

Pupil Premium Strategy Statement Review July 2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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	December 2022: 350 July 2023: 364
Proportion (%) of pupil premium eligible pupils	December 2022: 44% July 2023: 49.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Head Teacher Andy Buffham
Pupil premium lead	Deputy Head Teacher Aimee Turner
Governor / Trustee lead	Ahmed Kamal Vice Chair of Governors.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 193,900
Recovery premium funding allocation this academic year	£ 19,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£500
Total budget for academic year 2022 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£213,400

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.
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.

<i>reading for pleasure culture across the school.</i>	<ul style="list-style-type: none"> • The attainment gap between PP and non-PP pupils for reading is significantly reduced. • Support parents in developing their understanding of reading comprehension strategies.
<i>To develop the understanding of retrieval practice in order to implement a 'learning behaviours' approach to the teaching and learning across the school.</i>	<ul style="list-style-type: none"> • Teachers should acquire the professional understanding and develop their pupil's knowledge. • Explicitly teach pupils retrieval strategies. • Promote self -reflection and metacognitive talk in the classroom to build upon retrieval strategies.
Intended outcome	Success criteria
<i>To enhance lunch time by providing extra adult provision for small group self-esteem and wellbeing.</i>	<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.
<i>To support pupil premium pupils in accessing the same opportunities, resources, enrichment and extra curricular activities.</i>	<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 residential. • 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: £ 63,200

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 2,3 & 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 Retrieval Practice 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>Recruitment and CPD of Phase Leaders 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: £ 36,000

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 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

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

Budgeted cost: £97500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To develop nurture provision 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 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 Learning behaviours to enhance retrieval practice 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 (after school clubs)</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 Review Academic Year 2022-2023

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provide pupils with high quality teaching and learning, including a three- way split for Year 2,3 & 6 to raise standards for all, particularly focusing on closing the gap between disadvantaged pupils.</i></p>	<p>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).</p> <p>In school evidence:</p> <ul style="list-style-type: none"> • Year 6 consistently used the three teacher model for Writing and Maths and targeted individual support for Reading, Writing and Maths from a qualified teacher. • Year 6 Pupil progress, Autumn term data: Reading 18% of Y6 PP pupils were working at the expected standard. KS2 SATs Reading 55% achieved the expected standard. • Year 6 Pupil progress, Autumn term data: Writing 18% of Y6 PP pupils were working at the expected standard. KS2 teacher assessment (LA moderated) 64% achieved the expected standard. • Year 6 Pupil progress, Autumn term data: Maths 18% of Y6 PP pupils were working at the expected standard. KS2 SATs Maths 27% achieved the expected standard. • Year 3 TA to deliver high quality interventions in the afternoon for Reading and Maths (Lexia & Third Space Maths). • Year 3 Pupil progress, Autumn term data: Reading 26% of Y3 PP pupils were working at the expected standard. End of Y3 Reading 50% achieved the expected standard. • Year 3 Pupil progress, Autumn term data: Writing 15% of Y3 PP pupils were working at the expected standard. End of Y3 Reading 33% achieved the expected standard. • Year 3 Pupil progress, Autumn term data: Maths 30% of Y3 PP pupils were working at the expected standard. End of Y3 Reading 37% achieved the expected standard. • Year 2 TA to deliver high quality interventions in the afternoon for Reading, Writing and Maths including Read Write Inc. tutoring. • Year 2 Pupil progress, Autumn term data: Reading 5% of Y2 PP pupils were working at the expected standard. KS1 SATs Reading 17% achieved the expected standard. • Year 2 Pupil progress, Autumn term data: Writing 5% of Y2 PP pupils were working at the expected standard. KS1 	<p>1,2,4,5</p>

	<p>teacher assessment Writing 21% achieved the expected standard.</p> <ul style="list-style-type: none"> Year 2 Pupil progress, Autumn term data: Maths 5% of Y2 PP pupils were working at the expected standard. KS1 SATs Maths 8% achieved the expected standard. <p>Recruitment of Y2 and Y3 lead class teachers had an impact on pupil outcomes. Year 2 were covered by a HLTA for two terms before the school could successfully recruit a class teacher (ECT).</p>	
	<p>Spending Review:</p> <p>Three teacher model for Year 6 from experience Year 6 practitioner and use of afternoon tutoring (0.8) £34,000 Year 6 TA (0.5) £8,000 Year 2 TA full time £15,000 Year 3 TA (0.5) £7,000</p>	
	<p>2023-24 activity and costings:</p> <p>Sustain the three teacher model in Year 6. Purchase and implement ARK Mastery Maths scheme (DfE Accelerator Fund for Mathematics Mastery Primary- whole school approach) approx. £5,000 Recruitment and retention of experienced teachers in key year groups (Y5, Y3 and Y2 for 2023-24)</p>	
<p><i>To effectively assess pupils to order to identify the gaps in learning to select the best next steps for teaching.</i></p>	<p>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.</p> <p>In school evidence:</p> <ul style="list-style-type: none"> Local authority Assessment training for Phonics leader, Year 2 and Year 6. Local authority and Trust training for new to EYFS class teacher to ensure the GLD data is accurately assessed. Use of NTS Assessments for pupils in year 1-5 to assess Reading and Maths. Raise online question level analysis used by class teachers to identify the gaps in learning and to identify the errors made by pupils in the assessments. Termly pupil progress meetings with the senior leadership team and core subject leaders to identify next steps and to monitor progress. Introduction of Arbor to record and analyse assessment data across the whole school. Trust support for pupil progress and moderation of writing across all year groups. CPD on Teaching and Learning with a core focus on NPQ's and pedagogical practice. 	<p>1,2,4,5</p>
	<p>Spending Review:</p> <p>Local authority Assessment training for Phonics leader, Year 2 and Year 6 £1,500 and subject leader release time/ cover £3,000.</p>	

	EYFS class teacher training £250	
	<p>2023-24 activity and costings:</p> <p>Sustain the use of Arbor and Raise online to track the NTS and Teacher Assessments across the school.</p> <p>Termly pupil progress meetings to continue for EYFS, year 1, year 4 and year 5. Fortnightly pupil progress meetings for Year 2, Year 3 and Year 6.</p> <p>Trust planning days to support the pedagogical practice.</p>	
<p><i>To ensure that all members of Key Stage 1 have up to date phonics CPD to deliver effective phonics teaching and learning.</i></p>	<p>Use RWI as a DfE approved systematic synthetic phonics programme.</p> <p>EEF (2017) Improving Literacy in Key Stage 1, Recommendation 3- Effectively implement a systematic phonics programme.</p>	1,2,3
	<p>In school evidence:</p> <ul style="list-style-type: none"> • RWI subscription for EYFS, Year 1 and Year 2. • Year 2 pupils moving from RWI to 'Ready Reader' and reading scheme to bring the gap between phonics teaching and Reading in Key Stage 2 (Destination Reader). • Local authority Assessment training for Phonics leader and deputy head teacher. This ensured the effective hand over of the subject when the phonics leader went on maternity leave (May 2023). • Additional TA and class teacher to support with the diverse range of phonics levels in EYFS/ Key Stage 1 so the pupils could be effectively grouped. • Year 1 PP pupils who passed the phonics screen 71%. • Year 2 PP pupils who passed the phonics screen retake 13%. 	
	<p>Spending Review:</p> <p>Local authority Assessment training for Phonics leader and deputy head teacher £350.</p> <p>RWI subscription including the training package £1,500</p>	
	<p>2023-24 activity and costings:</p> <p>Sustain the RWI subscription and the local authority phonics subject leader training for the academic year 2023-24.</p> <p>Sustain and develop the role of 1:1 tutoring through the support of the RWI subscription and local authority training. £1,500</p> <p>Ensure those pupils in Year 2 who are PP continue to access phonics provision through targeted intervention.</p>	
<p><i>To ensure that a mastery approach to maths is taught, including concrete, pictorial and abstract stimuli.</i></p>	<p>EEF (2017) Improving Mathematics in Key Stage 2 & 3 recommendation 2- Use manipulatives and representations.</p>	1,2
	<p>In school evidence:</p> <ul style="list-style-type: none"> • The current maths curriculum focuses on a Mastery approach with supporting documentation from Primary Advantage Maths and the use of the curriculum prioritisation documents from NCTEM which have not closed the gap between PP and non PP pupils. • KS1 SATs PP that achieved the expected standard 8% compared to 29% non PP pupils. 	

	<ul style="list-style-type: none"> KS2 SATs PP that achieved the expected standard 27% compared to 45% non PP pupils. 	
	<p>Spending Review: Subscription to Mastering Number NCTEM Cambridge Maths Hub £500 in supply costs</p>	
	<p>2023-24 activity and costings: Purchase and implement ARK Mastery Maths scheme (DfE Accelerator Fund for Mathematics Mastery Primary- whole school approach) approx. £5,000 CPD for staff through ARK Mastery Maths £500 Maths resource audit to be completed in July 2023 and resources ordered to ensure the curriculum can be delivered effectively.</p>	
<i>To ensure that TAs are deployed effectively across the school.</i>	<p>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.</p>	1,2,3,4,5
	<p>In school evidence:</p> <ul style="list-style-type: none"> TA deployment has been adjusted to meet the needs of the learners. EYFS high SEND need, therefore an additional adult was deployed to EYFS for the mornings. Additional support staff in the afternoons to support with intimate care. TA prioritisation for key year groups; EYFS, Year 1 and Year 1 full time TA. Year 5 & 6 1.5 TA. TA's redeployed to support in the newly recreated nurture hub to reduce the number of behaviour incidents. All behaviour incidents are now recorded on Arbor, therefore can be effectively tracked and analysed throughout 2023-24. 	
	<p>Spending Review: Additional adult for EYFS £32,000 Nurture Hub- HLTA & full time TA and resources £75,000</p>	
	<p>2023-24 activity and costings: Sustain the nurture hub £50,000 Recruit specialist TA's to effectively deliver interventions in Year 1, Year 2 and Year 3 where attainment is lower. £20,000 Termly reporting, monitoring and analysing of behaviour incidents that are recorded.</p>	
<i>To ensure that all staff have high quality Metacognition CPD to deepen their understanding for learning behaviours.</i>	<p>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.</p>	1,4,5
	<p>In school evidence:</p> <ul style="list-style-type: none"> Teaching and Learning Toolkit developed by the senior leadership team with the support of the Trust. 	

	<ul style="list-style-type: none"> • Effective CPD cycle; week 1 staff meeting focused on the Teaching and Learning Toolkit and pedagogical practice, week 2 NPQ/ EDT CPD time. • StepLab platform introduced a tool for recording staff lesson 'Drop ins'. • Instructional coaching via StepLab started in the Summer term. 	
	<p>Spending Review: StepLab £1,500</p>	
	<p>2023-24 activity and costings: Sustain the use of StepLab and the culture of reflective practice through the drop in and NPQ's/ EDT. StepLab £1,500 High quality CPD that specifically links to the Lime Curriculum from CUSP and ARK Maths Mastery. £1,500</p>	
<i>To ensure that all staff develop a good understanding of behaviour for learning, including access to high quality CPD</i>	<p>EEF (2019) Improving behaviour in schools. EEF (2021) Effective Professional Development.</p>	1,4,5
	<p>In school evidence:</p> <ul style="list-style-type: none"> • Reduced rate of fixed term suspensions. Academic year 2021-22 100 days of fixed term suspensions from 12 pupils (92% PP). 2022-23 19.5 days of fixed term suspensions from 6 pupils (83% PP). • TA's redeployed to support in the newly recreated nurture hub to reduce the number of behaviour incidents. All behaviour incidents are now recorded on Arbor, therefore can be effectively tracked and analysed throughout 2023-24. • CPD Safer Spaces and Trauma informed practice for all staff. STEPS and Team Teach training for key members of staff to promote de-escalation strategies and the use of therapeutic language. 	
	<p>Spending Review: Nurture Hub- HLTA & full time TA and resources £75,000</p>	
	<p>2023-24 activity and costings: Sustain the nurture hub staffed by a HLTA/ unqualified teacher and full time TA £50,000. Develop staff training so all members of the school community are using therapeutic language and de-escalation strategies £1,000. To develop a sensory/ safe space for pupils to access to self regulate £3,000.</p>	
<i>Retention of Heads of Year and Core subject leaders.</i>	<p>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).</p>	1,2,3,4,5
	<p>In school evidence:</p>	

	<ul style="list-style-type: none"> Two senior teachers (English lead and KS1 phase leader) left the school in December 2022. These roles were recruited from internal candidates. The school currently employs five ECT's (one ECT 2 and four ECT 1). End of the academic year one senior teacher left (phase leader 3/4). The 5/6 phase leader will take on the role of KS2 phase leader, supported by the other senior teachers in the Key Stage 2 team. 	
	<p>Spending Review: Recruitment experienced teachers to fill vacant roles- retention payment offered £2,500.</p>	
	<p>2023-24 activity and costings: Sustain the recruitment experienced teachers to fill vacant roles including maternity leaves during the next academic year. Developing the role of the school leadership team, to provide additional support for teaching and learning by appointing a new teaching and learning lead. £40,000.</p>	
<p><i>To ensure all pupils, regardless of their backgrounds have access to the performing arts and music provision.</i></p>	<p>EEF (2019) Improving social and emotional learning in Primary schools to allow pupils of all backgrounds to express themselves through the Arts.</p>	1,5,6
	<p>In school evidence:</p> <ul style="list-style-type: none"> Increased number of participants taking music lessons through RockSteady, including pupils in Key Stage 1. Drama workshops for the whole school including pupils in EYFS with a focus on the use of voice and oracy in the curriculum. Teachers also received CPD after school exploring how to use drama conventions across the curriculum. Birmingham Royal Ballet project provided Year 4 with the opportunity to participate in the number of dance workshops, including a session with the cast and crew at the theatre before watching the ballet. The school also provided discounted tickets for the parents to watch the ballet with the pupils. 	
	<p>Spending Review: RockSteady Music lesson- the school currently pays for two PP pupils to attend RockSteady lessons £250. Drama Workshop for the whole school from a theatre company £500. Birmingham Royal Ballet Arts project with Year 4 £500.</p>	
	<p>2023-24 activity and costings: Sustain the RockSteady provision- increasing the number of PP funded places to five across the school £625. Sustain the use of Oracy across the curriculum with additional drama workshops across the whole school £500. Continue to develop links with Peterborough theatres through their partnership project, including taking classes to see shows and provide discounted tickets for parents to encourage and develop access to the performing arts £1,500.</p>	

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
<p><i>To secure high quality intervention teaching for all groups of pupils including disadvantaged pupils through bespoke interventions delivered by an Intervention Teacher.</i></p> <p><i>To develop and deliver bespoke phonics interventions throughout Key Stage 1 and lower Key Stage 2.</i></p>	<p>Evidence consistently shows the positive impact that targeted academic support can have (EEF guide to the PP Aut 2021).</p> <p>EEF (2017) Improving Literacy in Key Stage 2, Recommendation 7- Use high-quality structured interventions to help pupils who are struggling with their literacy.</p> <p>EEF (2017) Improving Mathematics in Key Stage 2 & 3, Recommendation 7- Use structured interventions to provide additional support.</p> <p>EEF (2017) Improving Literacy in Key Stage 2 Recommendation 7- Use high-quality structured interventions to help pupils who are struggling with their literacy.</p> <p>Use RWI as a DfE approved systematic synthetic phonics programme.</p> <p>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.</p>	<p>1,2,3,4,5</p>
	<p>In school evidence:</p> <ul style="list-style-type: none"> • Year 6 consistently used the three teacher model for Writing and Maths and targeted individual support for Reading, Writing and Maths from a qualified teacher. • Year 6 Pupil progress, Autumn term data: Reading 18% of Y6 PP pupils were working at the expected standard. KS2 SATs Reading 55% achieved the expected standard. • Year 6 Pupil progress, Autumn term data: Writing 18% of Y6 PP pupils were working at the expected standard. KS2 teacher assessment (LA moderated) 64% achieved the expected standard. • Year 6 Pupil progress, Autumn term data: Maths 18% of Y6 PP pupils were working at the expected standard. KS2 SATs Maths 27% achieved the expected standard. • Year 2 TA to deliver high quality interventions in the afternoon for Reading, Writing and Maths including Read Write Inc. tutoring. 	

<ul style="list-style-type: none"> • Year 2 Pupil progress, Autumn term data: Reading 5% of Y2 PP pupils were working at the expected standard. KS1 SATs Reading 17% achieved the expected standard. • Year 2 Pupil progress, Autumn term data: Writing 5% of Y2 PP pupils were working at the expected standard. KS1 teacher assessment Writing 21% achieved the expected standard. • Year 2 Pupil progress, Autumn term data: Maths 5% of Y2 PP pupils were working at the expected standard. KS1 SATs Maths 8% achieved the expected standard. • RWI subscription for EYFS, Year 1 and Year 2. • Year 2 pupils moving from RWI to 'Ready Reader' and reading scheme to bring the gap between phonics teaching and Reading in Key Stage 2 (Destination Reader). • Local authority Assessment training for Phonics leader and deputy head teacher. This ensured the effective hand over of the subject when the phonics leader went on maternity leave (May 2023). • Additional TA and class teacher to support with the diverse range of phonics levels in EYFS/ Key Stage 1 so the pupils could be effectively grouped. • Year 1 PP pupils who passed the phonics screen 71%. • Year 2 PP pupils who passed the phonics screen retake 13%. 	
<p>Spending Review:</p> <p>Three teacher model for Year 6 from experience Year 6 practitioner and use of afternoon tutoring (0.8) £34,000.</p> <p>Year 6 TA (0.5) £8,000.</p> <p>Year 2 TA full time £15,000.</p> <p>Local authority Assessment training for Phonics leader and deputy head teacher £350.</p> <p>RWI subscription including the training package £1,500.</p>	
<p>2022-23 activity and costings:</p> <p>Sustain the three teacher model in Year 6.</p> <p>Develop specialist teaching assistants who deliver high quality interventions across the school with priority on developing targeted maths support to close the attainment gap between PP and non PP pupils.</p> <p>Purchase and implement ARK Mastery Maths scheme (DfE Accelerator Fund for Mathematics Mastery Primary- whole school approach) approx. £5,000</p> <p>CPD for staff through ARK Mastery Maths £500</p>	

<p><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></p>	<p>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.</p>	2,3,5
	<p>In school evidence: Book Clubs were hosted by HLTA's in the Autumn term, however this wasn't sustained throughout the year due to the lack of staffing. Letterbox Club sent out to ten PP pupils throughout the school year to develop their love of reading and book talk. Books gifted to all pupils as a Christmas gift from the school. Book raffle at the Christmas and Summer fayre. Reading workshops for EYFS in the Autumn term. Reading workshops with parents across the whole school in the summer term, these were attended by approx. 100 parents. World Book Day celebrated by the whole school. CLPE Poetry project with the English lead.</p>	
	<p>Spending Review: Letterbox Club £1,500. Christmas books, and raffle books £400. CLPE Poetry project £500 including staff cover for the English leader to attend training.</p>	
	<p>2022-23 activity and costings: Sustain the use of Letterbox Club from The Book Trust for a different ten PP pupils £1,500. Sustain and develop the use of reading workshops, during the academic year 2022-23 these are to be held at the same time as the book fair. Develop the use of Reading Café's to target PP pupils and their parents. EYFS early reading workshops with parents throughout the Autumn term £200. World Book Day celebrations to include free books and book tokens for all pupils.</p>	
<p><i>To purchase and deliver a Maths Intervention programme to close the gap between PP pupils and non PP pupils.</i></p>	<p>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.</p>	1,2,4
	<p>In school evidence:</p> <ul style="list-style-type: none"> • Third Space online Maths tutoring has been used as an intervention for pupils in Key Stage 2. Targeted pupils received 12 weeks of bespoke intervention based around their areas for development from a pre-assessment. All pupils were tracked throughout the 12 week 	

	<p>intervention and all pupils made progress in their basic number skills.</p> <p>Spending Review: Third Space £12,500.</p> <p>2022-23 activity and costings: Develop specialist teaching assistants who deliver high quality interventions across the school with priority on developing targeted maths support to close the attainment gap between PP and non PP pupils. Purchase and implement ARK Mastery Maths scheme (DfE Accelerator Fund for Mathematics Mastery Primary- whole school approach) approx. £5,000 CPD for staff through ARK Mastery Maths £500</p>	
<p><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></p>	<p>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.</p>	<p>1,2,4</p>
	<p>In school evidence:</p> <ul style="list-style-type: none"> • Pre-teaching of key concepts has been delivered by teaching assistants across the school as part of their standard practice. • Word Aware has been used as a tool for teaching new subject specific vocabulary. • NELI has not been used during the academic year due to staffing. 	
	<p>Spending Review: No additional spending due to current policy and practice.</p>	
	<p>2022-23 activity and costings: Word Aware training for new members of staff £500. NELI intervention and early language screening for pupils in EYFS including staff training and cover costs. £750.</p>	

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

Budgeted cost: £45, 230

Activity	Evidence that supports this approach	Challenge number(s) addressed
	EEF (2019) Using Digital technology to improve learning.	1,5

<p><i>To motivate and engage learners in Year 5 through the iPad project.</i></p>	<p>Using IT to enhance the teaching and learning and engage all learners in their learning.</p>	
	<p>In school evidence: iPads have been used by Year 5 for the foundation subjects in the afternoons. Pupils have recorded their work through the Showbie app.</p>	
	<p>Spending Review: Showbie licence £500. iPads have been maintained throughout the school's IT team, additional covers, chargers and iPad pens have been purchased to replaced those damaged throughout the school year £500.</p>	
	<p>2022-23 activity and costings: Sustain the use of iPads in Year 5 maintenance and upkeep. £1,000.</p>	
<p><i>To enhance provision across the school to reduce incidents of challenging behaviour through de-escalation strategies.</i></p>	<p>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.</p>	1, 5
	<p>In school evidence:</p> <ul style="list-style-type: none"> • Reduced rate of fixed term suspensions. Academic year 2021-22 100 days of fixed term suspensions from 12 pupils (92% PP). 2022-23 19.5 days of fixed term suspensions from 6 pupils (83% PP). • TA's redeployed to support in the newly recreated nurture hub to reduce the number of behaviour incidents. All behaviour incidents are now recorded on Arbor, therefore can be effectively tracked and analysed throughout 2023-24. <p>CPD Safer Spaces and Trauma informed practice for all staff. STEPS and Team Teach training for key members of staff to promote de-escalation strategies and the use of therapeutic language.</p>	
	<p>Spending Review: Nurture Hub- HLTA & full time TA and resources £75,000.</p>	
	<p>2023-24 activity and costings: Sustain the nurture hub staffed by a HLTA/ unqualified teacher and full time TA £50,000. Develop staff training so all members of the school community are using therapeutic language and de-escalation strategies £1,000.</p>	

	To develop a sensory/ safe space for pupils to access to self regulate £1,500.	
<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
	In school evidence: <ul style="list-style-type: none"> The Forest School leader returned from maternity in March 2022. The forest school area had been maintained by the school's site officer, but not effectively used by pupils across the school. During the summer term 2023, the forest school leader developed curriculum map document to support class teachers in planning for the use of outdoor education. 	
	Spending Review: Maintenance of the Forest School area £150.	
	2022-23 activity and costing: To re-establish the Forest School area, with clear curriculum links to the in the whole school provision map. To ensure that all pupils have access to outdoor education including those pupils who access the nurture provision £250.	
<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
	In school evidence: <ul style="list-style-type: none"> Family support worker has supported the SENCo with Early Help assessments and home visits during the academic year. This has supported the persistent absentee rate decreasing. Parental engagement at parents evening has increased with only one or two parents not attending per class. Parental workshops throughout the school year have been well attended including reading and maths workshops. School Christmas fayre was attended by nearly all families and refreshments were provided by the school. Summer craft event was well attended by a third of families. 	
	Spending Review: Christmas fayre £250. Summer craft event £150.	
	2022-23 activity and costing: Winter craft and summer craft events £1,000. Family support worker £28,000.	

<p><i>To develop Book Clubs across Key Stage 2 to enhance the cultural of reading for pleasure and to raise standards in Reading.</i></p>	<p>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.</p> <p>EEF (2015) Making Best Use of TAs</p>	<p>1, 2, 3</p>
	<p>In school evidence:</p> <p>Book Clubs were hosted by HLTA's in the Autumn term, however this wasn't sustained throughout the year due to the lack of staffing.</p> <p>Letterbox Club sent out to ten PP pupils throughout the school year to develop their love of reading and book talk.</p> <p>Books gifted to all pupils as a Christmas gift from the school.</p> <p>Book raffle at the Christmas and Summer fayre.</p> <p>Reading workshops for EYFS in the Autumn term.</p> <p>Reading workshops with parents across the whole school in the summer term, these were attended by approx. 100 parents.</p> <p>World Book Day celebrated by the whole school.</p> <ul style="list-style-type: none"> • CLPE Poetry project with the English lead. 	
	<p>Spending Review:</p> <p>Letterbox Club £1,500.</p> <p>Christmas books, and raffle books £400.</p> <p>CLPE Poetry project £500 including staff cover for the English leader to attend training.</p>	
	<p>2022-23 activity and costings:</p> <p>Sustain the use of Letterbox Club from The Book Trust for a different ten PP pupils £1,500.</p> <p>Sustain and develop the use of reading workshops, during the academic year 2022-23 these are to be held at the same time as the book fair. Develop the use of Reading Café's to target PP pupils and their parents.</p> <p>EYFS early reading workshops with parents throughout the Autumn term £200.</p> <p>World Book Day celebrations to include free books and book tokens for all pupils.</p>	
<p><i>To develop Learning behaviours to enhance metacognition in order for pupils to organise and effectively manage their learning independently.</i></p>	<p>EEF (2018) Metacognition and self-regulated learning</p> <p>EEF (2019) Improving behaviour in schools Recommendation 3- Use good classroom management strategies to support good classroom behaviour.</p>	<p>1, 4, 5</p>
<p>In school evidence:</p> <ul style="list-style-type: none"> • Teaching and Learning Toolkit developed by the Head teacher and the deputy head to support staff CPD. • Staff meetings fortnightly focusing on the pedagogical toolkit, with alternate staff 		

	<p>meetings provided staff time to complete NPQ's/ EDT programme of study.</p> <ul style="list-style-type: none"> • Introduction of StepLab as a platform to record drop-in observations. 	
	<p>Spending Review: NPQ/ ECT cover during the day to access training courses £1,500.</p>	
	<p>2022-23 activity and costing: Sustain and develop the use of StepLab as a platform to share professional development. Further develop the pedagogical toolkit to include subject specific metacognition training and support.</p>	
<p><i>To enhance lunch time provision to reduce incidents of challenging behaviour.</i></p>	<p>EEF(2019) Improving behaviour in schools.</p>	<p>5</p>
	<p>In school evidence:</p> <ul style="list-style-type: none"> • Additional mid day supervisors appointed during the academic year. • Lunch time sittings staggered to reduce noise and behaviour incidents. • Playgrounds are zoned into busier and quieter areas including sports stations and quiet games areas. • New play equipment purchased and stored for the exclusive use of playtimes rather than using P.E equipment. 	
	<p>Spending review: Additional lunch time staff £10,000. Playground resources £150.</p>	
	<p>2022-23 activity and costing: Sustain additional play resources including sports equipment and board games £150. To develop the use of play leaders and sports ambassadors so pupils in Key Stage 2 can lead the play across the playgrounds. £250 training course and resources.</p>	
<p><i>To provide extra curricular activities for pupil premium pupils (inc. music and performing arts)</i></p>	<p>EEF (2019) Improving behaviour in schools. EEF (2018) Working with parents to support children's learning. Building relationships with parents to support curriculum enhancement.</p>	<p>1, 6</p>
	<p>In school evidence:</p> <ul style="list-style-type: none"> • A range of after school clubs have been offered throughout the school year including sports, singing and debate clubs. • The range of club has been limited during the academic year due to staffing commitments. 	
	<p>Spending review:</p> <ul style="list-style-type: none"> • Funding for PP pupils to access after school clubs that have involved a cost e.g. coach travel 	

	has been provided by the school for Voice in a Million.	
	2022-23 activity and costing:	
<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
	In school evidence: <ul style="list-style-type: none"> PP pupils received a voucher for £10 each for the school uniform provider. 	
	Spending review: £10 per PP pupil, approx. £2,500.	
	2022-23 activity and costing: Sustain the uniform voucher scheme for PP pupils, increase the value of the voucher to cover the cost of one branded school jumper approx. value £12 per PP pupil.	
<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
	In school evidence: <ul style="list-style-type: none"> All pupils starting in EYFS have been provided with a book bag that contains and tie and resources to support pupils in becoming school ready. 	
	Spending review: Book bags, ties and resources approx. £15 per pupil.	
	2022-23 activity and costing: To continue to provide all new starters with a book bag and school uniform item. The school tie is going to be phased out by the trust, therefore another item of school uniform will be offered such as a branded t-shirt for P.E. Approx. cost £15 per pupil.	

Total budgeted cost: £262,240

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
Sandwell Early Numeracy Test	GL Assessment
GAPS Assessment	Rising Stars
Reading and Writing Assessments NTS (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 2021-2022 or 2022-2023.