

## Pupil Premium Strategy Statement 3 Year Plan (EYFS, KS1 and KS2)

1. Summary information								
<b>School</b>	All Saints' CofE Infants All Saints' CofE Juniors							
<b>Academic Year 1</b>	2022-2023	<b>Total PP budget Latest Budget Detailed Below:</b> <a href="#">Pupil Premium Expenditure 2021_2022.xlsx</a>  NRPF (PP but not Universal FSM)  <b>Recovery Premium:</b> £145 per pupil (£2,000 minimum)	PP: £1385 per pupil  Adopted from care or LAC or PLAC: £2410 (PP+)	<b>Date of most recent PP Review</b>	December 2022			
<b>Total number of pupils</b>	391 (18%)	<b>Number of pupils eligible for PP</b>	<table border="1"> <tr> <td>Infants: 19/163 = 11%</td> </tr> <tr> <td>Juniors: 52/228 = 22%</td> </tr> <tr> <td>Total: 71/391 = 18%</td> </tr> </table>	Infants: 19/163 = 11%	Juniors: 52/228 = 22%	Total: 71/391 = 18%	<b>Date for next internal review of this strategy</b>	July 2023
Infants: 19/163 = 11%								
Juniors: 52/228 = 22%								
Total: 71/391 = 18%								
<b>Academic Year 2</b>	2023 -2024	<b>Estimated total PP budget:</b>		<b>Date of PP Review:</b>	January 2023			
<b>Estimated total number of pupils</b>		<b>Estimated number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	July 2024			
<b>Academic Year 3</b>	2024-2025	<b>Estimated total PP budget</b>		<b>Date of PP Review</b>	December 2024			
<b>Estimated total number of pupils</b>		<b>Estimated number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	July 2025			

**Additional in year data:**

**Disadvantaged pupil performance and attainment academic year 2022-2023:**

Summer 2022

**PP Book Bands**

Summer Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% ARE	50%	33%	45%	73%	43%	57%	86%
% Below	50%	66%	55%	27%	57%	43%	14%

**Key Stage 2 attainment: PP children**

	Reading		Writing (TA)		GAPS		Maths		Combined	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All Saints 2022	100%	40%	90%	10%	90%	40%	90%	30%	80%	20%

**Maths KS1**

Year groups

	% Expected Standard + Maths						% Higher Standard Maths				
	Total pupils	Pupils with assessments	Pupils with FFT estimates	Estimate	Attainment	Diff	Pupils with assessments	Pupils with FFT estimates	Estimate	Attainment	Diff
All Years	16	13	13	71%	85%	14%	13	13	20%	62%	42%
Year 2	9	6	6	58%	67%	8%	6	6	19%	33%	14%
Year 1	7	7	7	82%	100%	18%	7	7	21%	86%	65%

**Reading KS1**

## Year groups

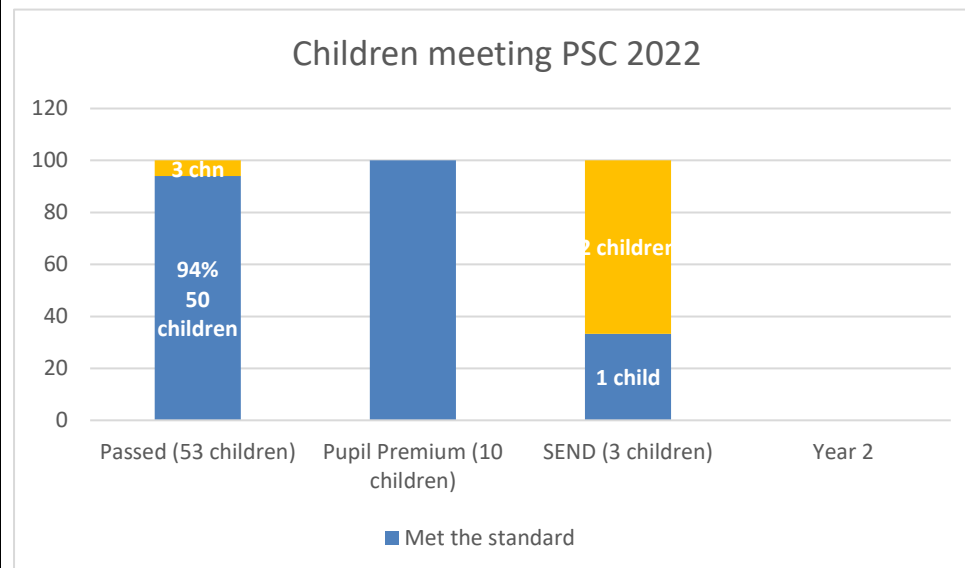
	Total pupils	% Expected Standard + Reading					% Higher Standard Reading				
		Pupils with assessments	Pupils with FFT estimates	Estimate	Attainment	Diff	Pupils with assessments	Pupils with FFT estimates	Estimate	Attainment	Diff
All Years	16	15	15	71%	67%	-4%	15	15	24%	40%	16%
Year 2	9	8	8	64%	50%	-14%	8	8	20%	25%	5%
Year 1	7	7	7	78%	86%	7%	7	7	28%	57%	29%

## Writing KS1

Year groups – comparing assessments

	Total pupils	Dec 2021 Autumn TA 2021 × % Higher Standard Writing					Apr 2022 Spring TA writing × % Higher Standard Writing				
		Pupils with both assessments	Pupils with FFT estimates	Estimate	Attainment	Diff	Pupils with FFT estimates	Estimate	Attainment	Diff	Progress
All Years	110	109	106	22%	21%	-1%	106	22%	25%	2%	3.0
Year 2	57	56	54	21%	15%	-6%	54	21%	22%	1%	7.0
Year 1	53	53	52	23%	27%	4%	52	23%	27%	4%	0.0

## Phonics



Autumn 2022	
Spring 2023	
Summer 2023	

<b>Disadvantaged Attendance Data year 2022-2023:</b>	
Summer 2022	
Autumn 2022	
Spring 2023	
Summer 2023	

<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Ability to decode, segment and blend and read with stamina, prosody and fluency to move onto more complex age-related texts. Access to good quality texts, understanding of texts read and regularity with which the children read; opportunities to talk to others about what they have read and hearing quality texts read to them.
<b>B.</b>	Poor oral language skills and use of standard English that transfers into writing; poor grammar and spelling that impacts on quality of overall writing. Lack of opportunity to write for extended periods and supported at the point of writing lack of exposure to oracy – 35 million fewer words -
<b>C.</b>	Poor basic number skills and understanding of place value and lack of secure knowledge of times tables and key number facts – inability to transfer knowledge into problem solving tasks: notably 2 step word problems due to inability to read and comprehend
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance and inconsistent punctuality
<b>E.</b>	Low aspiration for the future and participation in life enriching activities and experiences such as: music tuition, out of school sports and activities, trips out of the area, books in the home and access to IT
<b>F.</b>	Readiness for learning – children arriving at school with the necessary equipment and resources for learning including reading book bags, PE kits and a coat. Children able to complete their homework and their learning not supported at home with necessary IT equipment. 1.2 children living below the poverty line.
<b>2. Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Improved attainment in Reading – Keep-up phonics and Catch-up Phonics, PM Benchmarking, PIRA assessments, Guided Reading, MARK assessments	<ul style="list-style-type: none"> <li>• 90% achieving ARE in Reading at EOY compare with National</li> </ul>
<b>B.</b>	Improved attainment in oracy, spoken language and writing – Nuffield Early Language Intervention (NEL), Moderation of written pieces both internal and external. Extended independent pieces assessed against new writing curriculum and use of Rapid Writing interventions	<ul style="list-style-type: none"> <li>• 90% achieving ARE in Writing at EOY and mid-year assessments</li> </ul>
<b>C.</b>	Improved attainment in Maths – MTC Assessments, PUMA assessments, ongoing maths assessments at start and end of unit of work, MARK assessments and use of Rapid Maths interventions	<ul style="list-style-type: none"> <li>• 90% achieving ARE in Maths at EOY and mid-year assessments</li> </ul>
<b>D.</b>	Improved attendance– attendance reviews, HoS working with Learning Mentor to monitor and work with Early Help Team	<ul style="list-style-type: none"> <li>• Attendance improves and is greater than 96% overall.</li> </ul>
<b>E.</b>	Improved aspirations and non-academic achievements including uptake of extra-curricular opportunities inside and outside of school and increased provision to improve life chances – monitoring of success and uptake by PP lead	<ul style="list-style-type: none"> <li>• 100% of PP children regularly access non-academic activities including: choir, music, residentials, drama club, librarians, sports leaders, playground buddies, sports clubs.</li> <li>• 100% of PP children are achieving rewards in celebration assembly every half term for academic and non-academic achievements and representing at external sports events or part of School Ambassadors</li> </ul>
<b>F.</b>	Improved punctuality and completion of homework; children able to take part fully in the school day as they are equipped appropriately – PP lead and Learning Mentor to monitor and make links with all families so that home-school relationships are improved – monitoring of additional pressures that may impact including safeguarding and lack of support, use of Recovery Premium and School-Led tutoring to support this.	<ul style="list-style-type: none"> <li>• Punctuality shows improvement and 96+% of PP children are at school on time.</li> <li>• PP family engagement improved with PP Lead and Learning Mentor able to make weekly contact with families.</li> </ul>

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring 'outstanding' teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress through tutoring or quality assured intervention
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

**i. Quality of teaching for all:**

<b>High-quality teaching</b>	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
	Technology and other resources focussed on supporting high quality teaching and learning

**3. Planned Expenditure**

<b>Academic Year 1 2022-2023</b>	<b>Total: Infants: £8,617 Juniors: £22,722  £31,339</b>
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<b>Actual Expenditure:</b>	<b>Total:</b>
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**4. Anticipated Expenditure**

<b>Academic Year 2 2023-2024</b>	<b>Total:</b>
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<b>Actual Expenditure:</b>	<b>Total:</b>				
<b>Academic Year 3 2024-2025</b>	<b>Total:</b>				
<b>Actual Expenditure:</b>	<b>Total:</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review effectiveness of implementation? Review Notes</b>
Improved outcomes in writing in EYFS	Structured small group teaching sessions within the EYFS setting delivered by trained staff to improve early literacy and give children greater experience of writing. Linked with Little Wandle and taught daily	Evidence that outcomes in writing continue to be less strong when leaving EYFS	<b>Year 1</b> Monitored and evaluated by HoS,  Quality assured by PP Governor and EHT	Led and managed by SS (EYFS lead)	<b>Year 1</b>  Light-touch review overall assessment mid-year review and end of year review  The intervention is performing:  <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> Notes:
			<b>Year 2</b>		<b>Year 2 –</b>
			<b>Year 3</b>		<b>Year 3</b>
Improved outcomes in writing across the Federation	Writing planned using new writing curriculum. Feedback purposeful	<a href="#">Using evidence from EEF PP tired model of approaches</a>	<b>Year 1</b>	Led and managed by CL, SS	<b>Year 1</b>

	and specific, teaching modelled and clear, children supported through targeted and planned questioning and resources support and enhance learning in the classroom		Monitored and evaluated by HoS,  Quality assured by PP Governor and EHT		Light-touch review overall assessment mid-year review and end of year review  The intervention is performing:  <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> Notes:
			<b>Year 2</b>		<b>Year 2 Mid-Year</b>
			<b>Year 3</b>		<b>Year 3</b>
Improved outcomes in <b>phonics</b> and reading across the Federation	Structured plans in place to teaching of reading on a daily basis in all classrooms.  Identified approach for individual children including keep up daily where poor phonics is the barrier  Use of 1:1 reading at EYFS and KS1 and into KS2 (where appropriate) and increased focus within	<a href="#">EEF Teaching and Learning Toolkit</a>  Oral Language Intervention - evidence that this approach makes an impact of +6months  Phonics Intervention – evidence that this approach makes an impact of 5+months  Shown intervention impact from previous years	<b>Year 1</b>  Monitored and evaluated by HoS,  Quality assured by PP Governor and EHT	Led and managed by CL and SS and in EYFS DH	<b>Year 1</b>
			<b>Year 2</b>		<b>Year 2 Mid-Year 2021</b>

	<p>guided reading sessions.</p> <p>Ensure specific questions are planned for our disadvantaged pupils and their responses recorded appropriately.</p>		<b>Year 3</b>		<b>Year 3</b>
Improved outcomes in maths including early number across the Federation	<p>Structured classroom environment ensuring collaborative learning and ability grouped support for disadvantaged pupils using the mastery approach to teaching maths.</p> <p>Planned opportunities for our children to engage with key mathematical concepts for longer sustained periods through revisiting (post teaching) and preparing (pre teaching)</p> <p>Tutoring focused on mastery maths</p> <p>Homework maths groups</p> <p>Children receive access to high quality collaborative learning experiences, peer to peer support, individual tuition, ability grouped tasks and meaningful</p>	<p>Internal data shows attainment in maths for disadvantaged pupils is low compared to their non-PP peers.</p> <p>Evidence from EEF suggests that the mastery learning approach can benefit pupils particularly low attaining pupils who benefit from spending longer on a concept before moving on.</p> <p>Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly.</p> <p>Evidence based research suggests that:</p> <p>The impact of collaborative approaches on learning is consistently positive. However, the size of impact varies, so it is</p>	<p><b>Year 1</b></p> <p>Monitored and evaluated by HoS,</p> <p>Quality assured by PP Governor and EHT</p>	<p>Led and managed by CL, SS, SD (Maths lead across partnership)</p>	<p><b>Year 1</b></p> <p>Light-touch review overall assessment mid-year review and end of year review</p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Notes:</p>
			<p><b>Year 2</b></p>		<p><b>Year 2 Mid-Year</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Evidence:</p> <p>Next Steps:</p>
			<p><b>Year 3</b></p>		<p><b>Year 3</b></p> <p>This strategy is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Evidence:</p>

	<p>feedback that outline next steps for learning</p> <p>Children receive first class teaching every day with support in the classroom and team-teaching strategy to ensure best possible provision based.</p>	<p>important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains.</p> <p>Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact.</p>			<p>Next Steps:</p>
<p>Improved ability to be a better learner – develop learning to learn skills</p> <p>Meta-cognition learning to learn</p> <p>The curriculum has to be relevant the children may not see the relevance to their lives and their future</p>	<p>Promote and develop metacognitive talk in the classroom in all areas particularly: reading, writing and problem solving in maths.</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for</p>	<p><a href="#">EEF Teaching and Learning Toolkit</a></p> <p>Meta Cognition and Self-Regulation taught skills make a +7 month improvement in learning</p> <p>Create a culture where teachers support pupils to develop and improve</p>	<p><b>Year 1</b></p> <p>Monitored and evaluated by HoS,</p> <p>Quality assured by PP Governor and EHT</p>	<p>Led and managed by CL and SS</p>	<p><b>Year 1</b></p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Notes:</p>

	<p>planning, monitoring, and evaluating their learning.</p> <p>As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills. Teaching the children to become better learners through discussion and problem solving and developing independence.</p> <p>Enhanced and practised through Forest Schools instruction and activities</p>	<p>independent learning skills.</p> <p>Culture of the school particularly at KS2 shows that the children become less independent, lower risk takers and less resilient learners that do not know how to improve – evidence gathered through pupil interview with PP Governor.</p>	<p><b>Year 2</b></p>	<p><b>Year 2 Mid-Year 2021</b></p> <p>This strategy is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Evidence:</p> <p><a href="#">Review of PP Non-negotiables</a></p>
			<p><b>Year 3</b></p> <p>Review will determine if this is able to continue.</p>	

**ii. Targeted Support**

<b>Targeted academic support</b>	Interventions to support language development, literacy, and numeracy
	Activity and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions
	One to one and small group tuition
	Peer tutoring

**5. Anticipated Expenditure**

<b>Academic Year 1</b>	
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2022-2023	<b>Total: Infants: £23,938</b> <b>Juniors: £27,852</b>  <b>£51,790</b>				
<b>Actual Expenditure:</b>	<b>Total: £</b>				
<b>Academic Year 2 2023-2024</b>	<b>Total anticipated expenditure:    <u>£</u></b>				
<b>Actual Expenditure:</b>					
<b>Academic Year 3 2024-2025</b>					
<b>Actual Expenditure:</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved early oracy, early writing skills and phonics	Phonics and writing intervention in EYFS and KS1 ELSA 3 x a week  High quality 1:1 language intervention	Previous success in closing gaps and raising attainment through this intervention type using Nelli, Nessy and Little Wandle Keep-up daily  EEF	<b>Year 1</b>  Monitored and evaluated by HoS,  Quality assured by PP Governor and EHT	DH, SS	<b>Year 1</b>  • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/>

	<p>with well-qualified and well-trained staff develop positive relationships and ensure full engagement of the children in activities which support phonics and verbal reasoning</p>	<p><a href="#">Early Years Interventions Findings - Moderate Impact</a></p> <p><a href="#">EEF Toolkit Oral Interventions</a></p>	<p><b>Year 2</b></p>	<p><b>Year 2 Mid-Year 2021</b></p> <p>This strategy is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul>
			<p><b>Year 3</b></p> <p>Monitored and evaluated by PP lead, Learning Mentor, SF (EYFS manager) and SLT including the Early Oracy specialists and EYFS and those TA's trained in the delivering of Launchpad for literacy and NELI</p> <p>Quality assured by PP Governor and HT</p>	<p><b>Year 3</b></p> <p>This strategy is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Evidence:</p> <p>Next Steps:</p>

Improved attainment in reading across the school	<p>Reading Comprehension extra intervention groups:</p> <p>Using Keep-up daily and Little Wandle approach to phonics blending and reading 1:1 from EYFS up to lower KS2</p> <p>Additional reading volunteers trained and reading 1:1 to target and support lowest 20% readers</p> <p>1:1 reading and book talk interventions (BL)</p> <p>Breakfast with a Book run by BL daily for PP children</p>	<p>EEF findings indicate that, on average, reading comprehension approaches appear to be more effective for upper primary for both short-term and long-term impact. However, supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches.</p> <p>Previous success in closing gaps and raising attainment through this intervention type based on 2021-2022 data.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only</p>	<p><b>Year 1</b></p> <p>Monitored and evaluated by HoS,</p> <p>Quality assured by PP Governor and EHT</p>	JL, BL, RS	<p><b>Year 1</b></p> <p>Light-touch review overall assessment mid-year review and end of year review</p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Notes:</p>
			<p><b>Year 2</b></p>	<p><b>Year 2 – Mid-Year 2021</b></p> <p>This strategy is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Evidence:</p> <p>83% attainment at EXS EOY KS2 vs 85% non-PP 71% attainment at EXS EOY vs 77% non-PP</p> <p>Next Steps: Continue to prioritise reading interventions from EYFS to KS2 using Guided Reading to bridge gaps in attainment and understanding at KS2</p>	

		<p>one part of a successful literacy strategy.</p> <p>For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation. The difference may indicate that children aged 10 or above who have not succeeded using phonics approaches previously require a different approach, or that these students have other difficulties related to vocabulary and comprehension which phonics does not target.</p>	<p><b>Year 3</b></p> <p>Monitored and evaluated by PP lead, Reading Leader, Learning Mentor and other SLT.</p> <p>Quality assured by PP Governor and HT</p>		<p><b>Year 3</b></p> <p>This strategy is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Evidence:</p> <p>Next Steps:</p>
Improved teaching of transcription with a focus on handwriting and fine motor skills at KS1	Handwriting Intervention at KS1 3 x a week (DB)	<p>Data identified need for improved fine motor and letter formation to ensure fluency in early writing</p> <p>Previous success in closing gaps and raising attainment through this intervention type based on 2021-2022</p> <p>Ofsted English Research Papers show the need to teach Transcription to enable our children to</p>	<p><b>Year 1</b></p> <p>Monitored and evaluated by PP lead, Writing Leader, Learning Mentor and other SLT.</p> <p>Quality assured by PP Governor and EHT</p>	DB	<p><b>Year 1</b></p> <p>Light-touch review overall assessment mid-year review and end of year review</p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Notes:</p>

		move from novice to expert writers and avoid cognitive overload	<b>Year 2</b>		<b>Year 2 Mid-Year 2021</b>  This strategy is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> Evidence: Disadvantaged pupils continuing to make progress in writing and crucially able to form letters in cursive style  Next Steps:
			<b>Year 3</b>		<b>Year 3</b>  This strategy is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> Evidence:  Next Steps:
Improved attainment in maths across the school and acquisition of early number.  Further strengthen fluency from each year so that children can remember more and build on prior learning.	Number skills and problem solving intervention in KS1 and KS2 s x a week  Higher Ability after-school maths clubs targeted at more able children to extend and deepen understanding of problem solving to enable more able PP children to deepen and	Identified need through internal data. Skilled TA that has led similar interventions based on lessons learned through Numbers Count and support from Maths Lead.  Mastery approach in small maths groups after school enable children to work on subjects for longer:	<b>Year 1</b>  HoS, Maths Leader and other SLT.  Quality assured by PP Governor and EHT	DB	<b>Year 1</b>  Light-touch review overall assessment mid-year review and end of year review  The intervention is performing:  <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/> (in Y5)</li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> Notes:

	extend thinking and access more complex mathematical learning	Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.	<b>Year 2</b>		<b>Year 2 Mid-Year 2021</b> Light-touch review overall assessment mid-year review and end of year review  The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> Evidence:
			<b>Year 3</b>		<b>Year 3</b> Light-touch review overall assessment mid-year review and end of year review  The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> Notes:
Improved well-being, mental health and ability to regulate emotions and know where to turn to for help	ELSA 3 x a week (BL and EF)  Nurture programme led and managed by Learning Mentor  Positive Play	Previous success in closing gaps and improving well-being and enjoyment of school through this intervention type based on 2021-2022 findings  Externally recognised success in MAT and	<b>Year 1</b>  Monitored and evaluated by HoS, Learning Mentor and other SLT.  Quality assured by PP Governor and EHT	BL and AB	<b>Year 1</b>  The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> Notes:

		<p>shared findings at PP Network meetings.</p> <p>Additional evidence shows that establishing close links between Nurture and ELSA and prioritising of disadvantaged pupils has had a positive impact on ability to learn and access learning independently back in the classroom</p>	<p><b>Year 2</b></p>		<p><b>Year 2 Mid-Year 2021</b></p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Notes:</p>
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**Year 3**

Monitored and evaluated by PP lead, Learning Mentor and other SLT.

Led and managed by BL Learning Mentor – use of Boxall Profile to evidence impact

Quality assured by PP Governor and HT

**Year 3**

Light-touch review overall assessment mid-year review and end of year review

The intervention is performing:

- Far above expectations
- Above expectations
- As expected
- Below expectations

Notes:

<b>iii. Other Approaches</b>					
<b>1. Planned Expenditure</b>					
<b>Academic Year 1 2022 -2023</b>	<b>Total: 13,900</b>				
<b>Actual Expenditure:</b>	<b>Total:</b>				
<b>2. Anticipated Expenditure</b>					
<b>Academic Year 2 2023 -2024</b>	<b>Total anticipated expenditure: £21,134</b>				
<b>Actual Expenditure:</b>	<b>Spending so far:</b>				
<b>Academic Year 3 2024-2025</b>					
<b>Actual Expenditure:</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance and punctuality	Early morning interaction with disadvantaged pupils at the gate on entry to school and then within the period of registration across both sites.  Immediate and swift follow up on absence	Priority 1.1 on SIP 2022-2023 Attendance and Punctuality improve learning and better opportunities for all  Non-negotiables drawn up following PP Network meeting within MAT that identified	<b>Year 1</b>  HoS and Learning mentor to monitor and evaluate outcomes.  Office manager to provide attendance reports and follow up on repeated absenteeism.	CL and BL	<b>Year 1</b>  Light-touch review overall assessment mid-year review and end of year review  Strategy is performing:  • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/>

	<p>Learning Mentor to make contact with families and ensure that relationships are galvanised.</p> <p>Teaching staff routinely check 'readiness for learning' through non-negotiables. All teachers to sign – these outline simple ways that staff can engage with these children every day</p>	<p>good practice within similar and nearby schools. These reflect some of the most successful approaches across our schools.</p> <p>Lessons learned from previous academic year shows that attendance improved when followed up immediately and relationships made with the families. This approach needs to be built on.</p> <p>Swift intervention and support from Early Help team a huge impact as seen with individual cases going from attendance rates of 60% to 90% across a term.</p>			<p>Notes:</p>
			<p><b>Year 2</b></p>		<p><b>Year 2</b></p> <p>Light-touch review overall assessment mid-year review and end of year review</p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Attendance for PP above National Average</p> <p>Notes:</p> <p>Attendance at KS1 - 98.29% Attendance at KS2 - 97.06% Attendance overall - 97.68%</p>
			<p><b>Year 3</b></p>		<p><b>Year 3</b></p> <p>Light-touch review overall assessment mid-year review and end of year review</p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Notes:</p>

Improved aspirations and enjoyment of school impacting on high achievement in non-academic subjects	<p>Out of school activities and provision for experiences that these pupils will enjoy (based on pupil interview)</p> <p>Sports leader ensure parity of experience and greater opportunity afforded pupils not taking part in extra-curricular activities</p> <p>Disadvantaged pupils have prioritised opportunities to access Forest Schools activities and Forest School leads ensure that these children have access to correct resources and equipment.</p> <p>Music Tuition paid for to enhance opportunities for some of our disadvantaged pupils esp high ability</p> <p>Range of after school clubs focus on attracting our disadvantaged pupils and these children receive priority access to trips and extra-curricular experiences</p>	<p>Liaison with PP leaders at feeder secondary school show impact on wellbeing and attendance through access to an enhanced curriculum and school experience.</p> <p>Previous work with Sports Leader and TA have resulted in greater well being and attendance through a more tailored and supported approach to the daily timetable for some of our disadvantaged pupils</p> <p>Research suggests:</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-esteem</p> <p>The evidence suggests that the impact is greater for more vulnerable students, longer courses (more than a week), and those in a 'wilderness' setting, though other types of intervention</p>	<p><b>Year 1</b></p> <p>CL to work with Sports Leader to ensure provision is targeted and that 100% of our PP children attend sporting events or access extra-curricular activities.</p> <p>Learning mentor and PP Lead to monitor frequency of opportunity given to our PP children and the number of times they receive rewards in celebration assemblies.</p> <p>Forest School leads monitor participation and involvement and attendance by disadvantaged pupils.</p> <p>Quality assured by PP Governor and EHT</p>	Sports leader CG and SS, CL, BL.	<p><b>Year 1</b></p> <p>Light-touch review overall assessment mid-year review and end of year review</p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• <b>As expected</b> <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Notes:</p>
			<p><b>Year 2</b></p>		<p><b>Year 2</b></p> <p>Light-touch review overall assessment mid-year review and end of year review</p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• <b>Below expectations</b> <input checked="" type="checkbox"/></li> </ul> <p>Notes:</p>

		<p>still show some positive impacts.</p> <p>Understanding why adventure learning interventions appear to improve academic outcomes is not straightforward. One assumption might be that non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes. If adventure learning interventions are effective because of their impact on non-cognitive skills, then explicitly encouraging students to actively apply these skills in the classroom is likely to increase effectiveness.</p>	<b>Year 3</b>		<p><b>Year 3</b></p> <p>Light-touch review overall assessment mid-year review and end of year review</p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Notes:</p>
Improved school readiness and ability to learn most effectively	<p>Offer of Breakfast Club for children at KS1 and 2 5 x a week ensures are children are in school ready for the start of the day having had breakfast provided by school. These are enhanced by play opportunities and Breakfast with a Book.</p> <p>Lunchtime Sunflower Club support for PP and disadvantaged pupils provides supported play opportunities and a menu of activities such as IT, music, craft, painting, board games, small world play.</p>	<p>Lessons learned from previous academic year shows that attendance improved at KS1 and KS2 and that regular attendance at Breakfast Club with 90% of our disadvantaged pupils attending.</p> <p>Over 60% of our disadvantaged pupils regularly attended homework club resulting in improved returning of good quality homework</p>	<p><b>Year 1</b></p> <p>HoS to monitor attendance and ensure follow up by club leader or Learning mentor to engage all families.</p> <p>Quality assured by PP Governor and EHT</p>	CL, BL, SS and Breakfast Club Team	<p><b>Year 1</b></p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Notes:</p>

	<p>Modelled positive behaviour and manners are prioritised as well as voice tone and correct turn-taking in games.</p>	<p>“A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom.” Ellis and Todd, 2018</p> <p>Taken from <a href="#">School Planning Guide 2022-23. EEF Research</a></p>	<p><b>Year 2</b></p>		<p><b>Year 2</b></p> <p>Light-touch review overall assessment mid-year review and end of year review</p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Notes:</p>
			<p><b>Year 3</b></p>		<p><b>Year 3</b></p> <p>Light-touch review overall assessment mid-year review and end of year review</p> <p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul> <p>Notes:</p>
<p>Improved offer of extended school time ability to learn most effectively</p>	<p>Priority of one to one tuition for disadvantaged pupils based on data from previous academic year and knowledge of family circumstances.</p> <p>Weekly Homework Club for children at KS1 and KS2 provides opportunity for our disadvantaged pupils to complete further learning in an environment that is welcoming, well-resourced and supportive</p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are clearly linked to academic benefits than other types of extended hours provision.</p> <p>Additional school time may be more effective if it is used for one-to-one support, in contrast to small or large group teaching.</p> <p>EEF finding from toolkit</p>	<p><b>Year 1:</b></p> <p>HoS to monitor attendance and ensure follow up by club leader or Learning mentor to engage all families.</p> <p>Quality assured by PP Governor and EHT</p>		

		<p>2021 – 60% of children attended our homework club completing homework that before they had been unable to access</p> <p>100% of our Year 6 PP pupils got EXS at EOY in all 3 areas through attending after school tutoring</p>			
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### 3. Annual Review and Lessons Learned 2022-2023

Previous Academic Year

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes in writing in EYFS				
Improved outcomes in writing at KS1				
Improved outcomes in phonics and reading				

Improved outcomes in maths and early number				
Improved attainment in Reading, Writing and Maths for all disadvantaged pupils at KS2				
Improved ability to be a better learner – develop learning to learn skills  (including independent and supported access to IT at home during lockdown and use of Chromebooks at KS2)				

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved early oracy, early writing skills and phonics				
Improved attainment in reading across the school				

Improved handwriting and fine motor skills at KS1				
Improved attainment in maths particularly Year 2, Year 3 and Year 5.				
Improved well-being, mental health and increased aspirations				
<b>iii.</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>			

Improved attendance and punctuality				
Improved aspirations and enjoyment of school impacting on high achievement in non-academic subjects				

Improved school readiness and ability to learn most effectively				
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**4. Annual Review and Lessons Learned 2020-2021**

**Previous Academic Year**

**iv. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>


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**v. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>


<b>vi. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

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**5. Additional detail**