

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lime Academy Watergall
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	43% of pupils are PP
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022 and July 2023
Statement authorised by	Head Teacher Angela Wood
Pupil premium lead	Deputy Head Teacher Aimee Turner
Governor / Trustee lead	Scott Warren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 208,230
Recovery premium funding allocation this academic year	£ 28,203
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,000
School Led Pupil premium funding	£ 16,807
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£262,240

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objectives for the disadvantaged pupils at Lime Academy Watergall is to close the gap between them and their peers. We provide pupils with an engaging curriculum, whilst building strong relationships that encourage the children to achieve their full potential through positive learning behaviours.

Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. Therefore, non-academic challenges that also affect pupils education and access to teaching have been taken into account with pastoral support a key element in our pupil premium strategy plan. This includes:

- attendance and levels of persistent absence,
- behaviour incidences and those at risk of exclusion,
- wellbeing, mental health and safeguarding,
- access to technology and educational materials,
- high mobility.

In identifying these challenges, a range of data has been drawn upon, including discussions with teachers and support staff and engagement with pupils and families.

Therefore, the key principles of the Pupil premium strategy are:

- Close the gap in attainment
- To ensure that all pupils can achieve regardless of their background.
- To ensure that all pupils can have the same experiences during their time at school regardless of their background, including uniform and educational visits/ experiences.

We have adopted a 3 tiered whole school planning model to Recovery Premium and Pupil Premium spending to focus on strategies which will have the greatest impact.

Challenges

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

Challenge number	Detail of challenge
1.	To ensure all pupils regardless of their backgrounds receive high quality teaching and learning experiences.
2.	To provide effective teaching to close the gap in attainment with a specific focus on phonics and maths.
3.	To develop a culture of reading for pleasure for all groups of children.
4.	To develop the behaviours for learning with a focus on develop metacognition.
5.	To enhance provision across the school to reduce the incidents of challenging behaviour.
6.	To support pupils to accessing performing arts and music provision.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>To provide all children, including those who are in receipt of pupil premium funding with High Quality Teaching, including specific interventions in both Key Stage 1 and Key Stage 2 through the use of a qualified intervention teacher.</i>	<ul style="list-style-type: none"> Teaching and learning observed in school to be consistently good or above. Interventions are bespoke and tailored to the needs to the PP pupils. Interventions to be carefully monitored by subject leaders and assessment lead in the school. PP pupils make accelerated progress in core subjects. The attainment gap between PP and non-PP pupils is significantly reduced.
<i>To increase academic achievement of pupils in Key Stage 1 with a specific focus on raising phonics attainment.</i>	<ul style="list-style-type: none"> KS1 Intervention teacher to create bespoke phonics interventions for PP pupils based on the Read Write Inc phonics tutoring programme. Increase the number of PP pupils passing the Phonics Screen Check in both Year 1 and Year 2. The attainment gap between PP and non-PP pupils is significantly reduced.
<i>To increase academic achievement of pupils with a specific focus on raising attainment in focus with a targeted focus on Maths in Key Stage 2.</i>	<ul style="list-style-type: none"> KS2 Intervention teacher to create bespoke programme of intervention. To raise standards in maths, specifically Year 6 attainment. The attainment gap between PP and non-PP pupils is significantly reduced.
<i>To increase academic achievement of pupils in Reading by developing a</i>	<ul style="list-style-type: none"> To promote the love of reading through providing high quality books for all pupils in the school regardless of their background.

<p><i>reading for pleasure culture across the school.</i></p>	<ul style="list-style-type: none"> • To host book clubs to build reading confidence and develop a culture of reading for pleasure. • The attainment gap between PP and non-PP pupils for reading is significantly reduced. • Support parents in developing their understanding of reading comprehension strategies.
<p><i>To develop the understanding of Metacognition in order to implement a 'learning behaviours' approach to the teaching and learning across the school.</i></p>	<ul style="list-style-type: none"> • Teachers should acquire the professional understanding and develop their pupils' metacognitive knowledge. • Explicitly teach pupils metacognitive strategies. • Promote self -reflection and metacognitive talk in the classroom.
<p>Intended outcome</p>	<p>Success criteria</p>
<p><i>To develop pre-teaching strategies to support pupils in securing their subject specific vocabulary.</i></p>	<ul style="list-style-type: none"> • Pupils will have improved access the curriculum. • Pupils will be able to use subject specific vocabulary securely. • Vocabulary interventions to support pupil progress including the Word Aware programme. • The attainment gap between PP and non-PP pupils is significantly reduced across the curriculum with vocabulary acquisition and understanding being reduced as a barrier to learning.
<p><i>To enhance lunch time by providing extra adult provision for small group self-esteem and wellbeing.</i></p>	<ul style="list-style-type: none"> • Provide a range of equipment to keep children busy during lunch and break times to reduce the incidents of challenging behaviour. • To develop the social, emotional and mental health of pupils through supportive activities and lunch time clubs. • Identify and support pupils with SEM additional needs so they can make good academic progress. • Offer a bespoke programme of support for those PP pupils who find lunch time a challenging time.
<p><i>To develop Forest Schools provision to enhance wellbeing of pupil premium pupils.</i></p>	<ul style="list-style-type: none"> • Train additional members of staff with Forest Schools Assistant qualification to enhance the provision of Forest School, working specifically with PP pupils. • Raised self-esteem and confidence to have a positive impact on class attendance and therefore, having a positive impact on academic attainment.
<p><i>To support pupil premium pupils in accessing the same opportunities, resources, enrichment and extra curricular activities.</i></p>	<ul style="list-style-type: none"> • PP pupils to receive a school uniform voucher to support with the costs of branded uniform. • All PP pupils to have the opportunity to experience music tuition. • PP pupils to attend school trips and residentials. • Provide PP pupils with a hot school meal.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide pupils with high quality teaching and learning, including a three- way split for Year 5 and 6 to raise standards for all, particularly focusing on closing the gap between disadvantaged pupils.</i>	The single biggest school-based factor in improving outcomes for children is the quality of teaching. Ensuring an effective teacher is in front of every, and that every teacher is supported to keep improving, is the key ingredient of a successful school (EEF guide to the PP Aut 2021).	1,2,4,5
<i>To effectively assess pupils to order to identify the gaps in learning to select the best next steps for teaching.</i>	EEF (2017) Improving Literacy in Key Stage 1, Recommendation 7 use high-quality information about pupils' current capabilities to select the best next steps for teaching. Recommendation 8- Use high-quality structured interventions to help pupils who are struggling with their literacy EEF (2021) Teacher Feedback to improve pupils learning .	1,2,4,5
<i>To ensure that all members of Key Stage 1 have up to date phonics CPD to deliver effective phonics teaching and learning.</i>	Use RWI as a DfE approved systematic synthetic phonics programme. EEF (2017) Improving Literacy in Key Stage 1, Recommendation 3- Effectively implement a systematic phonics programme.	1,2,3
<i>To ensure that a mastery approach to maths is taught, including concrete, pictorial and abstract stimuli.</i>	EEF (2017) Improving Mathematics in Key Stage 2 & 3 recommendation 2- Use manipulatives and representations.	1,2
<i>To ensure that TAs are deployed effectively across the school.</i>	CPD for TA's. EEF (2015) Making best use of TA's Recommendation 2- Use TAs to add value to what teachers do, not to replace them.	1,2,3,4,5
<i>To ensure that all staff have high quality Metacognition CPD to deepen their understanding for learning behaviours.</i>	EEF (2015) Making best use of TA's Recommendation 3- Use TAs to help pupils develop independent learning skills and manage their own learning. EEF (2018) Metacognition and self-regulated learning.	1,4,5
<i>To ensure that all staff develop a good understanding of behaviour for learning, including access to high quality CPD</i>	EEF (2019) Improving behaviour in schools. EEF (2021) Effective Professional Development.	1,4,5

<i>Retention of Heads of Year and Core subject leaders.</i>	EEF (2021) Effective Professional Development 'Supporting high quality teaching is pivotal in improving children's outcomes'. Invest in high quality CPD through recognised organisations such as NCETM to develop knowledgeable subject leaders. DfE Teacher recruitment and retention strategy (2019).	1,2,3,4,5
<i>To ensure all pupils, regardless of their backgrounds have access to the performing arts and music provision.</i>	EEF (2019) Improving social and emotional learning in Primary schools to allow pupils of all backgrounds to express themselves through the Arts.	1,5,6

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

Budgeted cost: £ 116,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To secure high quality intervention teaching for all groups of pupils including disadvantaged pupils through bespoke interventions delivered by an Intervention Teacher.</i>	Evidence consistently shows the positive impact that targeted academic support can have (EEF guide to the PP Aut 2021). EEF (2017) Improving Literacy in Key Stage 2, Recommendation 7- Use high-quality structured interventions to help pupils who are struggling with their literacy. EEF (2017) Improving Mathematics in Key Stage 2 & 3, Recommendation 7- Use structured interventions to provide additional support.	1,2,3,4,5
<i>To develop and deliver bespoke phonics interventions throughout Key Stage 1 and lower Key Stage 2.</i>	EEF (2017) Improving Literacy in Key Stage 2 Recommendation 7- Use high-quality structured interventions to help pupils who are struggling with their literacy. Use RWI as a DfE approved systematic synthetic phonics programme. EEF (2015) Making best use of TA's Recommendation 5- Use Tas to deliver high-quality one-to-one and small group support using structured interventions.	2
<i>To host a book club for disadvantage pupils to raise the standard to reading, and develop the reading for pleasure culture in Key Stage 2.</i>	EEF (2017) Improving Literacy in Key Stage 2, Recommendation 2 & 3; to develop fluent reading capabilities and to teach reading comprehension strategies through modelling and supported practice.	2,3,5
<i>To purchase and deliver a Maths Intervention programme to close the gap between PP pupils and non PP pupils.</i>	EEF (2017) Improving Mathematics in Key Stage 2 & 3 Recommendation 7- Use structured interventions to provide additional support. EEF (2015) Making best use of TA's Recommendation 5- Use Tas to deliver high-quality one-to-one and small group support using structured interventions.	1,2,4

<i>To use pre-teaching and Word Aware as a strategy to support vocabulary development, closing the academic attainment gap between PP pupils and non PP pupils.</i>	EEF (2018) Metacognition and self-regulated learning Recommendation 5- Promote and develop metacognitive talk in the classroom. EEF (2017) Improving Literacy in Key Stage One Recommendation 1- Develop pupils' speaking and listening skills and wider understanding of language.	1,2,4

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

Budgeted cost: £45, 230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To motivate and engage learners in Year 5 through the iPad project.</i>	EEF (2019) Using Digital technology to improve learning. Using IT to enhance the teaching and learning and engage all learners in their learning.	1,5
<i>To enhance provision across the school to reduce incidents of challenging behaviour through de-escalation strategies.</i>	EEF (2021) Improving Behaviour in schools. Recommendation 1- Know and understand your pupils and their influences. Reduced timetable and alternative provision by also be funded following Recommendation 5- Use targeted approaches to meet the needs of individuals in your school. EEF (2021) Effective Professional Development.	1, 5
<i>To develop the Forest Schools provision to enhance experiences for pupils regardless of their backgrounds.</i>	EEF (2019) Improving Behaviour in schools. EEF (2019) Improving social and emotional learning in Primary Schools.	1,5
<i>To continue to work with parents to build a partnership for learning.</i>	EEF (2018) Working with parents to support children's learning.	1,3,5
<i>To develop Book Clubs across Key Stage 2 to enhance the cultural of reading for pleasure and to raise standards in Reading.</i>	EEF (2017) Improving Literacy in Key Stage Two Recommendation 2- Support pupils to develop fluent reading capabilities. Recommendation 3- Teach reading comprehension strategies through modelling and supported practice. EEF (2015) Making Best Use of TAs	1, 2, 3
<i>To develop Learning behaviours to enhance metacognition in order for pupils to organise and effectively manage their learning independently.</i>	EEF (2018) Metacognition and self-regulated learning EEF (2019) Improving behaviour in schools Recommendation 3- Use good classroom management strategies to support good classroom behaviour.	1, 4, 5
<i>To enhance lunch time provision to reduce incidents of challenging behaviour.</i>	EEF(2019) Improving behaviour in schools.	5

<i>To provide extra curricular activities for pupil premium pupils (inc. music and performing arts)</i>	EEF (2019) Improving behaviour in schools. EEF (2018) Working with parents to support children's learning. Building relationships with parents to support curriculum enhancement.	1, 6
<i>To subsidised school uniform costs for pupils in receipt of pupil premium.</i>	EEF (2019) Improving behaviour in schools. EEF (2018) Working with parents to support children's learning. Building relationships with parents to support curriculum enhancement. Pupils are to feel like part of the school with the branded school uniform.	1, 6
<i>To provide EYFS new starters with a book bag, tie, reading book and fine motor skills provision.</i>	EEF (2018) Working with parents to support children's learning. Building relationships with parents to support curriculum enhancement.	1, 6

Total budgeted cost: £262,240

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Area of expenditure	Spend	Predicted impact	Summative Impact Completed in September 2021 National Lockdowns and Covid Restrictions have impacted on some elements of the PP plan.
Booster for key year groups including Read, Write Inc 1:1, small group intervention and booster groups for year 2 and year 6 pupils.	£35,000	<ul style="list-style-type: none"> • Maximising learning time through school group work and intervention. • Maximising learning time through after school provision. • Raise in attainment and progress. • Development of English and Maths through gap analysis, addressing misconceptions and SATs revision. • Subscription to Third Space Learning for 48 pupils across Year 4 and Year 5. • The EEF toolkit has been used to select some interventions such as 1:1 tuition, digital learning and small group tuition. 	<p>Booster groups ran through out the academic year with a focus on raising standards in Year 2 and Year 6 when the school was open fully.</p> <p>Teacher Assessment Data:</p> <p>Year 2 Data. Maths: Spring 49% at ARE, Summer 69%. Reading: Spring 31% at ARE, Summer 71% Writing: Spring 58% at ARE, Summer 64%.</p> <p>Year 6 Maths: Spring 50% at ARE, Summer 63%. Reading: Spring 65% at ARE, Summer 63%. Writing: 36% at ARE, Summer 52%. Year 6 did have a number of pupils leave and number of new starters join.</p> <p>Pupils in Year 4 and Year 5 accessed Third Space Learning virtually to raise standards in Maths.</p> <p>Maths data for Year 4: Spring 37% at ARE, Summer 55%.</p> <p>Maths data for Year 5: Spring 49% at ARE, Summer 69%.</p> <p>Small group tuition took place using the RWI Intervention tutoring.</p>
3 teacher model in Year 6	£22,000	<ul style="list-style-type: none"> • Smaller teaching groups for core subject teaching, which improves outcomes for all children. • Raising attainment so that more children achieve combined an GDS at end of KS2. 	<p>Three teacher model using HLTA did take place in Year 6 when school was open fully.</p> <p>Teacher Assessment Data: Year 6 Maths: Spring 50% at ARE, Summer 63%. Reading: Spring 65% at ARE, Summer 63%. Writing: 36% at ARE,</p>

			Summer 52%. Year 6 did have a number of pupils leave and number of new starters join.
Access to performing arts opportunities	£5,250	<ul style="list-style-type: none"> Children developing their cultural capital. Provided by School Staff: <ul style="list-style-type: none"> Increased confidence. Positive attitude to learning. Raising Aspirations and showcasing talent. Weekly Choir lunchtime club. Opportunity to perform at Voice in a Million at Wembley. Weekly Drama lunchtime club. Opportunity to perform at Peterborough Drama Festival. Opportunity to perform in the Virtual Young Voices concert. Provided externally: <ul style="list-style-type: none"> Weekly provision of dance classes offered free to PP families. School pantomime visit for all pupils. Children developing their cultural capital. 	School choir club ran in the summer term due the Covid restrictions around singing. Year 4 bubble had choir club for the summer term. TA ran after school choir club in Year 6 in the summer term. Voice in a million cancelled due to Covid restrictions. Virtual Young Voices this was cancelled due to a National lockdown. Drama club- Drama festival cancelled. Pantomime in school in December provided by M&M productions for Year 1,2 and 6 due to Covid restrictions of bubbles mixing. Dance class ran by Total Sports.
National Online Safety & E-safety training	£1,750	<ul style="list-style-type: none"> Ensuring that all pupils and parents remain educated on digital technology and how to stay safe online. Introduction of Digital Leaders to lead pupil led training on e-safety. 	The computing lead developed the role of Digital leaders in the school and staff had training on e-safety. Safeguarding training has also focused on Keeping children safe online.
Forest Schools	£6,500	<ul style="list-style-type: none"> Forest School training for 2 members of staff to become leads. Development of Forest School resources. Development of outdoor environment to improve teaching and learning experiences. 	Two members of staff have successfully completed their Forest School training and started running Forest Schools sessions in Year 5 and EYFS.
Lunchtime nurture club	£1,500	Provided by Midday Staff: <ul style="list-style-type: none"> Increased confidence. Positive attitude to learning. Enabling lunchtime to be a positive experience for all children. 	Lunch time club run by midday staff for pupils representing with challenge behaviour, however due to Covid restrictions and bubbles this wasn't ran throughout the academic year.

		<ul style="list-style-type: none"> • Providing activities throughout lunchtime for vulnerable groups. 	
Lunchtime activities	£4,000	<p>Provided by External Support:</p> <ul style="list-style-type: none"> • Positive attitude to learning. • Enabling lunchtime to be a positive experience for all children. • Providing activities throughout lunchtime for vulnerable groups. • Organised skill building and competition element of the curriculum. 	External agency lunch time activities were only ran by Total Sports for each Year group on a rotation system due to the bubble restrictions.
Fruit/Milk provision	Free Plus Enhanced Provision £2,000	<ul style="list-style-type: none"> • Removing hunger as a barrier to learning. • Pupils have access to healthy food and drink. 	<p>Fruit and Milk is provided for pupils in Key Stage 2 to enhance the healthy schools provision.</p> <p>Key Stage 1 pupils have milk provided by the school.</p>
Reading in school and at home provision enhanced through subscriptions	£12,000	<ul style="list-style-type: none"> • Letterbox club subscriptions provided to 4 PP children per class. • Love my read subscriptions provided to 2 PP children per class. • Magazine and newspaper subscriptions provided. 	<p>Letterbox book club subscriptions ran throughout the academic year for four PP in each class.</p> <p>Love My Read subscription didn't start.</p> <p>Magazine and Newspaper subscriptions in school have included, Coco Boy and Coco Girl, First News, Picture News and Horrible Histories. These are stored in the library and are accessed by the whole school.</p>
Reading Cloud introduction, termly reading challenges, reading at home priorities and library resource enhancement	£9,000	<ul style="list-style-type: none"> • Increased attainment and progress in Reading for all pupil groups. • All pupils having access to a wide variety of quality texts. • Engage parents with home reading and with assisting with the reading challenges each term. • Opportunities of reading increased through provision provided in school and through out of school access to the library portal. • Library skills being taught effectively as a life skill. 	Due to Covid restrictions the library was not used during the year. Reading Cloud is something the trust are looking to invest in for the school.

Family support through Community Engagement Officer role	£24,000	<p>Provided through Community Engagement Officer role & AHT role:</p> <ul style="list-style-type: none"> • Supporting families with a wide range of difficulties including: assigning key workers, additional meetings, referrals for early help etc. • Improve school-parent relationships. • Access to computers, ipad and internet to complete forms/applications. 	<p>The community engagement officer has worked with PP families throughout the academic year this has included sign posting parents to additional support including Food Bank vouchers.</p> <p>Family engagement officer also supported with access to computers, wifi and data for both home learning and to access remote meetings e.g. safeguarding calls.</p>
Subsidised trips, visits and events	£10,000	<ul style="list-style-type: none"> • Increased self-confidence. • Greater independence. • Bringing learning to life and providing balanced accessibility to real-life events. • Providing opportunities to access live performance, first-hand. • Extending experiences offered to vulnerable pupils. • Better team-working, collaborative and improved social skills. 	<p>Due to Covid restrictions this limited. The school hosted a number of visitors into school including History off the page, Zoo Lab and Year 6 went on residential to PGL.</p>
Subsidised breakfast club	£5,000	<ul style="list-style-type: none"> • Improving attendance and punctuality. • Supporting working parents. • Improves social skills. • Pupils have a good start to the day with a healthy breakfast. • Pupils take part in a range of enrichment activities. • Removing the barrier of hunger to learning. 	<p>Many children attend our breakfast club before school, we also have breakfast provision for those children who have not had breakfast before coming to school.</p>
Time limited free breakfast club places	£3,000	<ul style="list-style-type: none"> • Improving attendance and punctuality. • Supporting working parents. • Improves social skills. • Pupils have a good start to the day with a healthy breakfast. • Pupils take part in a range of enrichment activities. 	<p>Many children attend our breakfast club before school, we also have breakfast provision for those children who have not had breakfast before coming to school.</p>
Providing breakfast to pupils who have not eaten at home	£1,000	<ul style="list-style-type: none"> • Pupils have a good start to the day with a healthy breakfast. • Removing the barrier of hunger to learning. 	<p>Many children attend our breakfast club before school, we also have breakfast provision for those children who have not had breakfast before coming to school.</p>

School Attendance & Extended Services Officer and Local Authority Attendance Officer support	£20,000	<ul style="list-style-type: none"> • Targeting/Supporting families in improved attendance and punctuality in order for pupils to improve progress and attainment. • Reduction of persistent absence in order to improve progress and attainment through engagement and home visits. • Engagement in before and after school activities. 	<p>The school attendance officer has supported families to improve attendance. School attendance data: 2020-2021 92% for PP pupils. Autumn term 2021 94.6%.</p> <p>The school attendance officer has carried out a number of home visits.</p>
Free school ties, book bags & PE bags for new EYFS pupils	£1,200	<ul style="list-style-type: none"> • To support the implementation of school policies. • To support home school reading. • Assist parents with additional school costs. 	EYFS starting school packs included a school tie and a book bag.
Subsidised school uniform	£6,800	<ul style="list-style-type: none"> • To support the implementation of school policies. • Assist parents with additional school costs. • Enable children to feel an equal part of the school community. 	School uniform vouchers were provided for PP families, pupils were provided with £30 of uniform vouchers.
Subsidised music lessons	£10,600	<ul style="list-style-type: none"> • To support children with emotional problems and to improve communication. • To offer free places to children across KS2 to access Rock Steady on a weekly basis. • Increased confidence, more positive attitude towards learning. • Extending experiences offered to vulnerable pupils. • Opportunities to access live performance. 	<p>Rock Steady provided music lessons for PP pupils during the academic year including those virtually due to school closures/ National lockdowns.</p> <p>Live performances didn't happen due to Covid restrictions.</p>
KS1 outdoor area development	£4,000	<ul style="list-style-type: none"> • Development of outdoor area provision to support transition from EYFS to KS1. • High number of pupils have been affected by the COVID-19 pandemic and not completed their education in prior year groups including outdoor provision. 	<p>Work not carried out due to Covid restrictions.</p> <p>Essential repair work carried out in EYFS and KS1 areas.</p>

Engaging pupils in intra and inter-school competitions, transport for competitions & choir visits	£1,115	<ul style="list-style-type: none"> • Increased self-confidence. • Greater independence. • Better team-working, collaborative and improved social skills. • Enabling competition to be a valuable part of the curriculum. • Extending experiences offered to vulnerable pupils. 	<p>Lego Club held by TA. Lego Club inter-school competition held virtually due to Covid restrictions.</p> <p>Other inter-school events cancelled due to covid restrictions.</p>
Access to workshops for parent support	£2,000	<ul style="list-style-type: none"> • Improved collaboration and social skills. • Parental engagement at events. • Hands-on technology opportunities for pupil engagement. • Extending experiences offered to parents. • Access to internet. 	<p>Virtual workshops held to support parents with home learning.</p> <p>Door step visits from SLT to support parents with using technology for home learning.</p> <p>Parents were provided with SIM cards, data and internet provision during lockdown and periods of home learning due to bubbles isolating.</p>
Family events in recognition of educational engagement	£2,000	<ul style="list-style-type: none"> • Rewarding school support with educational engagement. • Positive family cohesion. • New experiences. • Extending experiences offered to vulnerable pupils. 	<p>Due to Covid restrictions parents and family members haven't been able to come into school.</p>
Year 6 residential and activity week subsidised payments	£4,000	<ul style="list-style-type: none"> • Increased self-confidence. • Greater independence. • Better team-working, collaborative and improved social skills. • Extending experiences offered to vulnerable pupils. 	<p>PGL was moved to the summer term once the Covid restrictions were lifted.</p>
Positive rewards for reading and behaviour	£4,000	<ul style="list-style-type: none"> • Increased positive behaviour across the school. • Increased self-awareness. • Increased learning opportunities and engagement. • Increased independent choices. • Increased reading stamina weekly with engagement. 	<p>Class dojo has been used as a tool for home learning and also as a positive reward system for pupils.</p> <p>Each week a prize is awarded to the highest scoring boy and girl from each class across the school. The prizes are approximately £1/£2 each.</p>
LAC provision	£2,345	<ul style="list-style-type: none"> • Personalised learning. • 1:1 support. • Speech & Language therapy. • Reading subscription provision. • Small group support. • PECS resources. • Attachment trauma training. 	<p>LAC pupils have received specific support over the academic year including speech and language and bespoke support including Makaton.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
British Picture Vocabulary Scale	GL Assessment
NGRT (Reading Assessment)	GL Assessment
Sandwell Early Numeracy Test	GL Assessment
GAPS Assessment	Rising Stars
Reading and Writing Assessments (MARK online)	Rising Stars
Nuffield Early Language Intervention	Nuffield Foundation
Read, Write, Inc.	Ruth Miskin/ Oxford Owl
Lexia (Reading Intervention programme)	LexiaUK

Service pupil premium funding: No Service pupils on roll during the Academic Year 2020-2021 or 2021-2022.