



Summary information

PUPIL PREMIUM LEADERSHIP INFORMATION 2022 - 23

Pupil Premium Lead	Michelle Hodgkinson	Governor Lead	Geoff Rowlands	Trust Lead	Kate Mann
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CURRENT PUPIL INFORMATION 2022 - 23

Total number of pupils in school:	348	Total pupil premium allocation:	<b>£60,220</b>	Date of most recent PP Review:	September 2022
		Carried over funding from 2021/22:	£0		
Number of pupils eligible for pupil premium:	51	Recovery Premium Funding (RPF):	£6235	Publish Date:	<b>December 2022</b>
		RPF Carried over funding from 2021/22:	£0		
Proportion of disadvantaged pupils %:	15.8%	Total PP and RPF budget:	£66,455	Statement authorised by:	<b>Timothy Brogan</b>

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	30	59%
Girls	21	41%
SEN support	5	10%
EHC plan	2	4%
EAL	7	14%

## BARRIERS TO FURTHER ATTAINMENT

### In-School Barriers (such as poor literacy skills)

A	<p><b>Early communication and language</b></p> <p>Children entering our school from disadvantaged backgrounds have limited communication and language skills. Talk Derby identifies Derby City as 316<sup>th</sup> in the Social Mobility Commissions Index out of 324 local authority areas and therefore Derby is part of the national Opportunity area programme to support disadvantaged pupils in speech and language acquisition. Our internal baseline assessment data for FS1 and 2 reflects this need for early language intervention. Poor communication and language has a knock on effect for all other areas of the curriculum: if children cannot communicate effectively, they cannot interact and build the relationships required to become independent learners as they progress through the school.</p>
B	<p><b>Reading and vocabulary and language acquisition in KS2</b></p> <p>Our disadvantaged children who were lower prior-attainers in KS1 have a large progress gap in reading at the end of KS2 across a 3 year trend. This data, coupled with evidence from teacher consultation and discussion with English leads shows a gap in exposure to high quality texts - particularly in independent reading choices - and a need for further intervention to support this group in particular across the Key stage to sustain their progress from KS1. Regular exposure to high quality, ambitious vocabulary is also an impacting factor as it is noted that that is an area in which our disadvantaged group (in particular the lower prior-attainers) lack confidence with in both reading comprehension and writing. Progress in writing in KS2 for our disadvantaged group shows a three year, downward trend and, again, it is the knowledge, understanding and use of ambitious language choices that is seen as a significant factor in our disadvantaged children, in particular the lower prior-attainers, making expected or greater than expected progress across the key stage and achieving their potential.</p>
C	<p><b>Maths retention of key knowledge and reasoning skills</b></p> <p>Although progress for our disadvantaged children in maths is on an upward trajectory across both key stages, data shows disadvantaged girls having a three year progress gap at KS1 which continues to be significant at the end of KS2. Again, the progress gap against our non-disadvantaged group appears greatest in our lower prior-attainers. Both retention and recall of key knowledge and confidence in reasoning and problem solving within mathematics are specific barriers to overcome in order for our lower prior-attainers and girls to make expected or accelerated progress within maths across KS1 and KS2.</p>

External Barriers (such as poor attendance)

D	<p><b>Mental health and well-being/pastoral needs</b></p> <p>Teacher consultation coupled with analysis of data from CPOMS shows that there have been particular needs within our disadvantaged cohort in relation to mental health and wellbeing, behaviour, motivation and self-esteem over the last 12 months (pre-covid); certain stands of which form specific trends within the disadvantaged pupils in particular phases. There is also a trend in limited social skills and relationship building at Key stage 1 in particular. These barriers pose a significant issue to securing progress for the disadvantaged children within school, both academic (ability to manage cognitive load and process information) and emotionally.</p>
E	<p><b>Barriers as a result of COVID19</b></p> <p>The EEF published evidence on the impact of school closures on the attainment gap, stating that school closures are likely to reverse progress made to narrow the gap in the last decade. The projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%. Along with the impact of COVID19 to attainment of our pupils, the impact on mental health, anxiety, social interaction and attachment of our disadvantaged learners in particular may require a longer-lasting recovery period that is specifically related to the 5 levers (<i>Professor Barry Carpenter</i>). Low parental engagement in home learning (a trend identified through teacher consultation) will also be a key barrier to overcome in moving forward the progress of our disadvantaged cohort.</p>

Desired Outcomes		
	Outcome	Success Criteria
A	<p><b>For our disadvantaged children entering school to have improved communication skills so that they are able to communicate effectively with both staff and peers, enabling them to build relationships and become independent learners.</b></p> <p><i>Lever 2 – Recovery Curriculum</i></p>	<p>80% of our FS1 and 2 disadvantaged children to be achieving GLD and maintaining, or accelerating, this progress into KS1 so that they are achieving at, or above, the same progress made by our non-disadvantaged children in reading, writing and maths.</p> <p>Targeted learning walks/discussions with senior leaders within the Foundation Stage will show a focus on communication and language acquisition in planning and delivery of sessions in the foundation stage.</p> <p>Parental involvement at the earliest level will be improved and this will directly impact on the communication skills of our disadvantaged children.</p>
B	<p><b>For our disadvantaged cohort to be exposed to, understand and use ambitious vocabulary across the school, but in Ks2 in particular, so that progress in reading and writing from KS1 assessments is maintained or accelerated.</b></p> <p><i>Lever 3 &amp; 4 – Recovery Curriculum</i></p>	<p>The attainment, and in particular progress, gaps between disadvantaged and non-disadvantaged pupils in KS2 reading and writing will significantly reduce to be more in line with their non-disadvantaged peers.</p> <p>Internal assessments in years 3, 4 and 5 will demonstrate maintained or accelerated progress for our disadvantaged cohort.</p> <p>Targeted interventions, relating to vocabulary and language acquisition and understanding, will be in place for children whose progress is falling behind in KS2.</p> <p>Focussed learning walks and book looks will evidence the high focus on and priority of vocabulary acquisition across the curriculum and in particular in Reading for Meaning sessions and English lessons.</p>
C	<p><b>For confidence in reasoning and problem solving and recall of prior</b></p>	<p>End of key stage formal assessment data will show a narrowing of the</p>

	<p><b>knowledge to be improved in maths for our girls and lower prior-attainers in particular, so that expected, or greater than expected, progress can be made and the progress and attainment gaps reduced across school.</b></p> <p><i>Lever 4 – Recovery Curriculum</i></p>	<p>progress gap and improved attainment of our disadvantaged cohort in maths.</p> <p>Internal tracking will show that progress is being maintained for disadvantaged girls and lower prior-attainers in years 3, 4 and 5.</p> <p>Targeted interventions, relating to specific areas of need in maths, will be in place for children in the key groups whose progress is falling behind at both KS1 and KS2.</p> <p>Planning and timetabling will demonstrate a focus on recall of key information.</p>
D	<p><b>For our disadvantaged children to have raised aspirations, demonstrating positive self-esteem and motivation which will support their mental health and wellbeing. For all children to have strategies in place to support and develop their self-regulation.</b></p> <p><i>Lever 1 – Recovery Curriculum</i></p>	<p>Internal data (Edukey data/PP trackers and PASS surveys) will show that emotional health concerns have been identified at the earliest opportunity and strategies/interventions have been put in place to support.</p> <p>Focussed learning walks will show that emotional health and wellbeing is part of classroom culture across school.</p> <p>Boxall profiles and PIES will demonstrate progress in these areas over time for our disadvantaged children.</p> <p>Learning walks/pupil interviews will demonstrate solid relationships between children and staff that will support their emotional health and wellbeing.</p>
E	<p><b>For parents of our disadvantaged children to feel informed, supported and engaged in their children’s learning journey so that at-home learning (both in the event of school closure and in the course of normal school activities) is supported and the progress gap does not widen further.</b></p>	<p>Reading diary and learning log completion, coupled with engagement in online learning programmes (Purple Mash and Century) is high within this group.</p> <p>Parental representation at group sessions and drop-ins will be high.</p> <p>Teacher appraisals show that positive relationships with parents of our disadvantaged children have been formed and support given</p>

	<b><i>Lever 1 and 2 – Recovery Curriculum</i></b>	where needed.
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### 3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)					
Total budget across 3 years =£187,040 (Year 1= £62,145, Year 2 = £53,075 plus RPG at £5365, Year 3 = £60,220 plus RPG at £6235) Total current spending =£171,195					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx. costings (for the three years)	Success measure
A) To improve communication skills for children entering and leaving foundation stage	A	Training of all Foundation Stage staff to NVQ level 1 in communication and language and St Alban's becoming a communication friendly setting for Talk Derby.	Beginning Autumn 2020-21 Accreditation by Sept 2022 Refresher training year 2 Spring and Summer 2022	Per year: 15 hours FS lead time = £675 5 x 5 hours (teachers) = £925 5 x 5 hours (TA) = £400  £2000 year 1 £2000 year 2 £2000 year 3	80% of PP Foundation stage children achieving GLD and progress gap within KS1 closing so that PP children achieve more in line with non-disadvantaged peers.  Attainment and progress will place FS and KS1 above average in the EEF Families of Schools.



		<p>Foundation stage to take part in the Nuffield Early Language Intervention (EEF Government funded project)</p>	<p>Applied for Autumn 2020 – ongoing through 2020-21          Due to Covid lockdowns and staffing issues, now due to be established by end 2021-22 academic year (see 1 year plan).</p>	<p>Government funded project          25 TA hours initial assessment time = £400          18 hours TA/teacher online training = £1000          1 x teacher and 1 x TA x 5 hours per week = £10,340          £11,740 year 1          £11,740 year 2          £1500 year 3</p>	
		<p>CPD on oral language intervention in Foundation stage and Ks1 for teachers and TAs</p>	<p>Training/areas of need to be established as a result of above pilots          Spring/Summer 2020-21          Training in place 2021-22</p>	<p>£500 year 2          £500 year 3</p>	

<p><b>B) To improve teacher and TA knowledge, understanding, delivery and assessment of vocabulary and language skills within the English Curriculum in order to improve attainment in reading and writing.</b></p>		<p>Purchase of Accelerated Reader and online reading bank. Development of library resources and teaching library (EEF promising project)</p>	<p>Developed 2020-21 Established 2021-22 <i>Reviewed Summer 2023</i></p>	<p>£4000 per year (AR) Budget for new library books = £2000 per year Library resources = £1500</p> <p>£8000 (year 2 and 3) £6,000 books budget £1500 Library resources</p>	<p><b>The attainment, and in particular progress, gaps between disadvantaged and non-disadvantaged pupils in KS2 reading and writing will significantly reduce to be more in line with their non-disadvantaged peers.</b></p> <p><b>Internal assessments in years 3, 4 and 5 will demonstrate maintained or accelerated progress for our disadvantaged cohort.</b></p>
	<b>B</b>	<p><b>Staff CPD</b> Training on vocabulary strategies/reading for meaning – CPD to be researched and established.</p>	<p>Year 1 Ongoing throughout 2020-21 <i>Reviewed Summer 21</i> Moved into Year 2 due to Covid lockdowns</p>	<p>Subject leadership time = £540 per day (Full day per lead)</p> <p>£1100 year 1 £1100 year 2</p>	

		<p>Priority reading 1:1 each day – vocabulary focus and priority writing conferences (year 2) Herts for learning intervention and training (year 3)</p>	<p>Year 1 Refreshed as part of recovery curriculum Autumn 2020 Ongoing Training implemented in year 2 Targeted intervention support training year 3 after review</p>	<p>Ratio of 1 TA to 1 pupil, 30 minutes per week x 38 weeks =£15,000 per year Training (12 TAs) x 2 hours = £400 Leadership time for planning/delivering training = £240  £15,000 year 1 £15,240 year 2 Full cost currently unknown year 3 - £480 training Intervention costs TBC</p>	
		<p><b>Staff CPD</b> Training for precision and SoundsWrite teaching and support staff to carry this out</p>	<p>Year 1 Spring 2021 Established across school Summer 21 <i>Reviewed Summer 2022</i></p>	<p>12 x TA training = £200 Ratio of 1 x TA to 1 pupil, 30 mins per week 24 children (average)  £7500 year 1 £7500 year 2 £7500 year 3</p>	

	<p><b>Staff CPD</b> Oral language interventions such as Philosophy 4 children and Dialogic teaching researched and put in place</p> <p>Approach changed after year 2 review – staff CPD to focus on Rainbow Grammar intervention and SoundsWrite intervention training</p>	<p>Year 2 Researched Autumn/Spring 2020 Trialled Summer 2021 Established 2021-22 <i>Reviewed Summer 2022</i></p>	<p>Subject leader time x 1 full day = £270</p> <p>£270 year 2</p> <p>£15,000 Year 3</p>	
	<p><b>Staff CPD</b> Training on explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies for both teachers and TAs.</p> <p>Approach changed after year 2 review – staff CPD to focus on Rainbow Grammar CPD and SoundsWrite CPD</p>	<p>Year 1 Ongoing <i>Reviewed Summer 2021</i></p>	<p>£500</p> <p>See above for year 3 budget</p>	
<p><b>C ) To improve teacher and TA knowledge, understanding, delivery and assessment of recall and reasoning skills within the</b></p>	<p><b>Staff CPD</b> Teacher ad TA training, monitoring and support in Power Maths and NCETM materials</p>	<p>Year 1 Begin Autumn 2020</p> <p>Further support in use of NCETM materials in year 2</p>	<p>Subject leader time x 1 full day = £270 per year</p> <p>£810 for 3 years</p>	<p>End of key stage formal assessment data will show a narrowing of the progress gap and improved attainment of our disadvantaged cohort in maths.</p> <p>Internal tracking will show</p>

<b>Mastery Maths Curriculum in order to improve attainment. (Linked to outcome C)</b>	Subject leader support with KS1 Number sense programme – team teaching, monitoring, feedback and support etc	Year 2 Deliver training autumn 2021, review progress Spring 2022 Moved into year 3 after review	Subject leader time x 1 full day £270 Teacher time out of class for support conversations x 5 hours £200  £570 year 2 £570 year 3	<b>that progress is being maintained for disadvantaged girls and lower prior-attainers in years 3, 4 and 5.</b>
	<b>Staff CPD</b> Staff CPD on snappy maths, fluent in five and use of knowledge organisers for recall	Year 1 Spring summer 2021 Year 2 staff meetings to continue	Subject leader time x 1 full day = £175 per year  £500	
<b>D) To develop teacher and TA knowledge, understanding and delivery of a SEMH curriculum. (Linked to</b>	Zones of regulation re-training and strategies to support this given to staff.	Summer 21 – Summer 22 <i>Review input across school Spring 2021 to determine level of staff CPD needed.</i>	Subject leader time x 1 half day = £135 per year TA training = 4 staff (1 per phase) x 1 morning per year = £65  £200 year 1 £200 year 2	<b>Internal data (CPOMS data/ PP trackers) will show that emotional health concerns have been identified at the earliest opportunity and strategies/interventions have been put in place to support.</b>

<p><b>Outcome 4)</b></p>		<p>Development of PHSE curriculum</p>	<p>Begin Spring/Summer 21 Embedded Autumn 21 <i>Review current practice in school Spring 21 to determine level of staff CPD needed Further review Spring 22</i></p>	<p>Subject leader time x 1 half day = £115 per year</p> <p>£115 year 1 £115 year 2 £115 year 3</p>	<p><b>Focussed learning walks will show that emotional health and wellbeing is part of classroom culture across school.</b></p> <p><b>Boxall profiles (or similar) will demonstrate progress in these areas over time for our disadvantaged children.</b></p>
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TARGETED ACADEMIC SUPPORT (interventions)					
	Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
	A) To time, plan and carry out targeted interventions in reading and vocabulary development to improve attainment and access to the curriculum.	KS1 small group targeted reading intervention for those failing to pass phonics screening checks.	Established 2020 Ongoing throughout 2021 - 22 <i>TA to continue to input each afternoon across the year.</i>	Ratio of 1 x TA to 1 pupil, 30 mins per week – average of 7 pupils per year (based on previous 3 year data) = £2200  £2200 year 1 £2200 year 2 £2200 year 3	Progress will be seen in informal assessment within class and in formal internal and external testing. Intervention progress will also be evident in SoundsWrite assessment and monitored through Edukey.
		KS1 targeted SoundsWrite intervention	Established 2020 Ongoing throughout 2021	3 x TA x 1 hr per week x 39 weeks  £1,900 year 1 £1900 year 2 £1900 year 3	

		<p>KS2 precision teaching training for TAs and interventions across KS2 to be informed by internal assessment.</p>	<p>Begun Autumn 20 LKS2</p> <p>Developed Spring 2021</p> <p><i>Reviewed Summer 21</i></p> <p>Development of this to include leadership time (AL) for monitoring and consistency in recording of these interventions</p>	<p>Subject leader time x 1 half day = £135 per year</p> <p>TA training = 4 staff (1 per phase) x 1 morning per year = £192</p> <p><b>£350 year 1</b> <b>£350 year 2</b> <b>£350 year 3</b></p>	
		<p>In school club provision reviewed and added to, to focus on oracy, reading and vocabulary building- e.g. book club, debating club etc</p>	<p>Year 2 – to be set up spring term, aligned with the library clubs</p>		



	<p><b>B)</b> To time, plan and carry out targeted interventions in mathematics, in particular for our girls and lower prior-attainers, to improve attainment and access to the maths curriculum.</p>	<p>Short-burst 1:1 reactive intervention and pre-teaching for children focussing on mastery approach and use of concrete resources</p>	<p>Established Spring 2020 as part of the recovery curriculum</p> <p>Year 2 &amp; 3</p> <p>Develop the interventions further – use of targeted materials and consistency of these.</p>	<p><b>Costings included in previous section.</b></p>	<p><b>Progress will be seen in informal assessment within class and in formal internal and external testing.</b></p>
		<p>Small group intervention based on internal assessment of topics.</p>	<p>Established Autumn 2020 as part of the recovery curriculum</p> <p>Ongoing</p> <p><i>Allocation of support staff reviewed on a half termly basis</i></p>	<p>4 TA x 1 hr per week x 39 weeks = £2500 per year</p> <p>£2500 year 1</p> <p>£2500 year 2</p> <p>£2500 year 3</p>	
		<p>Use of Century online intervention programme in 1:1, small group sessions in school and as homework intervention</p>	<p>Trialled Autumn 2020</p> <p>Established Spring/Summer 2021</p> <p><i>Reviewed Summer 2021</i></p> <p><i>Year 3 to include access to new chromebooks for classes</i></p>	<p><b>Cost of Century included in catch up funding</b></p>	

	<p><b>D) To further develop support for SEMH provision within school to support our disadvantaged learners.</b></p>	<p>Further development of 'nurture hub' to support behaviour and mental health and withdrawal sessions with learning mentor to support emotional regulation and self-esteem across school tailored to individual cohorts.</p>	<p>Explored Spring/Summer 2021 with a view to embedding 2021-22</p> <p>2022-3 developed after 2022 review</p>	<p>Learning mentor leadership time (for preparation) x 2 days per year = £500</p> <p>learning mentor delivery time x 3 hours per week = £50 = £1950 per year</p> <p>Employed counsellor x 1 session per week = £2450 year 2</p> <p>£2450 year 3</p>	<p>Internal data (CPOMS data/ PP trackers) will show that emotional health concerns have been identified at the earliest opportunity and strategies/interventions have been put in place to support.</p> <p>Boxall profiles (or similar) will demonstrate progress in these areas</p>
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		Weekly targeted intervention sessions in each phase – informed by PASS test data analysis - to be established to support emotional regulation and self-esteem. These will be tailored specifically to different cohorts.	Established Spring 2021 Reviewed Summer 2021	SENCO time 2 hrs per week = £70 x 38 weeks =£2260  £2260 year 2 £2260 year 3	over time for our disadvantaged children.
		Zones of regulation group for KS1 with Senco developed further.	Developed during 2021-22	See costings above	

		Chaplaincy provision to be developed further.	Developed during 2021-22 and established	<b>No costings as yet established</b>	
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WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible:

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1) To engage parents in their children's development at a pre-school age in order to improve communication and oracy.	Peep learning together programme delivered to parents of children 2 and under to support communication, language and early literacy, along with self-esteem and emotional regulation support.	*Groups will begin when COVID restrictions on adults in school lift. <i>To begin spring 2021 due to covid restrictions</i>	1 x TA for 1 afternoon per week = £32 Resources for group =£250 per year  £1500 year 2 £1500 year 3	School will have a good relationship with parents of children from disadvantaged backgrounds at a young age and parents will feel equipped with skills to support their child as they move into the foundation stage.
	Pre-nursery group sessions delivered (see above peep group sessions).	As above	1 x TA for 1 afternoon per week = £32  £1250 year 2 £1250 year 3	

	<p><b>2) To provide further in-school support and provision for extra-curricular activities to support the mental health and wellbeing of our disadvantaged cohort.</b></p>	<p>Access to extra-curricular clubs for PP children reviewed and gaps in children attending found. Clubs matched to children's specific emotional needs.</p>	<p>Clubs to begin spring 2021 due to covid restrictions</p>	<p><i>Costings TBC</i> <i>£10000 set aside</i></p>	<p><b>Internal data (CPOMS data/ PP trackers) will show that emotional health concerns have been identified at the earliest opportunity and strategies/interventions have been put in place to support.</b></p>
		<p>Music extra-curricular lessons funded for PP children within school</p>	<p>To begin spring 2022 Year 3</p>	<p><i>Costings TBC</i> <i>£10000 set aside</i></p>	<p><b>Hard and soft data will show that use of these facilities/access to extra-curricular areas of school is having a positive impact on the SEMH of our disadvantaged children.</b></p>
		<p>Secret garden area developed to support forest school principles and access to this prioritised for PP cohort.</p>	<p>To begin 2020-21 Established 2021-22 <i>Progress to be reviewed end Summer 2021</i> <i>Year 2 focus due to covid lockdowns during year 1</i></p>	<p><i>Included above.</i></p>	

		Extra-curricular opportunities to build friendships, relationships and experiences identified and put into long term planning.	To be researched and key staff identified Spring/Summer 2020, once COVID restrictions have been lifted.	<i>Included above.</i>	
	<b>3) To develop relationships and provide support for parents in order for them to feel equipped to support their children's home learning.</b>	Support for home learning established in relation to technology availability, specific learning packs (KS1 in particular)	To begin in Autumn 2020 as part of the Recovery Curriculum provision (lever 1 and 2)  <i>Reviewed end of Spring 2021</i>	£800 per year  £2400	Parental questionnaires will show that parents feel supported and involved in their children's learning. Reading records/learning logs/home learning will show engagement from children.
		Training on the new Century learning platform	To begin Autumn 2020  <i>Reviewed Spring 2021</i>  <i>Training to be re addressed in year 2</i>	Leadership time x 1 day  £200 year 1  £200 year 2	

## PUPIL PREMIUM ACTION PLAN: 2022/23

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead/ review date	Approximate cost
1) <b>Linked to outcome A</b>	Improved communication skills for children entering and leaving foundation stage	Speech, language and vocabulary intervention to be given to specific pupils within FS1  Foundation stage to use the Nuffield Early Language Intervention (EEF Government funded project) as an intervention with specific pupils demonstrating low levels of communication and language acquisition	Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children’s literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise, with an average of four months additional progress reported and evidenced by the EEF.	Lead and monitored by SLT – KR.  Progress of each child monitored through PP trackers and internal monitoring forms (school language screen data analysis)  Termly PP meetings with PP lead to discuss progress of the programme and next steps.	Kelly Royle  Review Summer 2023	£2250  Intervention led by TA x 5 hours per week



B) <b>Linked to outcome B</b>	To improve teacher and TA knowledge, understanding, delivery and assessment of vocabulary and language skills within the English Curriculum in order to improve attainment in reading and writing.	CPD in use of tier 2 and 3 vocabulary across the curriculum feeding into curriculum and assessment framework within school.	Regular exposure to high quality, ambitious vocabulary is an impacting factor in progress in reading comprehension and writing for the disadvantaged cohort in our school. Progress in writing in KS2 for our disadvantaged group shows a three year, downward trend and, again, it is the knowledge, understanding and use of ambitious language choices that is seen as a significant factor in our disadvantaged children, in particular the lower prior-attainers, making expected or greater than expected progress across the key stage and achieving their potential.	Learning walks and book scrutinies will demonstrate a high focus on vocabulary acquisition across the curriculum. Strategies that have been delivered to staff will clearly be in use in classrooms.	LL and ERD to lead CPD and monitoring within English supported by foundation subject leads. MB to monitor foundation subject leads focus on vocabulary within long and medium term curriculum planning	Subject leadership time = £540 per day  2 x full day leadership time  £1100
		Staff CPD in Rainbow Grammar to be delivered	Internal assessment of writing and of our writing curriculum across the school shows a gap in children's understanding of sentence structures and Grammar for writing support. Rainbow Grammar provides rigorous and explicit teaching of sentence level concepts to apply to writing and fills a gap in terms of progression in our curriculum.	Strategies will be employed by teachers and demonstrated in learning walks <b>and classroom environments.</b>  Regular and robust training for both teachers and TAs will be	ERD and LL supported by MH	£5,000

				in place and pupil voice will also demonstrate understanding when monitored.		
		Y3/4 (highest proportion of PP children in school) to take part in Story seekers project with the National Theatre to develop oracy and language	<p>The Cultural Learning Alliance's 2017 research project used large sample sizes of 12,000 to find the following key research findings: Participation in structured arts activities can increase cognitive abilities by 17%</p> <p>Learning through arts and culture can improve attainment in Maths &amp; English</p> <p>Learning through arts and culture develops skills and behaviour that lead children to do better in school.</p> <p>Students from low-income families who take part in arts activities at school are three times more likely to get a degree.</p>			Subject leadership time £540
3) <b>Linked to</b>	To fill the gaps of knowledge in maths created by	Fluency focus for mathematics across the whole school and staff	The NCETM have highlighted the importance of core concepts in the National Curriculum that will	Classroom observations, learning walks, book looks and pupil voice	F Muldoon	Subject lead x 1 full day

<p><b>outcome C</b></p>	<p>school closures and improve teacher and TA knowledge, understanding, delivery and assessment of recall skills.</p>	<p>CPD to support this.</p> <p>EY and KS1</p> <p>– Mastering number</p> <p>- Numbots</p> <p>KS2</p> <p>-Timetabled arithmetic and snappy maths sessions</p>	<p>develop connections between mathematical topics and improve recall, particularly to support disadvantaged learners.</p>	<p>across the year will evidence that each phase/class has an explicit fluency focus within their maths curriculum. Arithmetic assessments (both informal and formal) will demonstrate progress in understanding and use of arithmetic skills. Monitoring of interventions will show a high focus on fluency in all phases.</p>		<p>£540</p> <p>Staff CPD</p> <p>£1000</p> <p>Intervention</p> <p>£2250</p>
<p><b>D) Linked to outcome D</b></p>	<p>To develop teacher and TA knowledge, understanding and delivery of a SEMH curriculum.</p>	<p>Development and implementation of Ten:Ten RSE curriculum and assessment.</p> <hr/> <p>Whole school development of Character Behaviours ethos and curriculum</p> <hr/> <p>Senior mental health lead to be trained and provide CPD for staff</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. The EEF have reported that, on average, SEL interventions have an 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. Improvements are greater when SEL approaches</p>	<p>Focused learning walks will show that emotional health and wellbeing is part of classroom culture across school.</p> <p>PASS assessments will demonstrate progress in these areas over time for our disadvantaged children.</p>	<p>Ashley Letham (SENCO)</p> <p>Jayne James (MH coordinator)</p> <p>Tim Brogan (Head Teacher)</p>	<p>Curriculum development</p> <p>£450</p> <p>Mental Health Team</p> <p>£2500</p>

			are embedded into routine educational practices and supported by professional development and training for staff.			
TOTAL estimated budgeted cost?						<b>£11670</b>

## TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
B English	To time, plan and carry out targeted interventions in reading and vocabulary development/ maths recall to improve attainment and access to the curriculum.	<p>1:1 priority reading developed to include monitoring of ZPDs and progress. Training on questioning techniques for support staff and development of tracking progress through AR for our disadvantaged cohort.</p> <p>Key staff trained on HFL Reading Fluency project and to deliver intervention to specific groups across the who are falling behind in reading progress.</p> <p>KS1 small group targeted reading intervention for those failing to pass phonics screening checks to continue.</p>	<p>School level analysis of Pupil Progress and interventions show that these sessions are amongst our most impactful for closing gaps in reading. Research indicates that classroom practices that encourage repeated oral reading with feedback and guidance leads to meaningful improvements in reading expertise for students—for good readers as well as those who are experiencing difficulties. HFL Reading Fluency Project has been proven to support the reading development of low achieving pupils. On average, in 8 weeks, pupils taking part in the project made 2 years and 3 months progress in reading comprehension age and have gained an increase in accuracy of 13 months as measured by</p>	<p>Whole school consistency in recording systems will show priority reading being completed on a regular basis. Teaching assistants will have a detailed knowledge of the reading progress of the PR group and their progress and next steps.</p> <p>Monitoring of this will be carried out by PP lead through termly team meetings and drop in sessions.</p> <p>Edukey used consistently across school to track progress in interventions. MH to monitor through termly checks and PP progress</p>	<p>ERD and LL to lead and monitor</p> <p>PP lead to assess during learning walks and termly meetings.</p>	<p><u>SoundsWrite</u> £7200 (12 staff)</p> <p><u>Priority reading KS2</u> £1900</p> <p><u>HFL intervention</u> £1250 x2 delivery £600 training</p> <p>£200 YARCS assessment purchase</p> <p><u>Precision teaching</u> training £450</p> <p>Intervention £2250</p>

		<p>KS2 precision teaching training for TAs and interventions across KS2 to be informed by internal assessment. Development of recording and tracking on Edukey.</p>	the YARC assessment tool.	meetings		<p><u>KS2 Writing intervention support</u> £1300</p>
		<p>In school club provision reviewed and added to, focussing on oracy, reading and vocabulary building- e.g. book club, debating club etc</p>		MH to coordinate PP extra-curricular club participation to support PP children developing their oracy and vocabulary building.		£11900
		<p>Short burst, reactive interventions for writing. Time will be allocated on timetables for this.</p>				
C Maths	To time, plan and carry out targeted interventions in mathematics, in particular for our girls and lower prior-attainers, to improve attainment and access to the	<p>Maths interventions with the use of RTP materials/testbase materials and concrete resources to be established across school. Consistent tracking system of interventions on Edukey to be established.</p>	School level analysis of Pupil Progress and interventions show that these sessions are amongst our most impactful for closing gaps in maths. The EEF key findings from TA interventions states that research which focuses on teaching assistants providing one to one or small group targeted interventions	<p>Edukey used consistently across school to track progress in interventions. MH to monitor through termly checks and PP progress meetings</p> <p>FM to monitor content of interventions being</p>	<p>Phase leads to coordinate for phase</p> <p>FM to monitor and evaluate</p> <p>MH to monitor and evaluate</p>	<p>KS1 = £1300</p> <p>KS2 = 2000</p> <p><u>Edukey</u> £1800</p>

	maths curriculum.	Small group intervention based on internal assessment of topics to be focussed on RTP materials	shows a positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	delivered.  Century's diagnostic tool capabilities to be further investigated and understood and training to be given to maximise the use of the system as in class interventions. MBL to coordinate this.	MBL to coordinate	£5100
		Use of Century online intervention programme in 1:1 sessions within class and as homework intervention				
D SEMH	To further develop support for SEMH provision within school to support our disadvantaged learners.	Weekly targeted intervention sessions to be established to support emotional regulation and self-esteem. These will be tailored specifically to different cohorts.	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. The EEF have reported that, on average, SEL interventions have an 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. Improvements are greater when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	Edukey tracking using a PIES assessment will show progress in the areas highlighted as issues for the focussed children.  PASS data will reflect a positive improvement in SEMH for the focussed children and for children across key stages  Monitoring of groups by AL will show that they are happening on a regular basis and planning is in place for	Ashley Letham to coordinate and monitor with support from Patsy Wilson and Jayne James.  PW, AA and KM to deliver sessions in KS2.  Jayne James to coordinate and monitor sessions in KS1	LM planning time =£500
		Employment of professional counsellor to support our most disadvantaged children with emotional needs.  <i>* Funding deployed to 'Bridge the Gap' professional support in light of change of circumstances with</i>				LM delivery time =£1950  £2160 Wage for counsellor  £4610

		<i>counsellor.</i>		the intervention.		
		A structured and consistent use of PASS data for interventions will be in place to assure that those children who need pastoral support in specific areas are receiving this across the school.	See above rationale. Using PASS data gives a good indication of barriers for our children and supports specific intervention to tackle these barriers.	PP progress meetings will highlight children in need of this support. This will be monitored by MH.  AL/MH/PW/JJ to coordinate the use of this across school.		£200  Intervention £450 x 3  £1550
TOTAL estimated budgeted cost?						£23160



## WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Cost
A/E	To engage parents in their children's development at pre-school age in order to improve communication and oracy.	<p>Peep learning together programme delivered to parents of children 2 and under to support communication, language and early literacy, along with self-esteem and emotional regulation support.</p> <p>Pre-nursery group sessions delivered (see above peep group sessions).</p>	Studies in the UK show that the quality of the HLE before children attend school not only predicts school readiness outcomes, including language and communication and social-emotional skills, but also has a continuing effect on educational performance in primary and secondary school -up to age 18 years. (Taken from EEF toolkit – supporting parental engagement). Our own internal data highlights the need for early parental engagement to support children from disadvantaged backgrounds.	Autumn 2022 groups re-established to continue through 2022/3 academic year.	<p>Kelly Royle to monitor</p> <p>JK to deliver sessions</p>	<p>£2750</p> <p>TA time for delivery of two programmes = £1500</p> <p>Resources = £250</p>
B and E	To support progress and engagement in reading and vocabulary acquisition	Development of Accelerated Reader to support engagement and progress in reading and vocabulary acquisition.	Educational research suggests a strong relationship between vocabulary and comprehension, where a broad vocabulary (knowing lots of words) and a deep vocabulary (knowing those words well) correlates with	All children will have been star-tested and will have a ZPD assigned to them each term. Parent workshops will have been run to explain the new system and gain	<p>Emma Ruston-Donald and Lynne Leatherland to lead</p> <p>MH to support</p>	<p>£3500</p> <p>£1000</p>

	<p>Parent workshops for AR to be run in Spring term in school.</p> <p>Staff meeting for AR CPD in Spring term to support understanding and use of the system</p> <p>School Panto</p>	<p>better understanding. In an EEF study, pupils eligible for free school meals made on average 5 months' additional progress in reading comprehension and vocabulary acquisition intervention.</p>	<p>parental engagement. Whole school reward systems will have been established and English coordinators will monitor the use within the classroom.</p>	<p>Reviewed Summer 2023</p>	<p>£2500</p>
	<p>Development of library and stock of books from within the zones replenished and updated to include up to date prize winners, current authors and current books.</p> <p>PP interests will be accounted for in purchase of books and PP 'library team' will be involved in the choice and purchase of new books</p>	<p>Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all (<i>Children's and Young People's Reading in 2015, National Literacy Trust</i>).</p> <p>Development of library resources will aim to engage disadvantaged children to read for pleasure. Children who read for pleasure also have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing.</p>	<p>Pupil voice will show a positive attitude to new books. English coordinators/ MH will monitor use of library and class engagement with AR.</p>	<p>Reviewed Summer 2023</p>	<p>£6300</p> <p>£2500 book budget</p> <p>MH time out of class with library team X2 morning per term = £150x6</p> <p>£900</p> <p>MH time to take library team on visit</p>

		Member of staff to be released to organise AR and library system				=£300
		Opportunities for visiting authors to be identified and community library (Amazon wishlist) to be developed to involve parental support				2 x staff release = £600 Visiting author budget - £2000
C		To use the Century Online Learning platform (specifically diagnostics) to support AFL and tailor homework linked to areas of need.	As part of the Trust's catch up programme, Century has been identified as a tool to identify gaps in knowledge and skills while addressing misconceptions, creating constantly adapting personalised pathways for every learner. Regular use of this at home can support closing of the gaps brought about by Covid closures, particularly for our disadvantaged children.	Engagement with Century for our disadvantaged learners will be clear when looking at the Century dashboard. Teachers will be able to speak knowledgeably about the gaps that their disadvantaged learners have through the use of the diagnostic materials.  Pupil voice will show that century is being used well to support learning and that it is having a positive effect on the disadvantaged cohort's confidence and	MBI to coordinate training and support for teachers  MH to monitor use for disadvantaged learners across KS2.	£500  Subject leader time MB

				engagement.		
D	To further develop support for SEMH provision within school to support our disadvantaged learners.	Priority Pupil meetings will be held weekly to ensure that all disadvantaged children needing extra support are identified and receiving this at the earliest opportunity.	Early, proactive identification of SEMH support needed for the most disadvantaged learners can remove barriers and allow greater capacity for success across the curriculum.	TB to chair and lead priority pupil meetings, in conjunction with the safeguarding team, weekly  Edukey dashboard will monitor number of open cases and cases supported across the term.	TB to lead.  MH/ERD/MB/PW/AL/KJ case managers within safeguarding team.	£4320
	To provide further in-school support and provision for extra-curricular activities to	PP children to receive funding for clubs and music lessons to support cultural capital	Research shows that offering arts and cultural opportunities are perceived to have wider life-enhancing benefits. The EEF reports that Arts participation approaches can have a positive impact on academic outcomes in	Pupil voice will demonstrate an increase in confidence and before the sessions began.	MH/RK/JC to coordinate clubs registers and offer of ECA to PP children.  MH to lead Young	£10400  £5000 set aside for extra-curricular

	support the mental health and wellbeing of our disadvantaged cohort	<p>Y3/4 (highest proportion of PP children in school) to take part in Story seekers project with the National Theatre in the Spring term</p> <p>Young voices concert and singing club targeted at PP chn</p>	other areas of the curriculum.		Voices club and organise trip	<p>and activities to develop cultural capital</p> <p><u>Young voices</u></p> <p>£400 coach hire</p> <p><u>Music lessons</u></p> <p>£540 per pupil</p> <p>£5000 set aside for music</p>
	Development of outside space to support SEMH needs of our disadvantaged cohort	<p>Nurture and wellbeing zones designated on the playground for lunchtimes</p> <p>Development of the school allotment to provide calm space for SEMH support</p>	Research from The New Economics Foundation (NEF) found that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. This has been particularly shown to have an effect on learners who are	TB to lead development supported by team.		<p><u>Allotment budget</u></p> <p>£2500</p>

			struggling in the classroom.			
TOTAL estimated budgeted cost?						<b>£30270</b>
TOTAL estimated budget cost for the year:						<b>£65100</b>