

## Pupil premium strategy statement:

### Review:

Due to school closure in the spring/summer term 2020 and spring term 2021 some of the outcomes will need to be carried forward into April 2021-April 2022. There is little evidence to demonstrate the impact of each outcome. The chosen actions which have taken place have cost a total of: £16,990 This leaves £2130 which will be carried forward and used to support the catch –up for children entitled to Pupil Premium funding.

### 1. Summary information

<b>School</b>	Spaldwick Primary School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£19,120	<b>Date of most recent PP Review</b>	April 2020
<b>Total number of pupils</b>	98	<b>Number of pupils eligible for PP</b>	14	<b>Date for next internal review of this strategy</b>	April 2021

### 2. Current attainment based on DD3 (EoY due to Covid)

	<i>Pupils eligible for PP</i>	<i>National average for all pupils</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	36%	
<b>% achieving expected standard or above in reading</b>	50%	
<b>% achieving expected standard or above in writing</b>	36%	
<b>% achieving expected standard or above in maths</b>	57%	

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	School closure would have led to some children missing key stages in their education
<b>B.</b>	Some basics in writing are not secure and a greater breadth of vocabulary.
<b>C.</b>	Children are not always fluent with their reading which affects their understanding.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

- D.** Attendance for PP children is below non PP children  
For some children eligible for PP, lack of experiences are barriers to learning.  
Completing home-learning tasks.

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Accelerated progress for YR to be on-track to meet EXS by the end of Y1 (this is in light of school closures and the need for children to catch up)	Phonic data will demonstrate the accelerated progress, as will the data from teacher assessments at Data Drop 2 (DD2) in the Spring Term 2021.
<b>B.</b>	Higher rates of progress and attainment across EYFS/KS1 in writing for children eligible for PP.	Data from DD2 to demonstrate that the majority of children in EYFS/ KS1 who are eligible for PP make rapid progress and have attainment in line with national non-PP children. This progress will also be reflected in their mock SAT scores and KS1 data which will be collected in May/June 2021
<b>B2.</b>	Higher rates of progress and attainment across KS2 in writing for children eligible for PP.	Data from DD2 to demonstrate that the majority of children in KS2 who are eligible for PP make rapid progress and have attainment in line with national. This progress will also be reflected in their mock SAT scores and KS2 data which will be available in July 2021
<b>C.</b>	Higher rates of progress and attainment in reading for children eligible for PP.	Rapid progress will be made by children who are eligible for PP and this will be demonstrated in the end of year data. Children's word count will be monitored throughout the year as an indication of their fluency (this will run alongside methods to ensure understanding).
<b>D.</b>	PP children and their families will have the necessary support to ensure that children are being equipped with the knowledge and cultural capital to give them the best chance to succeed.	Parents and children feel they have someone to talk to and feel supported by the school. All children will have access to the wider curriculum and opportunities which are available.

## 5. Planned expenditure

\*Due to school closures in March 2020 and the decision to plan and utilise our PP budget in accordance with the financial year, many of our desired outcomes remain the same, along with the chosen actions.

<b>Academic Year</b>	<b>2020-2021</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated progress for YR to be on-track to meet EXS by the end of Y1 (this is in light of school closures and the need for children to catch up)	1:1 phonics intervention for targeted children, this will include those who are eligible for PP.	The Education Endowment Foundation suggests that interventions which take place in the Early years can "have a positive impact, delivering an average of around five additional months' progress." <sup>1</sup>	EYFS Teacher and TA will attend Ruth Miskin 1:1 phonics training. SLT will monitor effectiveness through blinks and data analysis.	PP lead EYFS CT/TA	Autumn 2, Spring 2, Summer 2
	Focus on the basics in lessons and marking		Book scrutiny and writing moderation.	English lead	Autumn 1, Spring 1, Spring 2
	Focus on good-quality working walls	Case study carried out by the Aspire Educational Trust	Learning walks and pupil voice	SLT	Autumn 1, Autumn 2, Spring 1, Spring 2
Higher rates of progress and attainment across EYFS/KS1 in writing for children eligible for PP.	Focus on basics in lessons and marking.		Internal and external moderation for KS1	SLT/English lead	Autumn 2, Spring 2, Summer 1
	RWI spellings will continue to be embedded	2019-2020 Spelling data demonstrates that the structured approach improved spelling scores.	LA advisor visit with English lead and link governor.	English lead	Autumn 1, Autumn 2, Spring and Summer
	Continued development in Kinetic Letters	Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength.	Kinetic Letters will be consistent across the curriculum in books. This will be evident in book scrutiny by curriculum subject leads.	English Lead	Autumn 1, Autumn 2, Spring and Summer
	Focus on good-quality working walls	Case study carried out by the Aspire Educational Trust	Learning walks and pupil voice	SLT	Autumn 1, Spring 1, Spring 2 Termly

<sup>1</sup> <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/>

<p>Higher rates of progress and attainment across KS2 in writing for children eligible for PP.</p>	<p>RWI spellings introduced and embedded for all KS2.</p> <p>RWI spellings catch-up programme introduced and embedded for targeted children.</p> <p>Continued development of Kinetic Letters.</p> <p>Focus on good-quality working walls</p>	<p>2019-2020 Spelling data demonstrates that the structured approach improved spelling scores. This will be our second year running this programme and it is hoped that this will now need embedding</p> <p>Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength.</p> <p>Case study carried out by the Aspire Educational Trust</p>	<p>Internal and external moderation for KS2</p> <p>Book scrutiny to ensure basis are embedded and phased approach is evident.</p> <p>Termly assessments in RWI spellings</p> <p>Kinetic Letters will be consistent across the curriculum in books.</p> <p>Learning walks and pupil voice</p>	<p>SLT/English lead</p> <p>SLT/English Lead</p> <p>Class teachers</p> <p>SLT</p> <p>SLT</p>	<p>Autumn 1 &amp; 2</p> <p>Autumn 1, Spring 1, Summer 1</p> <p>Termly</p> <p>Autumn 1, Spring 1, Spring 2</p> <p>Termly</p>
<p>Higher rates of progress and attainment in reading for children eligible for PP.</p>	<p>Word count monitoring for all children</p> <p>Continue to embed Book Talk and planning format into Year 2 and KS2 classes. This will focus on inferential and deduction skills whilst also paying particular attention to fluency.</p> <p>KS1 and KS2 will produce phase 1 booklets for all genres taught in Literacy lessons. These will focus on comprehension skills.</p> <p>Transition reading scheme for those children moving between key stages</p> <p>Small guided groups in Book Talk with identified</p>	<p>According to the Education Endowment Foundation, 'on average, reading comprehension approaches deliver an additional six months' progress.'</p> <p>Teaching from good-quality texts provides children with a model of their end product. This was introduced last year and had a positive impact on the quality of writing produced by children.</p> <p>Advice from LA advisors to improve the teaching of English across all classes.</p> <p>It was evident last year that those children moving from KS1 to KS2 needed further structure in their choice of reading books. Based on assessments, children also need books which are aimed at their ability and their age group.</p>	<p>Word count to be collected and monitored to ensure children's fluency is improving. Use of STARS will allow the testing of comprehension.</p> <p>Blinks and Book looks will be carried out to ensure good progress is being made in lessons and teachers have high expectations of learners.</p> <p>STAR assessments carried out termly</p> <p>KS1/KS2 mock SATs will indicate progress in a test format.</p> <p>Class teacher will support children in their choice of books. Pupil voice will be collected to monitor the selection of books available.</p> <p>STAR assessments and teacher feedback.</p>	<p>English lead</p> <p>English Lead</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>Class Teacher</p> <p>Class Teacher</p>	<p>Half termly</p> <p>Half termly</p> <p>Autumn 2, Spring 1/2, Summer 1</p> <p>Autumn 1, Autumn 2, Spring 2,</p> <p>Pupil voice collected termly</p> <p>Autumn 1, Autumn 2, Spring 1, Spring 2,</p>

	children, including those eligible for PP.	The EEF states that "Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better" <sup>2</sup>			
PP children and their families will have the necessary support to ensure that children are being equipped with the knowledge and cultural capital to give them the best chance to succeed.	<p>Targeted TA support to identify and intervene to support additional needs.</p> <p>Lunchtime club to support PP children who find the playground challenging.</p> <p>Small group intervention running sensory circuits three times weekly</p> <p>Nurture club run weekly for KS1 children and KS2 children. These will be targeted children, including those eligible for PP.</p>	<p>A higher proportion of PP children than non PP children require additional pastoral support. A number of external factors such as finance, housing, behaviour safeguarding and a lack of experiences are barriers to learning for children eligible for PP.</p> <p>This received positive feedback from PP and non-PP children previously.</p> <p>Evidence has shown that introducing sensory circuits increases focus and attention and improves the ability to settle down to work.</p> <p>The EEF states that groups which focus on social and emotional needs have "identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."<sup>3</sup></p>	<p>Class teachers and Teaching Assistants to liaise with families to ensure that children eligible for PP participate in school trips and extracurricular activities without the cost being a barrier.</p> <p>Observations on the playground. Feedback from staff and pupils.</p> <p>Speak to children and families and work with class teachers to assess the impact of the sessions.</p> <p>SENCo will monitor PP children to ensure the targeted support impacts on the learning in class.</p> <p>Pupil voice and feedback from staff</p>	<p>Class Teachers and identified TA</p> <p>PP lead</p> <p>Identified TA</p> <p>SENCo</p> <p>PP lead</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn 1, Spring 1, Summer 1</p> <p>Termly</p> <p>Autumn 1, Spring 1, Summer 1</p>
<b>Total budgeted cost</b>					£5006.54

<sup>2</sup> <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>

<sup>3</sup> <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Accelerated progress for YR to be on-track to meet EXS by the end of Y1 (this is in light of school closures and the need for children to catch up)	Weekly 1:1 writing feedback for targeted children, including those eligible for PP.  20 day challenges (SMART targets)	The EEF states that “A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months’ progress are achievable.” <sup>4</sup>  Commissioned support ensures that children’s specific learning needs are clearly identified and support is tailored to meet their needs.	1:1 writing feedback forms, to be completed weekly. Blinks during these sessions. Pupil and teacher voice Data analysis at PPMs Support from LA advisors  Collected and monitored	English lead  Class Teachers PP lead	Autumn 1, Autumn 2, Spring 1, Spring 2,  Autumn 1, Autumn 2, Spring 1, Spring 2,
Higher rates of progress and attainment across EYFS/KS1 in writing for children eligible for PP.	Additional member of staff (1 TA based in EYFS/KS1 for 1 day) to provide extra support for identified children.  20 day challenges (SMART targets)  Continued development of Kinetic Letters  Weekly 1:1 feedback on writing with class teacher/qualified teacher.	Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support.  Commissioned support ensures that children’s specific learning needs are clearly identified and support is tailored to meet their needs.  The Education Endowment Foundation state that ‘Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics’	A provision map has been drawn up when needs have been identified. Evidence will be available for each intervention which has taken place.  Collected and monitored  Book Looks and Blinks will demonstrate progress.  Pupil voice will reflect the focus on writing for children who are eligible for PP.  High expectations in marking. Non negotiables embedded in class  Feedback from LA advisor  Internal moderations which focus on looking at the progress of writing for PP	Class Teachers  Class Teachers PP lead  SLT  PP lead  Class Teachers  English Lead  English Lead	Autumn 1  Autumn 1, Autumn 2, Spring 1, Spring 2,  Autumn 1, Autumn 2, Spring 1, Spring 2,  Autumn 1, Autumn 2, Spring 1, Spring 2,  Termly  Autumn 1, Autumn 2, Spring 1, Spring 2,

<sup>4</sup> <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

<p>Higher rates of progress and attainment across KS2 in writing for children eligible for PP.</p>	<p>Additional member of staff (1 TA based in KS2 for 1 day) to provide extra support for identified children.</p> <p>20 day challenges (SMART targets)</p> <p>Weekly 1:1 feedback on writing with class teachers.</p> <p>RWI intervention package to be introduced and embedded across KS2 for identified children eligible for PP.</p>	<p>Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support.</p> <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet their needs.</p> <p>The Education Endowment Foundation state that 'Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics'</p> <p>RWI programmes have proven successful in the school.</p>	<p>A provision map has been drawn up when needs have been identified. Evidence will be available for each intervention which has taken place.</p> <p>Collected and monitored</p> <p>Book Looks and Blinks will demonstrate progress.</p> <p>Pupil voice will reflect the focus on writing for children who are eligible for PP.</p> <p>High expectations in marking. Non negotiables embedded in class</p> <p>Feedback from LA advisor</p> <p>Internal moderations which focus on looking at the progress of writing for PP</p> <p>Learning walks</p>	<p>Class Teachers</p> <p>Class Teachers/PP lead</p> <p>SLT</p> <p>PP lead</p> <p>Class Teachers</p> <p>English Lead/English link Gov</p> <p>English Lead</p> <p>SLT</p>	<p>Autumn 1</p> <p>Autumn 1, Autumn 2, Spring 1, Spring 2,</p> <p>Autumn 1, Autumn 2, Spring 1, Spring 2,</p> <p>Autumn 1, Autumn 2, Spring 1, Spring 2,</p> <p>Termly</p> <p>Autumn 1, Autumn 2, Spring 1, Spring 2,</p> <p>Autumn 2, Spring 2,</p> <p>Autumn 1, Autumn 2, Spring 1, Spring 2,</p>
<p>Higher rates of progress and attainment in reading for children eligible for PP.</p>	<p>Additional member of staff to provide extra support for identified children eligible for PP.</p> <p>20 day challenges (SMART targets)</p> <p>Identified children eligible for PP will be targeted for extra support in the mornings and afternoons.</p>	<p>Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support.</p> <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet their needs.</p>	<p>Extra sessions will be timetabled and mapped out on a provision map. This will be reviewed termly.</p> <p>Collected and monitored</p> <p>Class teachers will identify extra support on PPM and this will be reviewed at the termly meetings.</p>	<p>Class Teachers</p> <p>Class Teachers/PP lead</p> <p>Class Teachers</p>	<p>Autumn, Spring, Summer</p> <p>Autumn 1, Autumn 2, Spring 1, Spring 2,</p> <p>Daily</p>

	<p>1:1 RWI catch up programme targets children for accelerated progress.</p> <p>Sign up for Letterbox Club.</p>	<p>RWI programmes have proven successful in the school.</p> <p>From April 2020, each PP child will receive a parcel of books in the post each month (for six months) The Letterbox Club promotes the love of reading whilst also giving children an incentive to read the books which arrive in the post addressed to them.</p>	<p>Learning walks. Staff and pupil feedback</p> <p>Information will be shared with the parents regarding the purpose and aims behind this scheme. The months when they are sent out will also help with transition.</p>	<p>SLT</p> <p>PP lead</p>	<p>Autumn 1, Autumn 2, Spring 1, Spring 2,</p> <p>Summer to Autumn</p>
<p>PP children and their families will have the necessary support to ensure that children are being equipped with the knowledge and cultural capital to give them the best chance to succeed.</p>	<p>1:1 and small group support for children's pastoral needs from specialist TA</p> <p>Sensory Circuits three times a week in the morning.</p> <p>Bursary provision of £100 per child to support access to extra-curricular activities in and out of school (including uniform). In addition, a 50% reduction is also offered on trips.</p> <p>PP lead to invite parents/carers of PP children to explain funding and support being put in place</p>	<p>Evidence has shown that introducing sensory circuits increases focus and attention and improves the ability to settle down to work.</p> <p>As an inclusive school the aim is that no child will be prevented from accessing extra-curricular activities on the basis of cost. An invite will be sent to parents of PP children to inform them of the spending and opportunities available to their children.</p> <p>Despite the EEF estimating that this can have a moderate impact, we believe it is crucial to develop relationship with the adults at home and help them understand the interventions and support which is being directed at their child/children.</p>	<p>PP Lead to collect pupil voice once a term Feedback from children will help assess the effectiveness of the strategies which have been put in place.</p> <p>Mapped on provision map</p> <p>Reviewed impact termly.</p> <p>Intervention notes will be kept from each sessions and children's attendance will be reviewed regularly.</p> <p>Feedback from parents</p>	<p>Identified TA PP lead</p> <p>TA PP lead</p> <p>Finance manager/PP Lead</p> <p>PP lead</p>	<p>Autumn, Spring and Summer</p> <p>Autumn, Spring, Summer</p> <p>(depending on school closure) Autumn 1</p>
<b>Total budgeted cost</b>					£11,802.20

## 6. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Accelerated progress for YR to be on-track to meet EXS by the end of Y1 (this is in light of school closures and the need for children to catch up)	<p>1:1 phonics intervention for targeted children, this will include those who are eligible for PP.</p> <p>Focus on the basics in lessons and marking</p> <p>Focus on good-quality working walls</p>	<p>TAs could not attend the proposed training for 1:1 phonics. This will be followed up in the new strategy plan.</p> <p>During remote learning Spring 2021 EYFS received phonic lessons, where appropriate on a 1:1 basis through Teams. This was supported by the delivery of appropriate RWI books online and book deliveries. Positive feedback was received from parents.</p>	Targeted phonic interventions need to start in the summer term to help children catch up following remote learning. This will be an area of focus in 2021-2022 strategy plan.	
Higher rates of progress and attainment across EYFS/KS1 in writing for children eligible for PP.	<p>Focus on basics in lessons and marking.</p> <p>RWI spellings will continue to be embedded</p> <p>Continued development in Kinetic Letters</p> <p>Focus on good-quality working walls</p>	During remote learning, all children continued to access live lessons for spellings and writing. Throughout the school, we had 100% engagement with the lessons and completion of work.	Children's stamina and quality of work has been affected as a result of remote learning; use of Teams and working from home had an impact on the quality of writing from all children, particularly KS1 and EYFS. This will be a focus for 2021-2022. Use of 'Write Stuff' is already being explored with some year groups; the structured approach has been well-received by children and staff and has enthused children about writing.	
Higher rates of progress and attainment across KS2 in writing for children eligible for PP.	<p>RWI spellings introduced and embedded for all KS2.</p> <p>RWI spellings catch-up programme introduced and embedded for targeted children.</p> <p>Continued development of Kinetic Letters.</p>	<p>RWI restarted in September 2020 upon the return to school. Lessons continued during remote learning.</p> <p>Phased booklets and planning was adapted to meet the needs of the children following the prolonged absence from school. September saw a focus on the basic across all year groups.</p>	Children's stamina and expectations have suffered as a result of remote learning; use of Teams and working from home had an impact on the quality of writing. This will be a focus for 2021-2022	

	Focus on good-quality working walls			
Higher rates of progress and attainment in reading for children eligible for PP.	<p>Word count monitoring for all children</p> <p>Continue to embed Book Talk and planning format into Year 2 and KS2 classes. This will focus on inferential and deduction skills whilst also paying particular attention to fluency.</p> <p>KS1 and KS2 will produce phase 1 booklets for all genres taught in Literacy lessons. These will focus on comprehension skills.</p> <p>Transition reading scheme for those children moving between key stages</p> <p>Small guided groups in Book Talk with identified children, including those eligible for PP.</p>	<p>All children were tested on their word count in the autumn and spring term. Children who achieved less than 90 words/min were targeted for intervention. Comprehension books and reading support was purchased to aid the implementation of these interventions.</p> <p>Phase booklets have been embedded throughout the school and were utilised during remote learning (in a different format)</p> <p>Entry data for reading in September 2020 was 45% in November this rose to 54% achieving EXS or above in reading. Assessments following remote learning show slow progress of 58% at EXS or above.</p> <p>The transition books are now being utilised by those who it is appropriate for.</p>	<p>In the summer term there will be a need to continue to focus on word count following the impact of remote learning; reading interventions will be focussed around these assessments. Children will not only work on fluency and speed of reading but also written comprehension answers.</p>	
PP children and their families will have the necessary support to ensure that children are being equipped with the knowledge and cultural capital to give them the best chance to succeed.	<p>Targeted TA support to identify and intervene to support additional needs.</p> <p>Lunchtime club to support PP children who find the playground challenging.</p> <p>Small group intervention running sensory circuits three times weekly</p> <p>Nurture club run weekly for KS1 children and KS2</p>	<p>As a result of bubbles and school closure the lunchtime nature club was not as readily available for all PP children as often as it had been previous.</p> <p>The lunchtime supervisor continued to work with children, focusing on PP children. 11/13 disadvantaged children attended throughout the whole of school closures so the role was able to continue throughout in some capacity.</p> <p>Sensory circuits has been limited to children in one bubble and, due to staffing, was not able to continue during school closures.</p>		<p>£3173.56</p> <p>£1348.60</p>

	children. These will be targeted children, including those eligible for PP.			
Total Cost:				£4522.16

ii.				
Accelerated progress for YR to be on-track to meet EXS by the end of Y1 (this is in light of school closures and the need for children to catch up)	Weekly 1:1 writing feedback for targeted children, including those eligible for PP.  20 day challenges (SMART targets)	Disadvantaged children are currently on track to achieve EXS by the end of the year and have made progress in the RWI phonics programme.	Phonics will continue to be a priority in the next strategy plan as we will focus on catching Year 1 and Year 2 up with the phonics programme that has been disjointed due to school closures.	
Higher rates of progress and attainment across EYFS/KS1 in writing for children eligible for PP.	Additional member of staff (1 TA based in EYFS/KS1 for 1 day) to provide extra support for identified children.  20 day challenges (SMART targets)  Continued development of Kinetic Letters  Weekly 1:1 feedback on writing with class teacher/qualified teacher.	Remote learning meant that previous learning had to be revisited. Currently 17% are EXS with children targeted for the summer term 2021.	Following remote learning, children need a more structured approach to writing to reinforce the basics, develop stamina and confidence in writing. Jane Considine's: Write Start is currently being trialled throughout the school with the idea to implement in 2021-2022 strategy plan.	£992.69
Higher rates of progress and attainment across KS2 in writing for children eligible for PP.	Additional member of staff (1 TA based in KS2 for 1 day) to provide extra support for identified children.	Progress in scores for RWI spelling have not been consistent, however there is evidence of improvements, despite remote learning e.g. 9/20 to 11/20 14/20 to 17/20 1/20 to 9/20	Following remote learning, children need a more structured approach to writing to reinforce the basics, develop stamina and confidence in writing. Jane Considine's: Write Stuff is currently being trialled throughout the school with the idea to implement in 2021-2022 strategy plan.	

	<p>20 day challenges (SMART targets)</p> <p>Weekly 1:1 feedback on writing with class teachers.</p> <p>RWI intervention package to be introduced and embedded across KS2 for identified children eligible for PP.</p>	<p>Children are accessing the RWI phonics catch up programme and are receiving daily interventions to support this.</p>		
<p>Higher rates of progress and attainment in reading for children eligible for PP.</p>	<p>Additional member of staff to provide extra support for identified children eligible for PP.</p> <p>20 day challenges (SMART targets)</p> <p>Identified children eligible for PP will be targeted for extra support in the mornings and afternoons.</p> <p>1:1 RWI catch up programme targets children for accelerated progress.</p> <p>Sign up for Letterbox Club.</p>	<p>Reading entry data for PP children in September 2020 was 23% in November this rose to 31% achieving EXS or above in reading. Assessments following remote learning show slow progress as 38% are assessed as EXS or above, 8% GDS.</p> <p>Progress can be seen by improvements in words read per minute e.g. 21 words/min in Autumn term to 51 words/min in Spring term.</p> <p>Past SAT papers also show improvements e.g 98 scaled score to 101.</p> <p>Improvements in scores are also evident in standardised testing e.g. 71-75 from September to March 111-114 from September to March</p>	<p>Word count assessment will determine interventions and support for PP children as progress has not been consistent.</p> <p>More opportunities for written answers in Book Talk are required to support children with comprehension assessments.</p>	<p>£1755</p>

<p>PP children and their families will have the necessary support to ensure that children are being equipped with the knowledge and cultural capital to give them the best chance to succeed.</p>	<p>1:1 and small group support for children's pastoral needs from specialist TA</p> <p>Sensory Circuits three times a week in the morning.</p> <p>Bursary provision of £100 per child to support access to extra-curricular activities in and out of school (including uniform). In addition, a 50% reduction is also offered on trips.</p> <p>PP lead to invite parents/carers of PP children to explain funding and support being put in place</p>	<p>During Spring/Summer 2020, when schools were closed during lockdown, the PP TA aimed to make contact with all PP children once a week, where this wasn't possible, any lack of contact was raised with the Assistant Headteacher and Headteacher. Where appropriate, the PP TA was able to do front garden visits to read with the children and carry out small activities, from an appropriate distance.</p> <p>During remote learning January-March, we had 100% engagement from PP children for the majority of the time. 11/13 of the children remained in school. Those at home were contacted daily and participated in the remote lessons for the majority of the remote learning period.</p> <p>Following return to school in March 2021, the focus for the PP TA has been around the mental and emotional wellbeing of all PP children.</p> <p>Feedback from children:          -'loved being in school during lockdown but it is even better now that everyone is back'          -'liked being in school but really, really missed' a friend.</p> <p>PP families have received reading parcels and positive feedback has been received from children and parents.</p> <p>Bursaries have been used throughout this year to support parents with purchasing new school uniform and after school clubs. 8/13 children have accessed after-school clubs over the year</p> <p>Play Therapy has been available to provide emotional and behavioural support where appropriate for disadvantaged children</p>	<p>Allowing the children time to talk and complete 20 day challenge activities with a TA 1:1 has been very positive. The children all engage positively with the member of staff. This will continue in the strategy plan for 2021-2022</p> <p>Play Therapy will be continued in the next strategy plan (2021-2022) to support disadvantaged children</p>	<p>£3779.75</p> <p>£272.16</p> <p>£1,182.09</p> <p>£1300</p> <p>£840</p>
<p>Total Cost:</p>				<p>£10,091.69</p>

## 7. Additional detail

The remaining amount will be included in the budget once children have settled back into school and we identify particular needs of PP children.