

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	355
Proportion (%) of pupil premium eligible pupils	44% of pupils are PP
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Head Teacher Andy Buffham
Pupil premium lead	Deputy Head Teacher Aimee Turner
Governor / Trustee lead	Chair of Governors.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for academic year 2024 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 through the introduction of ARK Mastery Maths.</i>	<ul style="list-style-type: none"> ARK Mastery Maths implementation across the school with a specific focus on closing the gap in Key Stage 2. KS2 Intervention teacher to create bespoke programme of intervention based on specific areas. To raise standards in maths, specifically Year 6 attainment to be aligned to National Average. The attainment gap between PP and non-PP pupils is significantly reduced.

<p><i>To increase academic achievement of pupils in Reading by developing a reading for pleasure culture across the school.</i></p>	<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. • To host book clubs to build reading confidence and develop a culture of reading for pleasure. • Develop the school library through the 'School's library project 2023-24'. • 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 precise pedagogical practices 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 knowledge. • Use of National College to access NPQ's for qualified teachers. • Explicitly teach pupils retrieval 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 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 residential. • Provide PP pupils with a hot school meal.
<p><i>To enhance social, emotional and mental health (SEMH) provision for pupils in receipt of pupil premium funding.</i></p>	<ul style="list-style-type: none"> • Ensure that pupils with SEMH needs are being met through high quality professional services such as counselling. • Non SEND PP pupils to access HQ support.

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:

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 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 with a specific focus on Maths (Ark Mastery Maths).</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 . EEF (2017) Improving Mathematics in Key Stage 2 & 3 recommendation 2- Use manipulatives and representations.	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 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 Phase leaders, senior teachers 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:

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 including Letterbox Book Club.</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, 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:

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 2022 to 2023 academic year.

Teaching

Core Activity and Area of expenditure	Evidence that supports this approach	Challenge numbers addressed from 2022-23 PP statement
<p><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></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>	1,2,4,5
	<p>In school evidence:</p> <ul style="list-style-type: none"> • Three teacher model for Year 6. Due to staff absences this was limited for Year 5. Year 6 three teacher model happened consistently. • Year 6 children grouped by ability to ensure targeted support for all pupils. • KS2 data has been discussed at fortnightly pupil progress meetings, target setting and intervention groups for key pupils. 	
	<p>KS2 2023 Data:</p> <p>Spending Review: £10,000 HLTA cost for Year 6 for mornings for three teacher model.</p>	
	<p>2023-24 activity and costings:</p> <p>Three teacher model in key year groups focused on closing the attainment gap between PP and non PP pupils. Continue to target specific pupils through quality first teaching and targeted interventions.</p> <p>£10,000 per HLTA per year group. Total spend £30,000</p>	
<p><i>To effectively assess pupils to order to identify the gaps in learning</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</p> <p>EEF (2021) Teacher Feedback to improve pupils learning.</p>	1,2,4,5

<p><i>to select the best next steps for teaching.</i></p>	<p>In school evidence:</p> <ul style="list-style-type: none"> • Assessment data is reviewed by SLT and discussed at pupil progress meetings each term. • Termly meetings with SENCo to identify additional support for pupils. • Progression in reading identified through teacher assessment and NTS assessments across Year 1, 3,4,5. <p>End of Key Stage SAT's data:</p> <p>Spending Review: NTS Assessment package- £4,000 per academic year CPD for teacher assessment- Peterborough CC CPD Assessment package: £500 Year 6 attended writing moderation £300.</p> <p>2023-24 activity and costings: CPD for teacher assessment- Peterborough CC CPD Assessment package: £65 per training session per member of staff. Whole school development on the effective use of assessment to support pupil progress in English.</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. EEF (2017) Improving Literacy in Key Stage 1, Recommendation 3- Effectively implement a systematic phonics programme.</p> <p>In school evidence:</p> <ul style="list-style-type: none"> • Phonics staff meeting for all teachers and teaching assistants. <p>Phonics RWI monitoring visits from RWI throughout the academic year.</p> <p>Spending Review: RWI Assessments and monitoring visits over the academic year, staffing cost for CPD/ supply costs £8,000.</p> <p>2023-24 activity and costings: Phonics training for KS1 new staff and KS2 phonics intervention training. Peterborough CPD phonics package for leading and assessing phonics £350. Destination Reader training</p>	<p>1,2,3</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> <p>In school evidence: Support from NCETM and ARK this academic year. Review of practice with a specific focus on the role of morning maths meetings.</p> <p>Spending Review: NCETM support including supply costing for staff development days monitoring visits over the academic year, staffing cost for CPD/ supply costs to cover the two Maths subject leaders attending training £2,000. Maths resources to support the Mastery approach for teaching and learning £1,000.</p> <p>2024-24 activity and costings: NCETM Embedding Mastery Ark- Maths Mastery Programme</p>	<p>1,2</p>

	Lime Trust support- Termly planning meetings	
<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
	In school evidence: TA deployed one per year group. TA's deliver high quality interventions each afternoon.	
	Spending Review: TA & training spends £1,500.	
	2023-24 activity and costings: SALT TA training course £25 per session Attention Autism training for TA's across the school with a specific focus on the TA's working with pupils with Autism. Resources for delivering 'attention autism stage 1-3' £1,000. Supply costs whilst TA's are attending training sessions.	
<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
	In school evidence: <ul style="list-style-type: none"> Staff meetings dedicated to learning behaviours. Focus on lesson observations in the Autumn & Summer term.	
	Spending Review: Twilight staff meetings on learning behaviours £1,400. NPQ's for teaching staff, ECT training for new teaching staff	
	2023-24 activity and costings:	
<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
	In school evidence: Reduced rate of fixed term exclusions.	
	Spending Review: Pupils on a reduced timetable- education off site costs. TA to support with behaviour in Year 6 £22,000. Crew Trident £6,000 Nurture Hub HLTA £20,000 and full time TA £15,000	
	2023-24 activity and costings: Behaviour Hub	
<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

	In school evidence: Appointment of phase leaders rather than heads of year. Both teachers have stayed with our staffing term this academic year.	
	Spending Review: Recruitment cost £1,000 NPQ's	
	2023-24 activity and costings: NPQ CPD opportunities	
<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
	In school evidence: Music Hub provided staff CPD for the music lead and lead music lessons for Year 4 pupils.	
	Spending Review: £620 Music provision from Peterborough Music Hub Year 4	
	2023-24 activity and costings: Extend provision to Year 3 & Year 4 £1240	

Targeted Academic Support

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
	In school evidence: Intervention teacher for Key Stage 1 with a focus on Year 2, closing the gap between disadvantaged pupils and non-disadvantaged pupils.	
	Spending Review: Intervention teacher 0.8 £32,000 NTP? Teaching assistants in Key Stage 1 to deliver interventions daily £7,000.	
	2023-24 activity and costings: Intervention teacher for Key Stage 1 and Key Stage 2 £50,000.	

<p><i>To develop and deliver bespoke phonics interventions throughout Key Stage 1 and lower Key Stage 2.</i></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>	2
	<p>In school evidence:</p> <ul style="list-style-type: none"> • RWI Tutoring in KS1. • Phonics data for Year 1, • Phonics data for Year 2, 	
	<p>Spending Review:</p> <p>Teaching assistants in Key Stage 1 to deliver phonics interventions daily £7,000 (see above)</p> <p>RWI Book Bag books £1,500</p>	
	<p>2023-24 activity and costings:</p> <p>Development of reading for pleasure class libraries, ensuring that books are closely matched to phonics ability.</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:</p> <p>Letterbox Club, sent to PP pupils to engage in reading and writing based activities at home.</p>	
	<p>Spending Review:</p> <p>Letterbox Club (£135 per child) £2,700</p>	
	<p>2023-24 activity and costings:</p> <p>Reading Café book club for disadvantaged children in KS1 and EYFS</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.</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>	1,2,4
	<p>In school evidence:</p> <p>TA CPD and interventions through a KS1 Maths intervention teacher. Data</p>	
	<p>Spending Review:</p> <p>KS1 Maths Intervention teacher (see above)</p> <p>ARK Maths Mastery programme- £</p>	
	<p>2023-24 activity and costings:</p> <p>Ark Maths Mastery</p> <p>Developing TA interventions</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>PiXL?</p>	
	<p>EEF (2018) Metacognition and self-regulated learning Recommendation 5- Promote and develop metacognitive talk in the classroom.</p> <p>EEF (2017) Improving Literacy in Key Stage One Recommendation 1- Develop pupils' speaking and listening skills and wider understanding of language.</p>	1,2,4
	<p>In school evidence:</p> <ul style="list-style-type: none"> • Word Aware approach embedded across the school. • Development of oracy across the curriculum. 	
	<p>Spending Review: Word Aware resources £200. Oracy</p>	
	<p>2023-24 activity and costings: Staff training on Word Aware for new staff members CUSP Vocabulary PiXL interventions for Reading</p>	

Wider Strategies

Core Activity and Area of expenditure	Evidence that supports this approach	Challenge numbers addressed from 2022-23 PP statement
<p><i>To develop nurture provision 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.</p> <p>Reduced timetable and alternative provision by also be funded following Recommendation 5- Use targeted approaches to meet the needs of individuals in your school.</p> <p>EEF (2021) Effective Professional Development.</p>	1,5
	<p>In school evidence: Reduction in the number of lunch time incidents.</p>	
	<p>Spending Review: PP Lunch club, small group support £4,000</p>	
	<p>2023-24 activity and costings: Wider range of after school clubs including non sporting clubs. Development of play leaders using the PE curriculum resources.</p>	
<p><i>To continue to work with</i></p>	<p>EEF (2018) Working with parents to support children's learning.</p>	1,3,5
	<p>In school evidence:</p>	

<i>parents to build a partnership for learning.</i>	SEND coffee mornings with support from family support worker and SENCo.	
	Spending Review: SEND coffee mornings £500 School family support worker £28,000	
	2023-24 activity and costing: Winter craft with your child £1,000 Celebrate Eid in school £1,000 School family support worker £28,000	
<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
	In school evidence: Developing learning behaviours is part of class teachers' performance management targets and reviews. Whole school approach to explicitly teaching learning behaviours.	
	Spending Review: Staff meeting internally, no extra cost.	
	2023-24 activity and costing: Develop other learning behaviours in line with NPQ and school improvement plan. DfE Behaviour Hub programme.	
<i>To enhance lunch time provision to reduce incidents of challenging behaviour.</i>	EEF(2019) Improving behaviour in schools.	5
	In school evidence: Number of lunch time incidents reduced through the high quality support and lunch time supervision.	
	Spending review: Lunch club resources & staffing costs. Additional mid day supervisor for PP group.	
	2023-24 activity and costing: Nurture Hub staffing and resources.	
<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.	
	In school evidence: Music provision for Year 4, tuned instrument project. Rocksteady music provision for PP children. Debate and drama clubs.	
	Spending review: Rocksteady £800.	

	2023-24 activity and costing: Rocksteady music provision for PP children.	
<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: All PP families provided with school uniforms vouchers to cover costs. All new families provided with a book bag and a school tie.	
	Spending review: Vouchers to parents £2,000	
	2023-24 activity and costing: To continue providing vouchers for PP families. Second hand clothing.	
<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: All pupils in EYFS provided with a book bag ready for starting school.	
	Spending review: £1,200 for the sixty book bags containing school tie, reading book and fine motor skills.	
	2023-24 activity and costing: To continue providing book bags ready for school starters.	

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 2022-23 or 2023-24