					
<p><i>RWI Phonics catch up programme 1 to 1 daily catch up in order to address gaps in phonics and move children on quickly.</i></p>	<p>To reach the phonics/reading standard at the end of year 1.</p> <p>To reach the phonics standard for year 1 in the Autumn of Year 2.</p>	<p>The lowest 44% of learners were requiring phonics catch up in year 1 with 56% meeting their ELG for reading in EYFS. 25% who did not reach expected were PP children.</p> <p>SEND learners who a pre phonics were accessed and tracked in their learning using the Engagement model. All other learners required phonics catch up/keep up.</p> <p>Of these learners all made accelerated progress in phonics. 68% passed the phonics screening check at the end of year 1.</p> <p>The programme was successful in closing gaps in phonics and accelerating core reading skills. However, due to challenges within the school tutoring wasn't as frequent as usual for some learners. This needs to be addressed in the coming year.</p> <p>In year two 86% passed the phonics screening check by the Autumn term. The 14% who did not pass were new to the school or had Special Education needs that made them exempt from the tests. 82% of pupil premium children in year 2 passed the phonics screening check. Of the 3 who didn't the 1 was SEND and two were new to the school.</p> <p>These children continued their phonics tutoring throughout year 2 in order to be working towards expected outcomes at the end of year 2.</p>					1, 2, 4
<p><i>Reading tutoring outside phonics. 1 to 1 or small group tutoring developing fluency and comprehension when reading a text. Pre and post reading of class based text.</i></p>	<p>To close the gaps for learners in reading.</p>	<p>15 children accessed writing tutoring. All 15 learners made progress in reading building on fluency and comprehension. This was measured through number of words read a minute.</p> <p>80% of these learners gained expected in reading fluency by the end of the year.</p> <p>53% gained expected in comprehension at the end of year 2.</p>					1, 2, 4
<p><i>Individual writing tutoring. (Year 1 accessing National Tutoring Programme)</i></p>	<p>To address targets in writing in order to reach or close the gap to expected end of year outcomes.</p>	<p>In Year 2 24 children accessed writing tutoring through groups of 4 at a time twice a week. Of these children all successfully made progress on targets and narrowed the gap to expected. Through moderation of writing it was deemed that 33% of children met end of year expectations and a further 34% narrowly missed it through consistency of grammar and handwriting.</p> <p>Information to take forward to next year would be looking at the frequency of writing tuition.</p> <p>In year 1 12 children accessed writing tutoring through the national tutoring programme using a School led Tutor. Of the 12 75% achieved expected outcomes in writing at the end of Year 1. The children had tutoring in groups of 3 for 30 mins 4 times a</p>					1, 2, 4

		<p>week. Of the 3 children who did not reach expected outcomes 2 have been flagged for dyslexia screening.</p> <p>As the children progress to year 2 they will continue the writing tutoring for the first half of the Autumn term.</p>		
<i>MENA language support group</i>	To provide learners with the basic skills to communicate. (vocabulary/phonics)	<p>10 (4 PP) MENA learners, 7 were new arrivals into year 1 who had little English and no phonics. MENA support was used in class and as an intervention in order to fast track phonics, provide key vocabulary in order to feel comfortable in school. Of our 10 MENA children 50% achieved their phonics screening check.</p> <p>All learners managed to make accelerated progress in order to retain set 1 and 2 sounds in phonics. They were able to read and decode cvc, ccvc/cvcc words.</p> <p>They built up vocabulary quickly and by the end of the year were accessing lessons alongside their peers and speaking in simple sentences.</p>		2, 4
<i>Extending NELI programme into Year 1. And Running Talk Boost programme (speech and Language)</i>	To secure speaking and vocabulary learning in year 1.	<p>9 Children continued the NELI programme in year 1. All these learners were on the cusp of expected outcomes by the end of year 1.</p> <p>45% gained expected in Reading, writing and maths combined at the end of year 1. (1 learner reaching GD in reading)</p> <p>89% achieved expected in maths.</p> <p>These learners had a split programme over EYFS and year 1 due to covid.</p>		1,2,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Actual Spend : **£14,413.43**

Activity	Objective	Impact	Rag rated effectivity	Challenge number(s) addressed
Provide home learning packs and book packs for learners with little resources at home. Eg, books, puzzles, games, kindles	To provide resources at home to enable home learning to take place	<p>Packs were provided over the year. Feedback from majority of children was that they were using resources at home. They really enjoyed the opportunities to have books and pens and paper.</p> <p>Kindles were provided to all learners who had no access to a tablet or laptop. However, home learning take up last year was limited with only about half of the cohort accessing mathematics. The past year has been a challenge to encourage families to help their children at home.</p> <p>We streamlined home learning to only reading and maths. Made targets for home learning more manageable. Quick focused learning on basic number skills in order to improve number fluency.</p> <p>Had a Reading Drive which resulted in a huge increase of learners reading at home at least 3 times a week from 24% to 77% reading at home. The drive will not stop and needs further goals in order to get 100% children reading at home at least 3 times a week.</p>		1, 2, 4
HLTA cooking sessions to increase wellbeing, reduce anxiety to learning, build in basic numeracy and literacy and improve confidence.	To increase well being and improve healthy eating habits.	<p>All learners within the school gained the opportunity to cook with pupil premium children having an extra session each term.</p> <p>Through observation of cooking sessions it was clear to see the enjoyment the children were gaining from working with the food. SEND children and children who struggled to focus were attentive and able to follow instructions. Children quoted, "I love cooking", "It makes me happy", "I learn to make my own dinner". The sessions also improved communication skills through where learners were working and chatting alongside each other.</p> <p>Due to absence of the Cooking teacher the sessions were not a frequent as we would hope.</p>		1, 2,3, 4

<p><i>Help financially to provide individualised experiences for disadvantaged children.</i></p> <p><i>Sports Club.</i></p> <p>50% places for PP/vulnerable</p>	<p>To provide extra curricular opportunities for children.</p>	<p>45% of places for clubs were filled by pupil premium children. We targeted key parents. Unfortunately, some PP families found the later pick up time a problem or they had other commitments.</p> <p>The children thoroughly enjoyed the clubs gaining time to make new friends, explore new interests as well as develop those hobbies already in place.</p> <p>Next year in addition we will think about a before school club to help with attendance and lateness.</p>		<p>3,4,5</p>
<p><i>YMCA 'play therapy sessions to combat barriers to learning.</i></p>	<p>To break down barriers to learning.</p>	<p>8 children have accessed play therapy from year 1.</p> <p>From their starting points to the end of the year the children demonstrated progress through being.....'more settled coming into school, happier in the playground and with friends, joining in with learning'</p> <p>5 of 8 expected in reading 3 of 8 expected in writing 5 of 8 expected in maths</p> <p>38% made accelerated progress in reading 13% made accelerated progress in maths.</p> <p>Of the 8, 2 will be continuing the programme into year 2.</p>		<p>2, 4, 5</p>
<p><i>Drawing and talking therapy training for FLO and therapy implemented within the school</i></p>	<p>To break down barriers to learning.</p>	<p>Family liaison officer was trained in therapy. However, left the school mid way through the year.</p> <p>Therefore therapy was only used with 1 child.</p>		<p>3, 4, 5</p>
<p><i>Providing parental support through online parent sessions delivered by SLT and subject leaders based around, reading, writing, maths, PSHE and well being.</i></p>	<p>To engage and involve parents with their child's learning.</p>	<p>Videos and powerpoints were uploaded to our online learning platform 'Seesaw' in order for parents to have a better understanding of their child's learning and learning journey. The feedback from some parents was good and they valued the explanations of learning, especially in teaching maths concepts. EYFS parents engaged the most in our online help.</p> <p>The videos did not reach all our parents. Our next step during 2022-23 is to get parents back into the school for workshops and presentations. Being able to target and invite specific groups to workshops where by you work alongside your child.</p> <p>In order to combat this school is know open for parent workshops and seminars and sessions working with their child. We will also keep online session going for those parents who can't get into school.</p>		<p>1, 2, 5</p>
<p><i>Providing access to the BOXALL Profile in order to unpick barriers to learning and address needs, especially PP with SEND.</i></p>	<p>To unpick barriers to learning.</p>	<p>1 children accessed the BOXAL profile this academic year. This successfully supported their social and emotional learning.</p> <p>In the future all staff need to be made aware of this tool and how it can successfully be used to monitor progress. This would mean more children would be able to access the tool.</p>		<p>1, 2, 4</p>
<p><i>Family Liaison Officer extra hours retained in order to continue to support families.</i></p>	<p>To break down barriers to learning through home/parent support.</p>	<p>Over the year 37 children made it onto the vulnerable list in addition to children already on pupil premium. 24 children had an Early help Assessment open.</p> <p>This made 35% of our intake vulnerable or Pupil Premium.</p> <p>Feedback from parents who had required support from the school was extremely positive.</p> <p>As our Family Liaison Officer departed during the summer term it was clear from our families that they required the support. This support enabled.....</p> <ul style="list-style-type: none"> • Our children to attend school regularly • Our children to have a roof over their head. • Food vouchers/food bank to have evening meals and breakfast • Parents to have access to outside agencies including 'Domestic Abuse Advice', 'Housing', 'Educational psychologist'. 		<p>3,4,5</p>

<p><i>Mastery of Maths developing number fluency. Purchase each child with a Rekenrek in order to access the programme. Providing parent tuition in order to support learners.</i></p>		<p>The rekenrek (abacus) has been a valuable tool in speedily recalling number bonds, addition and subtraction and counting. On observation the children really enjoy working with these and you are able to see them getting quicker over the year when working out maths calculations.</p> <p>Due to demand of the rekenrek's all were purchased but not all delivered within the academic year.</p> <p>Parent tuition is to go ahead live in 2022-23 with workshops with your child across each year group.</p>		<p>1, 4, 5</p>
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Budget available: £71,830.00

Actual spend: £73,547.00

Overspend: £1,717.00

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 2020 to 2021 academic year.

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
Read, Write, Inc	Ruth Miskin
Word Aware	
BOXALL Profile	
PIXL	PIXL
The Write Stuff	Jane Considine

PP plus for children in care

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	/
What was the impact of that spending?	/

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Mastery of Maths strategy (government funded) Rekenrek

Word aware Language programme

Neli Programme (government funded)