

Activity in this Academic Year – Interim review September 2024

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £73,000

Activity	Evidence that supports this approach	Impact review September 2024
1. To secure consistently 'good and better' quality of teaching across the school to ensure 'good and better' outcomes and progress for all learners in reading and phonics - particularly for disadvantaged and for prior middle attaining Pupils through the delivery of WalkThru	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF) Cost £5,300	WalkThrus – 3 professional development days so far – Signal, Pause Insist impact – children are observed to be more focused and returning to task quicker than before. Impact can also be seen in assemblies and playground Cold calling - evident in lessons and is ensuring depth of thinking is increased Modelling – this combined with curriculum choices is ensuring that the children have effective models to follow. Impact – children know what success will look like and can work to this
2. To continue to improve our whole school approach to the teaching of reading through developing a clear, consistently applied, sequential approach to independent and group reading. Investigation into whole school reading systems and schemes (for example Rising Stars, Accelerated	Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: <ul style="list-style-type: none">• prediction (based on text content and context);• questioning;• clarifying;• summarising;• activating prior knowledge. Texts should be carefully selected to support the teaching of these strategies. (EEF)	RWInc has been selected as our preferred phonics package Whole school training has been delivered – impact, staff are trained in the scheme and increasing in confidence in delivery Impact – all children up to Year 4 are having daily RWInc sessions, Years 5 and 6 have Fresh Start – 30 mins every day. Staff enthusiasm to deliver the RWInc sessions and Fresh Start

<p>reader, Oxford Owl, Read Write Inc).</p> <p>Procure and deploy new system allowing all children to access a well sequenced reading curriculum that is appropriate to their reading abilities</p> <p>Develop a more aligned provision where reading and writing support each other</p>	<p>Cost: £3,700 for online subscription</p> <p>Cost: £3,000 for resources (whole school)</p>	
<p>3. To continue to improve our whole school approach to the teaching and learning by having two designated intervention TA's to specifically support children who have not made the expected progress allowing for interventions and catch up programmes to run</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Cost: £60,000 (2x£30,000)</p>	<p>Catch up programmes that are running are</p> <p>Anger management: impact, children are seen to be more emotionally regulated</p> <p>Lexia- impact, children are developing reading skills</p> <p>Talkabout: impact – children are developing their emotional regulation and communication skills</p> <p>Lego Therapy: impact – children are developing their emotional regulation and communication skills</p> <p>Identiplay: impact – children are developing their emotional regulation and communication skills</p> <p>RWInc catch up: impact – children are making accelerated progress in their reading skills</p> <p>Fresh Start impact: impact - children are developing reading skills</p> <p>Sensory circuits: impact – children are demonstrating greater focus in sessions</p> <p>Plans for maths intervention in keeping with Ark Mastery materials</p>

<p>Monitoring the impact of the provision. Provide ringfenced time for English and Phonics leads to monitor the impact of the above approaches to determine impact and value. English and Phonics leads to provide summary documents for SLT analysis to drive the SDP forward in future years. SLT release time to collate information for governor challenge.</p>	<p>All previous evidence</p> <p>Cost: £1000 for release time</p>	<p>Impact – daily email from reading lead identifying areas to focus on, these are then monitored and followed up</p> <p>Impact – two sessions with Director of School Improvement from a local Trust which has focused on looking at the lowest 20% of readers and our provision. Strategies shared and interventions put in place</p>
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Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Impact review September 2024
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<p>Group, Class and 1:1 session with pupils to support their emotional well-being to ensure pupils are in a position to access their learning.</p> <p>'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs.</p>	<p>The core role of the pastoral leads is taken from DfE Effective use of Pupil Premium Guidance.</p> <p>It is to:</p> <ul style="list-style-type: none"> • increase pupils' confidence and resilience • encourage pupils to be more aspirational • benefit non-eligible pupils too (EEF) <p>Cost: £25,000</p>	<p>Impact – Pastoral team has been set up and is working with specific groups and individual children. Fewer children are seen outside of class and along with WalkThrus this has allowed children to be attending to their learning more frequently and for longer periods of time.</p>
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,830

Activity	Evidence that supports this approach	Impact review September 2024
<p>To enhance opportunities for children to share their learning with families at home in a convenient and accessible way.</p> <p>This will be achieved through our license with Tapestry (a home-school communication platform).</p>	<p>Evidence demonstrates that home and parental engagement has a positive impact on progress and attainment. This is particularly true for children with Special Educational Needs or who could be perceived as vulnerable. Research demonstrates that an effective home/school partnership can result in lower absence rates. <u>Schools and parents: developing partnerships - GOV.UK (www.gov.uk)</u></p> <p>Cost:£1,000</p>	<p>Impact – Tapestry has been purchased and is being used as of 16th September 2024</p>

To employ an attendance champion to monitor and track attendance to then raise concerns with the attendance lead (AHT)	<p>Evidence demonstrates that home and parental engagement has a positive impact on progress and attainment. This is particularly true for children with Special Educational Needs or who could be perceived as vulnerable. Research demonstrates that an effective home/school partnership can result in lower absence rates. <u>Schools and parents: developing partnerships - GOV.UK (www.gov.uk)</u></p> <p>Cost: £5,000 (5 hours per week)</p>	Impact – watch list of children has been generated and shared with staff. Regular meetings take place between AHT and attendance champion. We currently have no children on a Temporary Reduced Timetable
<p>Equal access to enrichment and extra-curricular opportunities through the following:</p> <ul style="list-style-type: none"> -Financial support provided to those who required it to attend trips and visits throughout the school year -Inviting a minimum of 3 external and accomplished role models into school (ensuring a broad range of backgrounds and work fields are represented) 	<p>To ensure that pupils have the same access to the cultural capital of non-PP children. This is in the form of trips, visits and extra-curricular activities.</p> <p>Cost: £8,000</p>	<p>Impact – no trips have currently been funded (review written 4th day of the new academic year). Plans to invite local PSCO being drafted alongside Aswell Surgery representatives.</p> <p>July 2024 – Terry Price (Bike and Scoot champion) assemblies and workshops delivered</p>
To extend our before and after school provision through the use of external sports clubs	<p>To ensure that pupils have the same access to the cultural capital of non-PP children. This is in the form of trips, visits and extra-curricular activities.</p> <p>Cost: £6,830</p>	Impact – one after school club designed specifically for PP children and fully funded through PP budget

Total Budgeted Cost: £118,830