

# Dickleburgh C of E Primary Academy Pupil Premium Strategy Statement: 2020 -2023



## School overview

Metric	Data
School name	Dickleburgh CE Primary Academy
Pupils in school	188
Proportion of disadvantaged pupils	34-18% as of Spring 2022 15% -Autumn 2022 (includes Pre-School) 14%-Autumn 2023 (includes pre-School)
Pupil premium allocation this academic year	2021-2022 £32,280 SLTP (2021-2022) £2,478 (for COVID catch-up))
Academic year or years covered by statement	2020 - 2023
Publish date	December 2020
Review date	December 2021 December 2022 December 2023
Statement authorised by	Mrs Moira Croskell
Pupil premium lead	Mrs Pippa Delaine
Governor lead	Mrs Amy Browning

## Our Philosophy

At Dickleburgh, we have the highest of aspirations and ambitions for our pupils and believe no child should be left behind. High quality teaching is at the core of all that we do to ensure the best outcomes for all pupils and this underpins the work that the school does for disadvantaged pupils, for whom there may be barriers to achieving their full potential.

As a school we are expected to decide how the pupil premium funding is spent based on the context of our school and our knowledge of what our pupils need in order to succeed. We recognise that we are accountable for how we have used the additional funding and since September 2016 we have been required to publish a Pupil Premium Strategy which sets out the amount of allocation, how it has been used and the impact on pupil outcomes. Our aim is to diminish any differences in attainment between pupil premium

children and others in our school and to ensure that as far as possible, all barriers to achieving this are overcome.

## Our Priorities

Setting priorities is key to making the most effective use of the PPG. Our priorities are as follows:

- Ensuring that all students have access to High Quality Teaching and Learning in every lesson;
- Closing the attainment gap between disadvantaged children and their peers
- Providing targeted academic support for children who are not making the expected progress
- Providing targeted intervention to challenge non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences / trauma
- Ensuring that economic support is in place for the children and their families to broaden the opportunities available

## Barriers to future attainment

Academic barriers to attainment	Non-Academic barriers to attainment
Low levels of literacy	Low attendance
Low levels of numeracy	Poor behaviour
Low levels of oracy	Lack of parental engagement and skills to be able to support children in their learning
Poor language and communication	Arriving at school hungry / tired and not ready to learn
Social, emotional and mental health needs	Lack of focus and confidence due to poor mental health and wellbeing
Lack of school readiness	Poor social skills and conflict resolution skills; lack of emotional literacy
	Low parental aspirations
	Rural isolation / lack of services

	<p>Adverse childhood experiences, such as:</p> <ul style="list-style-type: none"> <li>• domestic violence</li> <li>• parental abandonment through separation or divorce</li> <li>• a parent with a mental health condition</li> <li>• Being the victim of abuse (physical, sexual and / or emotional)</li> <li>• being the victim of neglect (physical and emotional)</li> <li>• a member of the household being in prison</li> <li>• growing up in a household in which there are adults experiencing alcohol and / or drug use problems</li> </ul>
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## Implementation

In line with the EEF's (Education Endowment Fund's) Guide to Implementation, we select a small number of priorities, endeavouring to achieve a higher success rate in meeting the needs of our children. We will:

### Explore:

- Specify an area of focus for improvement that is amenable to change;
- Determine a programme of activity based on existing evidence of what has - and hasn't - worked before;
- Examine the fit and feasibility of possible interventions for the school context.

### Prepare:

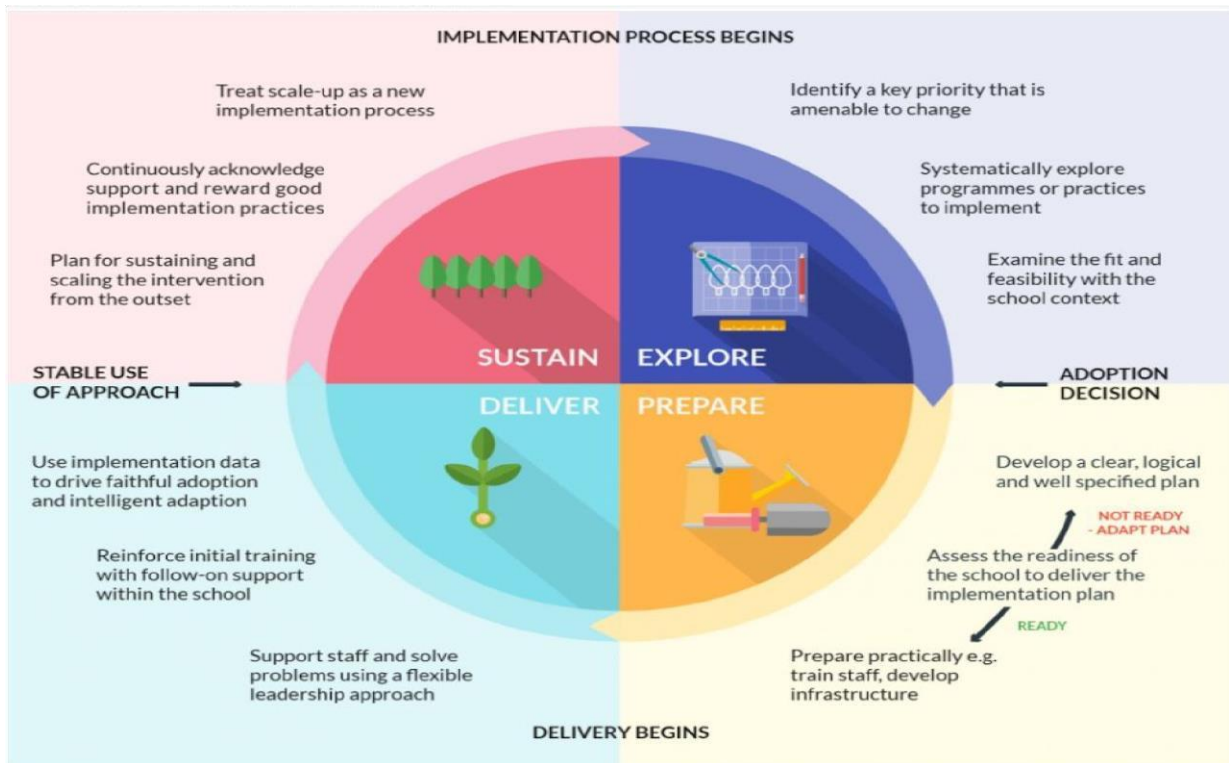
- Develop and clear, logical and well-specified plan;
- Assess the readiness of the school to deliver the plan;
- Make practical preparations for the plan to be delivered.

### Deliver:

- Support staff and solve any problems using a flexible leadership approach;
- Reinforce initial training with follow-on support;
- Use data to review the delivery and inform next steps.

### Sustain:

- Ensure it remains fit-for-purpose;
- Continually acknowledge, support and reward good implementation practices;
- Treat scale-up as a new implementation process.



(Education Endowment Fund Foundations for implementation)

## A tiered approach

We endeavour to make appropriate provision for children who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.

In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.

We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. The Pupil Premium Grant can therefore be allocated to support any child or groups of children the school identifies as being socially disadvantaged.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

### Tier 1: High Quality Teaching and Learning

- Phonics: An increase in phonic scores for disadvantaged children by the end of KS1.
- Support for high quality teaching through Best Practice Groups and VNET.
- Curriculum and Assessment: Pixl assessment introduced and teachers use these wisely to help children embed and use knowledge more confidently.
- An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge and pedagogical content knowledge.

### Tier 2: Targeted academic support

- Structured interventions: A variety of literacy and numeracy interventions put in place to help enable children to access the full curriculum: (small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support; creation of a more personalised curriculum).
- Using qualified teachers and SENCO to deliver one to one or small group support.

- Speech and Language specialist to deliver interventions and guide teachers and TAs to deliver content.

### **Tier 3: Going the extra mile**

- Access to music lessons
- A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.
- Improving attendance percentages among PP children.
- Access to counselling from external qualified children’s counsellor.
- Ensuring that families are supported financially with educational provision materials (e.g. school uniform, additional learning materials) including the use of the Forces PPG.

## **Our review Process**

Reviewing, introducing and implementing a pupil premium plan every year could be deemed as time-costly and ineffective. Through a three-year approach, with interim reviews, we are able to maintain a long-term vision whilst evaluating impact and making necessary changes as appropriate.

During an interim, annual review, the success of each intervention is evaluated, based on evidence gathered. From this we will determine the most effective approach moving forwards - adapting, extending or ceasing the intervention as required.

The progress and attainment of children in receipt of the PPG is scrutinised by class teachers and SLT across all year groups aligned to our assessment calendar.

*“Ultimately it does not matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day to day work of people in schools.” (EEF, 2018)*

The cycle of implementation is therefore ongoing and developed in light of the lessons learned and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher and Pupil Premium Lead are responsible for ensuring that a pupil premium strategy is always in effect.

## **Accountability**

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The academy is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions.

The academy publishes its strategy for using the pupil premium on the school website.

### **Disadvantaged pupil progress scores for academic year 2018/19**

(2019/20 formal assessment was disrupted due to the coronavirus pandemic from March 2020 onwards)  
 (2020-2021 formal assessment was disrupted due to the coronavirus pandemic)

<b>2018-2019</b>		
	<b>PP</b>	<b>All</b>
Attendance	96.6%	97.6%
EYFS GLD (%)	100	83
Year 1 Phonics (% at expected)	100	89
Key Stage 1 Reading - % Expected Standard +	67	97
Key Stage 1 Writing - % Expected Standard +	67	79
Key Stage 1 Maths - % Expected Standard +	100	97
Key Stage 1 RWM combined - % Expected Standard +	67	79
Key Stage 2 Reading attainment - % Expected Standard +	100	100
Key Stage 2 Writing attainment - % Expected Standard +	75	90
Key Stage 2 Maths attainment - % Expected Standard +	75	93
Key Stage 2 Reading progress	3.8	2.9
Key Stage 2 Writing progress	2.3	0.7
Key Stage 2 Maths progress	-1.9	0.5

<b>2020-2021</b>		
	<b>PP</b>	<b>All</b>
Attendance	95.8%	97.5%

<b>2021-2022</b>		
	<b>PP</b>	<b>All</b>
Attendance	94%	96%
EYFS GLD (%)	100%	80%
Year 1 Phonics (% at expected)	75%	89%
Key Stage 1 Reading - % Expected Standard +	75%	81%

Key Stage 1 Writing - % Expected Standard +	75%	57%
Key Stage 1 Maths - % Expected Standard +	100%	82%
Key Stage 1 RWM combined - % Expected Standard +	75%	63%
Key Stage 2 Reading attainment - % Expected Standard +	88%	89%
Key Stage 2 Writing attainment - % Expected Standard +	63%	86%
Key Stage 2 Maths attainment - % Expected Standard +	88%	89%
Key Stage 2 Reading progress		3.3
Key Stage 2 Writing progress		1.4
Key Stage 2 Maths progress		1.4

## Our Funding

Summary of funding 2020 - 21 (Year 1)					
<b>Total number of pupils</b>	189	<b>Number of students eligible for PPG</b>	28 (15%)	<b>Indicative PPG as advised in school budget statement</b>	£ 30,935
Summary of funding 2021 - 22 (Year 2)					
<b>Total number of pupils</b>	188	<b>Number of students eligible for PPG</b>	24 (based on October 2020 census)	<b>Indicative PPG as advised in school budget statement</b>	£32,280 plus £2,478 COVID catch-up (3 payments of £826)
Funding estimate 2022 - 23 (Year 3)					
<b>Estimated pupil numbers</b>	190				
<b>Estimated number of pupils eligible for PPG</b>	34 (based on Oct 2021 census)				
<b>Estimated funding</b>	£45,730				

## Strategy aims for disadvantaged pupils

Aim	Target	Tier	Target date
Phonics: An increase in phonic scores for disadvantaged children by the end of KS1.	See detailed plans	1	July 2021 July 2022
An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge and pedagogical content knowledge.	See detailed plans	2	Ongoing throughout the 3-year period.
Curriculum and Assessment: Pixl assessment introduced and teachers use these wisely to help children embed and use knowledge more confidently.	See detailed plans	1	July 2021 July 2022
Structured interventions: A variety of literacy and numeracy interventions put in place to help enable children to access the full curriculum: (small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support; creation of a more personalised curriculum).	See detailed plans	2	Ongoing throughout the 3-year period
Speech and Language specialist to deliver interventions and guide teachers and TAs to deliver content.	See detailed plans	2	On going
Access to music lessons	See detailed plans	3	Weekly throughout the 3-year period
A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.	See detailed plans	3	On going
Improving attendance percentages among PP children.	See detailed plans	3	On going
Access to counselling from external qualified children's counsellor.	See detailed plans	3	Weekly throughout the 3-year period
Ensuring that families are supported financially with educational provision materials (e.g. school uniform, additional learning materials) including the use of the Forces PPG.	See detailed plans	3	On-going



## Intervention Planning 2020 - 2023

<b>Priority: 1a</b>	<b>Phonics:</b> An increase in phonic scores for disadvantaged children by the end of KS1.	<b>Tier Category: 1</b>	High Quality teaching and Learning
<b>Intended Outcomes</b>	Improved scores for disadvantaged children.	<b>Success Criteria</b>	Reduction in the difference in attainment and progress between disadvantaged and non-disadvantaged pupils by the end of KS1
<b>Implementation</b>	<b>Year 1</b> December 2020-2021	<b>Year 2</b> December 2021-2022	<b>Year 3</b> December 2022-2023
	<p><b>How we will implement this intervention in Year 1:</b></p> <ul style="list-style-type: none"> <li>Autumn term observations of teachers by Deputy Head and English Lead. Discussion of consistent high-quality daily phonics teaching.</li> <li>Purchasing supporting resources for phonics lessons.</li> <li>Interventions for pupils by English Lead.</li> <li>Phonic cards sent home</li> <li>Google Classroom phonic videos to support children</li> <li>Spelling homework each week.</li> <li>Reading groups each week and reading books sent home.</li> </ul>	<p><b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b></p> <ul style="list-style-type: none"> <li>New phonics program purchased-Little Wandle-with matching resources.</li> <li>6 weekly assessments following LW scheme</li> <li>Termly phonics check</li> <li>Identified pupils for phonics catch-up sessions following LW scheme</li> <li>SLT and English lead to carry out observations</li> <li>All staff (teaching and support) fully trained on LW scheme.</li> <li>Increased hours of experienced TA and employment of HLTA to carry out phonics catch-up sessions</li> <li>Change in practice and policy in the teaching of spelling</li> <li>Qualified teachers x 2 weekly employed over spring term to support interventions/tutoring</li> </ul>	<p><b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b></p> <ul style="list-style-type: none"> <li>Focus on bottom 20% for phonics in all classes.</li> <li>Any new staff to complete LW training</li> <li>Continue to purchase LW reading books as required to support scaffolding and challenge.</li> <li>Reading and phonics leads to focus lesson observations and support with ECT and new teachers.</li> <li>Ensure effective use of TA support and re-deploy as appropriate.</li> <li>New TAs employed to ensure interventions are prioritised.</li> </ul>
<b>Interim Review notes</b>	<p>Lockdown from March 2020 Phonics lessons continued daily remotely for Early Years and KS1 classes. Teacher videos set on Google Classroom Support resources for parents</p>	<p>Intervention in place for all pupils in KS1 and Year 3 who require phonics catch-up. Interventions being run by teachers and trained TAs Dec 2021 phonics data <b>97%</b> pass rate with <b>100%</b> PP pass rate</p>	<p>Interventions continue to be in place for all KS1 and any Yr 3 pupils who require additional phonics support. July 2022 phonics data 89% pass in Yr 1 and 97% pass in Yr 2 re-take</p>

	No phonics data in July due to covid 2019/2020 <b>Dec 2020</b> data shows a <b>91%</b> pass rate with <b>80%</b> PP pass and <b>94%</b> non-PP pass rate <b>(data based on a class of 22)</b>		July 2023 88% pass in Yr 1 and 100% pass in Yr 2 re-take. 60% of PP passed in 2023 in line with national figures.
<b>Interim review overall assessment</b>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations in light of covid disruptions</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	Year 1: Cost of additional phonics books to support lessons	Is expenditure anticipated to: <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul> Year 2: £ 826+ (termly) Staffing-cost of HLTA-£21,245 Additional TA hours cost- £3,199 LW phonics program- £675	Is expenditure anticipated to: <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>
<b>Actual expenditure</b>	Year 1: £1,350 books and resources	Year 2: £ Did expenditure: <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>	Year 3: £ Did expenditure: <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>

<b>Priority: 1b</b>	An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge and pedagogical content knowledge. (VNET, Best practice Groups).	<b>Tier Category: 1</b>	High Quality teaching and Learning
<b>Intended Outcomes</b>	High quality teaching. To give teachers confidence and opportunity to discuss teaching and assessment within their year groups or subjects.	<b>Success Criteria</b>	Continued professional development and review of own practice. Teachers' lessons are judged outstanding Quality opportunities for all pupils including PP inside and outside of the classroom.
<b>Implementation</b>	<b>Year 1</b> December 2020-2021	<b>Year 2</b> December 2021-2022	<b>Year 3</b> December 2022-2023
	<p><b>How we will implement this intervention in Year 1:</b></p> <ul style="list-style-type: none"> <li>• Membership of Best Practice Group and VNET (Online due to COVID)</li> <li>• Continued observations by SLT and subject leads with feedback to improve quality teaching.</li> <li>• Regular training and CPD from other staff members and outside organisations</li> </ul>	<p><b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b></p> <ul style="list-style-type: none"> <li>• MAT based CPD in place 2021-2022 for Mastering English, Mastering Number, Foundation subjects, RE, SEN</li> <li>• Targeted Pupil Progress meetings (PP, SEN and Gender) by full SLT team</li> <li>• Team meetings and CPD opportunities to continue online and face-to-face if possible.</li> <li>• Additional music lessons purchased for KS1 classes to include CPD to upskill staff.</li> <li>• Tapestry purchased throughout all key stages to gather evidence.</li> <li>• School subscription to the National College for quality online CPD sessions.</li> </ul>	<p><b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b></p> <ul style="list-style-type: none"> <li>• Cancel National College subscription due to cost</li> <li>• Investigate alternative forms of additional CPD for staff</li> <li>• Staff continue to attend MAT CPD sessions-extended to Foundation subject leads</li> <li>• Subject lead observations and monitoring focus on lowest 20%</li> </ul>
<b>Interim Review notes</b>	<ul style="list-style-type: none"> <li>• CPD disrupted due to covid 2019/202 academic year. Staff CPD carried out online during lockdown online</li> <li>• Unable to carry out subject lesson observations due to COVID</li> <li>• CPD carried out in house with all teaching staff over Summer term 2021</li> </ul>	<ul style="list-style-type: none"> <li>• CPD run by the MAT was regularly attended by staff</li> <li>• Pupil Progress and Key Marginal staff meetings carried out each term after the assessment periods with a focus on PP</li> <li>• KS1 music lessons successfully in place and to continue next academic year-access to music for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Need to change from Tapestry to ensure quality evidence of pupil progress</li> <li>• Foundation subject leads participated in online CPD for their subject with a focus on supporting the lowest 20%</li> </ul>

<b>Interim review overall assessment</b>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations as it was completed despite COVID</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	<p>Year 1: £1750 (to include Dimensions subscription NPQ training for 2 x teachers) Forest Schools training x 1 teacher (£1,000 with half paid for by our PTA)</p>	<p>Year 2: £ 3,175 Is expenditure anticipated to:</p> <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul> <p>Cost of National College, Tapestry and additional music lessons</p>	<p>Year 3: £ Is expenditure anticipated to:</p> <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>
<b>Actual expenditure</b>	<p>Year 1: £ 2250 Additional HLTA PE qualification for one TA carried out in summer term 2021 (£750)</p>	<p>Year 2: £ Did expenditure:</p> <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>	<p>Year 3: £ Did expenditure:</p> <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>

<b>Priority: 1c</b>	<b>Curriculum and Assessment:</b> Pixl assessment introduced and teachers use these wisely to help children embed and use knowledge more confidently.	<b>Tier Category: 1</b>	High Quality teaching and Learning
<b>Intended Outcomes</b>	Groups that are not making progress will be easily identified and interventions provided.	<b>Success Criteria</b>	All children are achieving at least expected for their age.
<b>Implementation</b>	<b>Year 1</b> December 2020-2021	<b>Year 2</b> December 2021-2022	<b>Year 3</b> December 2022-2023
	<p><b>How we will implement this intervention in Year 1:</b></p> <ul style="list-style-type: none"> <li>Regular training from PiXL lead to staff.</li> <li>Regular assessments through PiXL</li> <li>Use therapies and start recommended interventions</li> <li>In house interventions in place following QLA</li> <li>Tracking of interventions by all class teachers to assess success.</li> <li>Weekly homework to support class teaching; TT Rockstars, Talk homework, spellings and maths.</li> </ul>	<p><b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b></p> <ul style="list-style-type: none"> <li>Dedicated release time for PiXL lead to support staff</li> <li>PiXL lead to carry out training for new staff and recap for existing staff</li> <li>Interventions record set up on shared Drive</li> <li>Pupil Premium Profiles set up on shared hub with attainment data and support indicated</li> </ul>	<p><b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b></p> <ul style="list-style-type: none"> <li>Assessment processes for Foundation subjects to be evaluated and redesigned to highlight pupils more clearly.</li> <li>Key Marginal pupils for core subjects to be identified at termly staff meetings and PP and SEN pupils highlighted.</li> <li>Core subject leads to attend these meetings and support staff with strategies for lowest 20%</li> </ul>

<b>Interim Review notes</b>	Additional hours for TAs and qualified teacher employed for Summer term 2021 as part of catch-up funding to support PP and LA pupils	Supply teacher x 2 employed during Spring Term 2022 (x 2 days) to lead PP/SEN interventions and tutoring sessions	Interventions are working well and all support staff involved are taking ownership and accountability of their tasks, thus allowing for no missed intervention sessions.
<b>Interim review overall assessment</b>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• <b>Above expectations</b></li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• <b>Above expectations</b></li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	Year 1: PiXL £ free (MAT cost for Year 1)	Year 2: PiXL £2,700 Is expenditure anticipated to: <ul style="list-style-type: none"> <li>• <b>Increase</b></li> <li>• Decrease</li> <li>• Stay the same</li> </ul> Supply teacher cost £4,100 (use of SLTP funds + PP funding)	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>
<b>Actual expenditure</b>	Year 1: PiXL free (MAT cost for Year 1) <b>Target small group support by teacher-£5,597 (part of PP funding and catch up funding)</b>	Year 2: £ Did expenditure: <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>	Year 3: £ Did expenditure: <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>

<b>Priority: 2a</b>	<b>Structured interventions:</b> A variety of literacy and numeracy interventions to help enable children to access the full curriculum: (small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support; creation of a more personalised curriculum).	<b>Tier Category: 2</b>	Targeted academic support
<b>Intended Outcomes</b>	Improved outcomes for disadvantaged children.	<b>Success Criteria</b>	Reduction in the difference in attainment between disadvantaged and non-disadvantaged pupils Improvements in social, emotional and mental health.
<b>Implementation</b>	<b>Year 1</b> December 2020-2021	<b>Year 2</b> December 2021-2022	<b>Year 3</b> December 2022-2023

	<p><b>How we will implement this intervention in Year 1:</b></p> <ul style="list-style-type: none"> <li>• Provision of adult support to work with children in class (TA or T)</li> <li>• Additional interventions for pupils who are not meeting expectations</li> <li>• One to one reading sessions (TA)</li> <li>• PiXL Therapies (TA, SENCO)</li> <li>• Maths intervention groups</li> <li>• Nurture provision (SENCO, TA)</li> </ul>	<p><b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b></p> <ul style="list-style-type: none"> <li>• Additional TA employed to support in class</li> <li>• TA increased hours to deliver phonics and basic maths interventions</li> <li>• HLTA employed to support in class and carry out interventions</li> <li>• School subscriptions purchased to facilitate a variety of resources.</li> <li>• Dyslexia Outreach Program purchased to support TAs</li> </ul>	<p><b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b></p> <ul style="list-style-type: none"> <li>• PiXL tests continue to be used alongside SATs papers</li> <li>• QLA analysis shared with staff</li> <li>• Specific targeted intervention 1:1</li> <li>• Training and coaching support for TAs with a focus on Maths support</li> <li>• Time for teachers to analyse data-staff meeting session supported by PiXL lead</li> <li>• Termly Pupil progress meeting with focus on PP</li> </ul>
<b>Interim Review notes</b>	<p>COVID restrictions and distancing had impact on face-to-face intervention sessions.</p> <p>Remote learning did not lend itself to small group or 1:1 intervention</p> <p>Not all PP children returned to school as was allowed.</p>	<p>Interventions embedded in daily timetables and carried out by additional TAs and HLTA-more consistent approach across the school.</p>	<p>Interventions embedded in daily timetables and carried out by additional TAs and HLTA-more consistent approach across the school.</p>
<b>Interim review overall assessment</b>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	<p>Year 1: £19,847</p> <p>Release time and cover and additional day for SENDCo and qualified teacher to deliver interventions</p>	<p>Year 2: £ 42,513 (costed from PP funding, catch-up funding and SLTP funding)</p> <p>Is expenditure anticipated to:</p> <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul> <p>Staffing-cost of HLTA-£21,245 Additional TA hours cost- £3,199 additional TA-£18,069 Dyslexia Outreach-£210</p>	<p>Year 3: £</p> <p>Is expenditure anticipated to:</p> <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul> <p>Increased staffing costs for both TA and SENDCo</p>
<b>Actual expenditure</b>	<p>Year 1: £ 19,847</p>	<p>Year 2: £</p> <p>Did expenditure:</p> <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>	<p>Year 3: £</p> <p>Did expenditure:</p> <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>

<b>Priority: 2b</b>	<b>Structured interventions:</b> Speech and Language specialist to deliver interventions and guide teachers and TAs to deliver content.	<b>Tier Category: 2</b>	Targeted academic support
<b>Intended Outcomes</b>	Improved speech and communication outcomes for disadvantaged children.	<b>Success Criteria</b>	Reduction in the difference in attainment between disadvantaged and non-disadvantaged pupils Improvements in social, emotional and mental health.
<b>Implementation</b>	<b>Year 1</b> December 2020-2021	<b>Year 2</b> December 2021-2022	<b>Year 3</b> December 2022-2023
	<b>How we will implement this intervention in Year 1:</b> <ul style="list-style-type: none"> <li>Speech therapist to assess children at school.</li> <li>Speech therapist to advise T, SENCO and TA about interventions following S&amp;L visits.</li> <li>Same content of work to be sent home to parents</li> <li>TAs given time to deliver intervention and record</li> </ul>	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b> <ul style="list-style-type: none"> <li>Speech therapist return to school setting to assess children at school.</li> <li>Speech therapist to advise T, SENCO and TA about interventions following S&amp;L visits.</li> <li>Same content of work to be sent home to parents</li> <li>TAs given time to deliver intervention and record</li> <li>All S&amp;L interventions logged on Intervention sheet on shared drive</li> </ul>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b> <ul style="list-style-type: none"> <li>SaLT interventions to carry on with identified pupils</li> <li>SaLT therapist to make regular visits to assess pupils and advise staff</li> <li>Intervention timetable adapted to ensure sufficient time and space made available for interventions. -see Intervention Record</li> </ul>
<b>Interim Review notes</b>	S&L sessions continued until COVID lockdown. Remote lessons and consultations by therapist continued during lockdowns	SaLT continues to happen regularly for identified pupils	SaLT continues to happen regularly for identified pupils
<b>Interim review overall assessment</b>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected</li> <li><b>Below expectations</b></li> <li>Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li><b>As expected</b></li> <li>Below expectations</li> <li>Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li><b>As expected</b></li> <li>Below expectations</li> <li>Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	Year 1: MAT Purchase	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li><b>Increase</b></li> <li>Decrease</li> <li>Stay the same</li> </ul> School to purchase S&L sessions	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li><b>Increase</b></li> <li>Decrease</li> <li>Stay the same</li> </ul>

<b>Actual expenditure</b>	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>	Year 3: £ Did expenditure: <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>
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<b>Priority: 3a</b>	Access to music lessons	<b>Tier Category: 3</b>	Going the extra mile
<b>Intended Outcomes</b>	Children have regular weekly music sessions and access to extra tuition	<b>Success Criteria</b>	Improvements in social, emotional and mental health.
<b>Implementation</b>	<b>Year 1</b> December 2020-2021	<b>Year 2</b> December 2021-2022	<b>Year 3</b> December 2022-2023
	<b>How we will implement this intervention in Year 1:</b> <ul style="list-style-type: none"> <li>• Guitar lessons in Year 4</li> <li>• Trumpet lessons in Year 5</li> <li>• Guitar teacher in for extra tuition</li> <li>• Piano teacher in for extra tuition</li> <li>• Guitar sent home for children to practise</li> </ul>	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b> <ul style="list-style-type: none"> <li>• Guitar and trumpet lessons to continue for KS2</li> <li>• KS1 percussion music lessons introduced</li> <li>• All PP pupils have access to music tuition costed by the school.</li> </ul>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b> <ul style="list-style-type: none"> <li>• Guitar and trumpet lessons to continue for KS2</li> <li>• KS1 percussion music lessons embedded and continue</li> <li>• All PP pupils have access to music tuition costed by the school.</li> </ul>
<b>Interim Review notes</b>	Individual and class sessions disrupted due to COVID. Music sent home for practice sessions via Google Classroom Tutor videos set up on Goggle Classroom Individual piano lessons ceased, piano tutor did not return to school after covid.	Quality music lessons have taken part so far this year. These are now evidenced on the school's subscription to Tapestry. Singing for both Key Stages has also returned All pupils took part in a musical Christmas video to share with parents	All pupils (including PP) participate in age-appropriate weekly music instrument teaching and weekly Key Stage singing.
<b>Interim review overall assessment</b>	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• <b>Below expectations</b></li> <li>• Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>• <b>Far above expectations</b></li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>• <b>Far above expectations</b></li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	Year 1: £378 (£7 per child)	Year 2: £1,980-music service Sing-Up subscription-£225 Is expenditure anticipated to: <ul style="list-style-type: none"> <li>• <b>Increase</b></li> <li>• Decrease</li> <li>• Stay the same</li> </ul>	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li>• <b>Increase</b></li> <li>• Decrease</li> <li>• Stay the same</li> </ul>



<b>Actual expenditure</b>	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>	Year 3: £ Did expenditure: <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>
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<b>Priority: 3b</b>	A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.	<b>Tier Category: 3</b>	Going the extra mile
<b>Intended Outcomes</b>	Improved experiences for disadvantaged children.	<b>Success Criteria</b>	Improvements in social, emotional and mental health.
<b>Implementation</b>	<b>Year 1</b> December 2020-2021	<b>Year 2</b> December 2021-2022	<b>Year 3</b> December 2022-2023
	<b>How we will implement this intervention in Year 1:</b> <ul style="list-style-type: none"> <li>• External dance teacher to provide Musical Theatre club</li> <li>• Sports clubs provided</li> <li>• Art clubs</li> </ul>	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b> <ul style="list-style-type: none"> <li>• ASC activity clubs to return academic year 2021-2022</li> <li>• Clubs to be run by school staff</li> <li>• PP children places to be subsidised</li> <li>• School trips and visitors to school to return</li> <li>• PP subsidised on school visits</li> </ul>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b> <ul style="list-style-type: none"> <li>• Low up-take from parents (even PP funded parents) with ASC activities.</li> <li>• After School Care club to offer themed nights instead to allow those pupils who wish to participate to be able to join this larger and staffed group.</li> </ul>
<b>Interim Review notes</b>	External providers and after school activity clubs suspended from March 2020 due to COVID	Up-take from parents for ASC activity clubs was low due to finances. Not enough interest to run a club	Staff considering the implementation of lunchtime clubs instead.
<b>Interim review overall assessment</b>	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul> PP pupils attended the Panathlon Dec 2021 PP in Year 6 attended Panto Dec 2021	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>

<b>Anticipated expenditure</b>	Year 1: £0 DUE TO COVID-19	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>
<b>Actual expenditure</b>	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>	Year 3: £ Did expenditure: <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>

<b>Priority: 3c</b>	Improving attendance percentages among PP children.	<b>Tier Category: 3</b>	Going the extra mile
<b>Intended Outcomes</b>	Improved attendance percentages	<b>Success Criteria</b>	Reduction in the difference in attendance between disadvantaged and non-disadvantaged pupils
<b>Implementation</b>	<b>Year 1</b> December 2020-2021	<b>Year 2</b> December 2021-2022	<b>Year 3</b> December 2022-2023
	<b>How we will implement this intervention in Year 1:</b> <ul style="list-style-type: none"> <li>• Attendance rewards both whole class and individual</li> <li>• Regular phone calls home during absences</li> <li>• Regular monitoring</li> </ul>	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b> <ul style="list-style-type: none"> <li>• Attendance continues to be monitored for all pupils including PP during the covid pandemic</li> <li>• Regular phone calls home during absences</li> <li>• HT letters sent home for PA and recorded on CURA</li> <li>• All attendance data is reported to the MAT</li> </ul>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b> <ul style="list-style-type: none"> <li>• Continue with strategies in place.</li> <li>• New Office Manger appointed as Attendance Officer too</li> <li>• New Officer Manger trained as DSL to specifically monitor attendance</li> </ul>
<b>Interim Review notes</b>	Attendance for all pupils was disrupted in 2020-2021 due to COVID	PP attendance December 2021-94% with 15% PA (attendance < 90%) this equates to 6 pupils Whole school attendance was 96.7% with 9% PA.	July 2022-PP attendnace-94% PA 23% December 2022-PP attendance-92% PA 25% April 2023-PP Attendance-92% PA-37% July 2023-PP attendance-92% PA -31%

<b>Interim review overall assessment</b>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected with COVID restrictions</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	Year 1: N/A	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>
<b>Actual expenditure</b>	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>	Year 3: £ Did expenditure: <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>

<b>Priority: 3d</b>	Access to counselling from external qualified children's counsellor.	<b>Tier Category: 3</b>	Going the extra mile
<b>Intended Outcomes</b>	Improved emotional, social and mental health	<b>Success Criteria</b>	Improvements in social, emotional and mental health.
<b>Implementation</b>	<b>Year 1</b> December 2020-2021	<b>Year 2</b> December 2021-2022	<b>Year 3</b> December 2022-2023
	<b>How we will implement this intervention in Year 1:</b> <ul style="list-style-type: none"> <li>Where needed children will have one to one counselling.</li> </ul>	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b> <ul style="list-style-type: none"> <li>Where needed children will have one to one counselling.</li> <li>Support will be offered for families at home (FSP, Heart &amp; Minds)</li> </ul>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b> <ul style="list-style-type: none"> <li>One-to-One counselling will remain in place and be prioritised in the budget and PP funding</li> </ul>
<b>Interim Review notes</b>	Time with the school counsellor was disrupted during covid lockdowns with no face-to-face sessions.	7 PP pupils have attended counselling sessions From Sept-December 2021 3 PP pupils have been visited by Family support	Our school counsellor continues to see 6-8 pupils some fortnightly in order to accommodate all who require this service.

<b>Interim review overall assessment</b>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected</li> <li><b>Below expectations</b></li> <li>Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations</li> <li><b>Above expectations</b></li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li><b>Far above expectations</b></li> <li>Above expectations</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	Year 1: £666 per child	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li><b>Increase</b></li> <li>Decrease</li> <li>Stay the same</li> </ul>	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li><b>Increase</b></li> <li>Decrease</li> <li>Stay the same</li> </ul>
<b>Actual expenditure</b>	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>	Year 3: £ Did expenditure: <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Stay the same</li> </ul>

<b>Priority: 3e</b>	Ensuring that families are supported financially with educational provision materials (e.g. school uniform, additional learning materials) including the use of the Forces PPG.	<b>Tier Category: 3</b>	Going the extra mile
<b>Intended Outcomes</b>	Able to access all needed materials to improve wellbeing and access learning.	<b>Success Criteria</b>	Reduction in the difference in attainment between disadvantaged and non-disadvantaged pupils Improvements in social, emotional and mental health.
<b>Implementation</b>	<b>Year 1</b> December 2020-2021	<b>Year 2</b> December 2021-2022	<b>Year 3</b> December 2022-2023
	<b>How we will implement this intervention in Year 1:</b> <ul style="list-style-type: none"> <li>Work and packs available during COVID</li> <li>Regular contact with parents</li> </ul>	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b> <ul style="list-style-type: none"> <li>Planned day trips will be subsidised</li> <li>Residential trips will be organised in school time and so subsidised</li> <li>After school club activities will be subsidised</li> </ul>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b> <ul style="list-style-type: none"> <li>We will continue to ensure all residential trips are in school time (not weekends) to allow PP students to benefit from the experiences.</li> </ul>
<b>Interim Review notes</b>	All PP pupils were offered free school lunches to collect whilst the school kitchen was open. Devices were offered to support remote learning at home	All PP children were able to participate in educational one day trips and the Year 6 residential.	All PP children were able to participate in educational one day trips and the Year 6 residential.

	Edenred vouchers were organised for during holiday times when the kitchen was closed.		
<b>Interim review overall assessment</b>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	Year 1: Through budget funding, donations and PTA.	<p>Year 2: £</p> <p>Is expenditure anticipated to:</p> <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>	<p>Year 3: £</p> <p>Is expenditure anticipated to:</p> <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>
<b>Actual expenditure</b>	Year 1: £	<p>Year 2: £</p> <p>Did expenditure:</p> <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>	<p>Year 3: £</p> <p>Did expenditure:</p> <ul style="list-style-type: none"> <li>• Increase</li> <li>• Decrease</li> <li>• Stay the same</li> </ul>

### Review of last year's aims and outcomes

\*The review of the 2019 - 20 outcomes are available on the school website. Provision for PP and All children was disrupted by the school closures and impact of Coronavirus. No formal end of KS2 results are available.