



Freeman's Endowed Church of England Junior Academy Recovery Premium and Pupil Premium Strategy Statement 2021-22



Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.'

'In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

Recovery Premium funding is a 'one off' grant provided by the government to help schools provide evidence-based approaches for supporting the most disadvantaged pupils during the academic year 2021/22 in response to the effects of the pandemic.

A 3 Tiered Whole School Planning Model

At Freeman's Endowed Church of England Junior Academy 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:

- 1. Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.
- 2. Targeted academic support:** We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.
- 3. Wider strategies:** Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

Recovery Premium and Pupil Premium Strategy Statement 2021-22



1. Summary information

School	Freeman's Endowed C of E Junior Academy				
Academic Year	2021-22	PP budget	£81,665	Number of pupils eligible for PP	57 (51PP 6P LAC)
Total no. of pupils on roll	240	Recovery Premium budget	£8265	Date of most recent PP Review	November 2019
		Total budget	£89,930	Date for next internal review of this strategy	

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in Reading, Writing and Maths	N/A for 2020/21	%
% achieving in Reading		
% achieving in Writing		
% achieving in Maths		
Progress measure in Reading	N/A for 2020/21	
Progress measure in Writing		
Progress measure in Maths		

3. Barriers to future attainment (for pupils eligible for PP and Recovery Premium)

A.	Tier 1: All teaching needs to be consistently good and outstanding over time.
B.	Tier 2: Small group and Individual targeted support in Reading, Writing, and Mathematics to close the gap for disadvantaged pupils
C.	Tier 2: Children with multiple barriers to learning 6/51 (12%)EAL, 5/51 (10%) PLAC, 1/51 (2%) LAC,13/51 (25%) SEND 23/51 pupils 45% of PP pupils have an additional disadvantage
D.	Tier 3: Support for the improvement of of the attendance of some disadvantaged pupils (2020-2021 Attendance PP 92.4% SEN 98.4%) vs 96.7% non PP)
E.	Tier 3: Targeted support is provided to support children's mental health and wellbeing (35% PP) (16% whole school)

Planned Actions and Expenditure					
The three headings below enable schools to demonstrate how they are using the recovery premium and pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Tier 1: Teaching: To increase the effectiveness of teaching through the provision of quality CPD. (Addressing Barrier A)					
Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost	
				PP	Rec. P
A: QFT – see AIP 1a for detail. To further develop Quality First Teaching across the school to ensure a high standard of teaching and learning for all pupils Specific Focus: Improving the quality of Modelling, AFL and providing scaffolds Teaching and Learning mentor to provide coaching and in class mentoring support	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)	See AIP 1a for detail.	See AIP 1a for detail.	Liz Mynott x 6 days £3000 Staff T&L QFT Release time supply x 8 days £2440 Teaching and Learning Mentor: TLR £2450 Dedicated SLT support time to support with planning, QFT and developing teaching and learning 0.1each week £2962/yr	
To raise the attainment of all pupils especially disadvantaged and SEND pupils in Writing. T&L Consultant to work with T staff on planning, to raise attainment in Writing with particular focus on raising the attainment of disadvantaged pupils.	<i>Attainment in Writing is low across the school, but especially low for disadvantaged and SEND pupils</i> <i>The Reading into Writing process is firmly established- focus now needs to be on ensuring children reach EXP standard in each given year group.</i> <i>Focus on whole class writing teaching and assessment through QFT.</i>	SLT to complete lesson observations with a writing focus regularly throughout the year T+L mentor and English Lead to complete observations and book scrutiny	See AIP 1b for detail.	Liz Mynott x 1 days £500 2 days release time £350	£545 Release time for Writing Lead to observe, monitor review and support Writing across the school.

<p>Maths -see AIP 1b for detail. To To secure consistently ‘good and better’ quality of teaching across the whole academy to ensure ‘good and better’ outcomes and progress for all learners in Maths and particularly for disadvantaged pupils</p> <p><i>Specific focus:</i> <i>Teacher Subject Knowledge - NCETM spines</i> <i>Use of AFL in Mathematics</i> <i>CPA Approach</i></p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF).</p> <p>An understanding of what prior knowledge and teaching strategies have been used to teach pupils in year 2 will support teachers in knowing how and what the pupils have grounded knowledge in</p>	<p>See AIP 1b for detail.</p> <p>Year 3 teachers to embed knowledge of year 2 teaching into planning</p> <p>Maths lead to complete planning scrutiny</p>	<p>See AIP 1b for detail.</p>	<p><i>White Rose Maths</i></p> <p>Liz White CPD x 2 days £700</p> <p>T release time £2050</p>	
<p>Each year group to understand the knowledge taught in the previous year group</p> <ul style="list-style-type: none"> • staff meeting and training day sessions to review progression on medium term planning and ensure progressive and coherent • <i>Year 3 teachers and maths lead to liaise with Year 2 teachers from feeder Infant school</i> 	<p>An understanding of what prior knowledge and teaching strategies have been used to teach pupils in the previous year will support teachers in knowing how and what the pupils have grounded knowledge in</p>	<p>Each year group to embed knowledge of previous years teaching into planning</p> <p>Maths lead to complete planning</p>			
<p>In class observations of teaching assistants in Maths lessons with a focus on knowledge, understanding and delivery of high quality support</p>	<p>Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>EEF</p>	<p>Maths lead to observe TA’s in class and identify needs for each TA</p> <p>Class teachers to give regular feedback to TA’s about lesson support</p>		<p>TA release time £450 (35 hours of TA release time 12 TAs x 3 hours/TA)</p> <p>SL release time x 6 hours £250</p>	

<p>Meeting the needs of all Learners</p> <p><i>To ensure the support provided for learners meets the needs of all learners through provision of appropriate scaffolds, challenges and strategies</i></p> <ul style="list-style-type: none"><i>Internal teacher and TA training delivered by Inclusion lead on primary needs within current setting and strategies to support</i><i>CPD from Mosaic Psychology on imbedding sensory processing strategies into the classroom</i>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.</p> <p>EEF</p> <p>Feedback +6 months</p>	<p>-Inclusion Lead and T+L mentor to monitor lesson plans and observations.</p> <p>-Monitor achievement within IEP's and assessment data (19-21.10.21)</p> <p>Inclusion lead to observe lessons and support Mosaic training with regular follow ups</p>	<p>-Increase in IEP target achieved</p> <p>-Reduce gap to ARE</p> <p>-higher attaining pupils to make expected or better progress</p> <p>-gap between PP and non PP reduces to 6-8/10 from baseline to DD3</p> <p>*from individual starting points</p> <p>-Reduction in challenging behaviour in school</p> <p>-Increase in amount of quality work produced by PP SEND pupils</p> <p>-Increase in staff awareness of pupils with sensory processing difficulties</p>	<p><i>SENCO time £2035</i></p> <p><i>TA Staffing £5000</i></p> <p><i>Mosaic Training £800</i></p>	
			Total (breakdown)	£22982	
			Total budgeted cost	£22982	
Tier 2: Targeted support: To provide effective tutoring and intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. <i>(Addressing Barriers B and C)</i> effective liaison with class teacher, tutor and pupil. to ‘narrow the gap’ for identified children					
Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost	
				PP	Rec. P

<p>A: School-led 1:1 tutoring by teacher or TA:</p> <p>Switch on Reading</p> <ul style="list-style-type: none"> Access CPD for Switch on Reading Training; 2 x 3 hour sessions x 3 TAs 	<p>1:1 academic tutoring effectiveness: approximately 5 additional months progress on average (high impact, high cost). <i>(Teaching & Learning Toolkit: EEF)</i></p> <p>Switch-on Reading 3+ months additional months progress. <i>(Teaching & Learning Toolkit: EEF)</i></p>	<ul style="list-style-type: none"> English SL to monitor -exit data against entry data -delivery of interventions within 10 week programme. 	<ul style="list-style-type: none"> Achieve at least national average progress measure (0) in reading at the end of KS2. 5+ months additional progress 	<p>Autumn Term Cost £135 LA training (SOR) 21/28 September</p> <p>MM LA HB AD lead SOR sessions as required - 4 children per afternoon Autumn Term Cost £750</p>	<p>1-1 or 1-2 Teacher interventions</p>
				<p>Spring Term Cost MM LA HB AD lead SOR sessions as required - 4 children per afternoon £1500</p>	<p>Spring Term Cost</p>
					<p>Summer Term Cost</p>
<p>To provide high quality teacher led or TA led interventions in Reading (Shine/Guided Reading) to support disadvantaged children to close any gaps in attainment.</p>	<p>1:1 academic tutoring effectiveness: approximately 5 additional months progress on average (high impact, high cost). <i>(Teaching & Learning Toolkit: EEF)</i></p>		<p>Approximately five additional months' progress on average.</p>	<p>Additonal funding towards School Led Tutoring in Reading £1779</p>	<p>£1200 2 x TA hours/week for 60 sessions</p>
<p>Maths Termly</p> <ul style="list-style-type: none"> Identify target children (PP and disadvantaged children) in Years 3 – 6 using on entry data (PIRA gap analysis /RA) Timetable and implement 3x/week 1:1 sessions, x 20 minutes for 10 week programme Evaluate overall termly impact and report key findings to the HT/SLT Repeat process identifying target children for interventions for next term. Provide targeted 1:1 Maths intervention across school 	<p>1:1 maths tuition effectiveness: approximately +5 months progress (Teaching and Learning Toolkit: EEF)</p>	<p>Maths SL to monitor -exit data against entry data -delivery of intervention within 10 week programme SL to monitor the quality of the interventions being delivered</p>		<p>Additonal funding towards School Led Tutoring in Maths £1779</p>	<p>TA interventions 3 x TA x 2hours = £2400</p>

<p>Priority B: Phonics – see AIP 1b for detail.</p> <p>To improve the provision of phonics interventions by ensuring all staff have a full understanding of phonics teaching. Whole staff Phonics training - Jess Steele</p> <ul style="list-style-type: none"> ○ Access CPD for Read Write Inc Training 2 day training x 2 TA's 	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EEF: Phonics T & L Toolkit). Phonics training will be available for all staff to attend, to ensure that all staff have a full understanding of the Phonics programme being delivered through interventions as required.</p> <p>Phonics tutoring effectiveness: approximately +5 months progress (Teaching and Learning Toolkit:EEF)</p>	<p>See AIP 1b for detail.</p> <p>RWI identified teacher (PC) to monitor -progress of pupils exit and entry data</p>	<p>See AIP 1b for detail.</p> <p>Achieve at least national average progress measure (0) in reading at the end of KS2.</p> <ul style="list-style-type: none"> ○ 5+ months additional progress 	<p>Jess Steele - Phonics Training - £200</p> <p>£200 TA training (phonics) SC, RB, MM</p>	
<p>To improve the Writing outcomes for pupils, especially disadvantaged pupils, by providing targeted and specific writing interventions</p>	<p>Writing data for PP children achieving expected is especially low in Year 3 (30%) and Year 5; (33%)some children need additional support to meet the EXP Standard after remote learning</p>	<p>Writing attainment for disadvantaged pupils will be carefully monitored across each half term and scrutinised in work scrutinies particularly focusing on disadvantaged pupils writing</p>	<p>The attainment gap is closed between disadvantaged and non- disadvantaged pupils to within 20%</p>	<p>See above for Writing CPD</p>	<p>Writing Interventions x @£25/hour = £1900</p>

<p>To ensure that pupils with multiple disadvantages are able to access the full curriculum</p> <p>SEND: Dyslexia and Dyscalculia training for SENDCO to disseminate across school Scaffolds are used effectively to support SEND children to access learning and tasks</p> <p>EAL: EAL training for teacher and QFT lead and TA x2 how to effectively support pupils with EAL in the classroom Establish EAL Lead TA with regular training in Learning Village EAL pupils receive individual or small group support to develop their understanding and use of English.</p>	<p>Understanding and delivery of SEND provision has been highlighted as an area for development within the whole school development plan. A focus on QFT for SEND and training on primary needs in the school will increase the understanding across the whole school. Dyslexia and Dyscalculia is a common need which is not diagnosed by the Educational Psychologists and is a common need across the school.</p> <p>6 identified pupils with EAL; teaching staff for pupils have no EAL specific training to support the learning of these pupils..</p>	<p>Pupils with Dyslexia and/or dyscalculia are given timely, relevant support to ensure they are able to access the full curriculum</p> <p>Pupils with SEND receive high quality support to achieve expectations</p> <p>Pupils with EAL are given timely, relevant support to ensure they are able to access the full curriculum Pupils with multiple disadvantages begin to close the gap with their peers.</p>		<p>Inclusion Lead assessment and evaluation 1 hour/week £750 Inclusion Lead interventions 2 hours/week £1500 Dyslexia training (£120) Dyscalculia training (£120)</p> <p>50% SEN TA salary to support in the provision of 1-1 sessions for pupils with multiple disadv Total: £8402</p> <p>Cover Teacher CPD £340 Learning Village</p> <p>EAL subscription cost £600 Learning Village CPD £300</p> <p>EAL £65 pp Bell Foundation (£650)</p>	
<p>Priority B: Small group tutoring – Shine Interventions (Maths)</p> <p>To provide Maths interventions for pupils who need extra support to ‘catch up’.</p> <ul style="list-style-type: none"> TAs to lead interventions Training to be given to TA staff to ensure subject knowledge is strong 	<p>Evidence that teacher delivery has a stronger positive benefit than TA delivery.</p> <p>Effectiveness: between 3 - 5 additional months progress on average (moderate impact, moderate cost). <i>(Teaching & Learning Toolkit: EEF).</i></p>	<ul style="list-style-type: none"> Maths SL to monitor -exit data against entry data -delivery of interventions within 12 week programme. 	<ul style="list-style-type: none"> Achieve at least national average progress measure (0) in reading at the end of KS2. Increased SS +5 within 1 term. 	<p>Shine resources Maths £400</p> <p>Total cost of small group interventions: TA interventions £720 for two hours per TA per year x 4 TAs = £2880</p> <p>Autumn Term Cost £576</p>	Autumn Term Cost
				<p>Spring Term Cost £1152</p>	Spring Term Cost

				Summer Term Cost £1152	Spring Term Cost
<p>Priority C: School-led tutoring by TA – Shine Interventions (Reading)</p> <p>Termly</p> <ul style="list-style-type: none"> Identify target children (PP and disadvantaged children) in Years 3 – 6 using on entry data (PIRA gap analysis /RA) Timetable and implement 3x/week sessions, x 20 minutes for 10 week programme Evaluate overall termly impact and report key findings to the HT/SLT Repeat process identifying target children for interventions for next term. 	<p>TA small group academic tutoring should be between 2 – 4 pupils.</p> <p>Effectiveness: between 3 - 5 additional months progress on average (moderate impact, moderate cost).</p> <p>Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. (Teaching & Learning Toolkit: EEF).</p> <p>The intervention has structured supporting resources and lesson plans with clear objectives.</p> <p>Teaching assistants follow the plan and structure of the interventions. (EEF Guide to supporting school's planning)</p>	<ul style="list-style-type: none"> English SL to monitor -exit data against entry data -delivery of interventions within ?? week programme. 	<ul style="list-style-type: none"> Achieve at least national average progress measure (0) in reading at the end of KS2. 3 - 5 months additional progress (RA). 	<p>Shine Resources Reading £200</p> <p>Total Cost: £720/year (2 hrs per week) x 4 =</p> <p>£2880 =</p> <p>Autumn Term Cost £576</p>	Autumn Term Cost
				Spring Term Cost £1152	Spring Term Cost
				Summer Term Cost £1152	Summer Term Cost
<p>Priority C: School-led tutoring by TA</p> <p>Pre-teaching by TA staff given during registration or prior to the next lesson - reading, writing or Maths</p>	<p>Children feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).</p> <ul style="list-style-type: none"> Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006). When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging (Polak, 2017). 	<ul style="list-style-type: none"> Teachers to monitor -exit data against entry data -delivery of interventions within ?? week programme -monitor quality of work for each individual pupil after pre-teaching AFL 	<p>Achieve at least national average progress measure (0) at the end of KS2 in pre-teach subject</p> <p>3 - 5 months additional progress (RA).</p>	TA support 20 minutes /day/class £4000	

	<ul style="list-style-type: none">• Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015)				
			Total budgeted cost	£28655	
Tier 3: Wider Strategies: To address non-academic barriers of attendance, mental health and wellbeing					
Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost	
				PP	Rec. P
<p>Priority A</p> <p>To provide high quality pastoral support to ensure that all children achieve well</p> <p>To provide additional support for the Wellbeing Team to ensure that phone calls, reports, referrals etc are made in a timely manner with no detrimental impact on the availability of Wellbeing support for the children</p> <p>Training for Advanced drawing and talking to enable group sessions as well as 1:1 sessions</p> <p>Bereavement training for all members of the wellbeing team-child bereavement UK</p>	<p>The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours</p> <p>Advanced drawing and talking provides specialist training in SDQ’s which will be used to monitor success of interventions across wellbeing team.</p> <p>Team teach training of a tutor allows 12 members of school staff to be trained regularly on the basic 6 hour team teach course. This covers behaviour and communication, strategies to prevent and avoid challenging behaviour, creating and up keeping behaviour support plans, restrictive physical intervention and</p>	<p>Every pupil to complete baseline and exit SDQ</p> <p>Trainer to monitor termly behavioural incident recording forms</p>	<p>SDQ results report an increase in score</p> <p>Increase in parent confidence in wellbeing team-through questionnaires</p> <p>Reduction of internal and external exclusions</p> <p>Increase in quality record keeping for behavioural challenges</p>	<p>2 hrs week £600</p> <p>Lego Therapy £270</p> <p>Drawing and Talking £225 (AD)</p> <p>£0</p> <p>Bereavement £45 pp (CT, AD, CM, JT-SEND specific)</p> <p>£525 per year</p>	

<p>Lego Therapy training-full course</p> <p>Intermediate tutor team teach training</p>	<p><i>record keeping. Reducing the amount of serious beahvioural incidences in school and internal and external exclusions</i></p>		<p><i>Increase in staff confidence to prevent and identify challenges</i></p>		
<p>Thrive</p> <p><i>Regular CPD for Thrive Practitioner to continue certification</i></p> <p><i>Thrive Practitioner training</i></p>	<p><i>An additional Thrive practitioner will allow us to increase the schools ability to roll out Thrive across the school and increase staff CP</i></p> <p><i>OnD-going Thrive CPD for licensed practitioner allows school to continue to be a Thrive school and practice supporting pupils in whole school/small groups/1:1</i></p>	<p><i>Thrive-online complete every half term</i></p>	<p><i>Thrive online percentage increases every half term by 30%</i></p>	<p><i>Thrive £1443</i></p> <p><i>£75/week x 30 = 2250</i></p>	

<p>To provide specialist therapy for identified children with significant SMEH needs</p>	<p>Art therapy is a form of psychotherapy that uses art media as its primary mode of expression and communication. Within this context, art is not used as diagnostic tool but as a medium to address emotional issues which may be confusing and distressing.</p> <p>Art therapists work with children, young people, adults and the elderly. Clients may have a wide range of difficulties, disabilities or diagnoses. These include emotional, behavioural or mental health problems, learning or physical disabilities, life-limiting conditions, neurological conditions and physical illnesses.</p> <p>Art therapy is provided in groups or individually, depending on clients' needs. It is not a recreational activity or an art lesson, although the sessions can be enjoyable. Clients do not need to have any previous experience or expertise in art</p>	<p>Inclusion lead and FSW to monitor Art therapy student and ensure supervision happens</p>	<p>Identified pupils improve SMEH needs through baseline and outcome SDQ's</p>	<p>£50 per week £1500</p>	<p>£1500 60 SENCO hours@£25/hr</p>
<p>Attendance</p> <p>To improve the attendance across the Academy, in particular the attendance of disadvantaged and SEND pupils.</p> <ul style="list-style-type: none"> • clear responsibilities, roles and systems to track and respond to attendance issues • Wellbeing team to work closely with parents to ensure improved attendance for SEND and disadvantaged pupils (96% target). • Appoint person with dedicated time allocated for liaising with parents regarding improving attendance. 	<p>Low attendance is a direct factor in pupil low attainment and wellbeing; Attendance of PP children was lower than non PP pupils in 2020-2021</p>	<p>FSW and Wellbeing Team/HT</p>	<p>Attendance across the academy is 96.6%+ for all groups of pupils.</p>	<p>£3000</p>	<p>£720 Attendance support role 2 hrs/week</p>
<p>To provide a voucher scheme to support families of disadvantaged pupils with trips, clubs and school uniform.</p>	<p>Some pupil premium children have limited resources at home and opportunities to experience wider opportunities</p>	<p>Registers of attendance at events - cultural, sporting and musical. Curriculum coverage to ensure</p>		<p>Vouchers scheme £5700</p> <p>Clubs/sports £500</p>	

		cultural capital. Pupil premium voucher use to access additional sporting or musical opportunities ...support disadvantaged pupils to attend out of school clubs and holiday clubs to ensure they have opportunities to develop personal skills and interests through funded activities.			
To raise pupils aspirations through provision of a wide range of experiences and opportunities	Provide opportunities within and outside of school for pupils to raise aspirations through learning about different careers, visiting different places ie galleries that they may not usually visit, etc	Overview of trips and wider curriculum experiences monitored by curriculum co-ordinators and HT		Aspirations £3800 Includes: Badges £500 Visits/visitors £3300	
To provide free Breakfast Club pupils to ensure disadvantaged pupils have a healthy meal at the start of the day and are in school on time every day.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF)	Monitor BC places and allocation to disadvantaged pupils.	75% of disadvantaged pupils attend Breakfast Club	Staffing £4250 Food £1750	
			Total budgeted cost	81,665	8265
			Overall Cost	£89,930	

Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
Quality First Teaching to increase progress and raise the attainment of disadvantaged pupils	<ul style="list-style-type: none">External Consultant - in class coaching and trainingAppointment of Teaching and Learning Mentor - TLRQFT CPD - all T staff and TA staff	90% of teaching staff delivering high quality QFT to all pupils Year 6 pupils achieved: Disadvantaged pupils achieved:	-Teaching and Learning Consultant had high impact on QFT across the school -Teaching and Learning Mentor provided effective support with planning and delivery of units of work with a particular focus on QFT Release Time for teaching staff to work with T&L mentor or T&L coach was effective in ensuring staff had enough time to embed strategies and carefully plan developments.	£1500 £1050 £1050 £2725 2725 7480 5260 2334 1360
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
All disadvantaged pupils make expected progress from their starting points. Some pupils will need to make more than expected progress due to the gaps in their learning after school closures. All disadvantaged pupils who are targeted to achieve ARE achieve the expected level of attainment.	NTP tutor Third Space Learning Small group TA targeted support 1-1 TA targeted support /intervention	Disadvantaged pupil progress: All pupils who had intervention progress: Disadvantage pupil progress: All pupils who had intervention progress: Disadvantaged pupil progress: All pupils who had intervention progress: Disadvantaged pupil progress: All pupils who had intervention progress:	Would not use Third Space Learning again - many of the children had issues with the language barrier and struggled to follow explanations and instructions Tutor was successful in securing progress with some pupils but not all of children she worked with made good progress (80%) 70% of disadvantaged children she worked with made good or better progress Small group targeted support was most effective when TA used a recognised program of work (Shine) and could use diagnostic assessments throughout the program of work. Need to invest in a Spelling intervention and a Grammar Catch Up intervention for next year. 1-1 sessions with TAs were effective when delivering SwitchOn Reading	5028 £2850 £4150

Children with PP and SEND receive targeted individual or small group support and make accelerated progress	Wellbeing interventions Phonics interventions Switch on Reading Maths Interventions Writing Interventions Colourful Semantics sessions.	Children with multiple disadvantages' progress:	Interventions for pupils with multiple disadvantages were carefully prioritised so that children did not miss large parts of the curriculum; children made progress although some children did not make the required progress to meet year group expectations.	£8402 £2100 £400
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
Thrive assessments show improved well being for disadvantaged pupils.	Assessments identified pupils who would benefit from small group and/or individual sessions with the Thrive Practitioner.	Yes - success criteria was met.	This approach will be continued and sessions will be offered to a broader range of pupils in future. The school is looking to appoint an additional Thrive Practitioner in 2021-22.	£4000
Tracking of attendance shows that attendance is continuing to improve for PP children.	Supportive, proactive approach taken with clear expectations for parents. Processes clear and FSW, office staff and HT work closely together to ensure pupil attendance is closely monitored and liaison with parents is positive and timely. Referrals made to EIPT as appropriate.	Disadvantaged pupils attendance: 92.8% All pupils attendance: 95.8% Covid 19 had a detrimental effect on attendance across the whole academy. As a school we did not meet our attendance target; Disadvantaged pupils did not meet their target for attendance.	Impact of Covid 19 was high. One disadvantaged pupils did not attend school throughout the Spring and Summer terms - EIPT managing case as despite school's efforts parents refused to send pupil to school (attendance has been low all through school.) FSW to have time allocated each week to work on improving attendance.	£8158 (FSW) LM £5250
All PP pupils have access to remote learning and a full and broad curriculum both at school and at home. PP pupils have opportunities to attend sports clubs and receive music lessons funded by school.	Audit of pupils with devices to access remote learning shows not all pupils have access to curriculum learning and homework set online - school provided laptops and Internet support for families in need of extra support to ensure pupils were able to continue learning during school disruption. Century Tech invested in to provide equal access to homework activities.	All pupils able to access remote learning and homework through school provided laptops as required. Century Tech meant that homework was accessible to all and was set at pupil's individual level. 4 places funded at holiday club; 3 places funded at after school clubs. No trips last year so many parents used vouchers for new school uniforms. Tennis coaching paid for was very successful.	67 laptops distributed during lockdown; some disadvantaged pupils have been given laptops on longer term loan to ensure that they can access learning at home In the event of isolation laptops are delivered to the child's home if required.	£4250 £1750 £5000 £510

	<p>Places funded at multisport, gymnastics and holiday clubs. 2x disadvantaged children paid for tennis coaching</p> <p>Music lessons paid for through PP funding and school uniform and trip vouchers provided as appropriate for pupils.</p>			
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