

Alderman Jacobs School: Pupil Premium spending review 2021/22
Pupil Premium budget plan 2022/23
Recovery Premium budget plan 2022/23



| SUMMARY INFORMATION | | | |
|--|---|---|----------------|
| Date of most recent pupil premium review: | September 2022 | Date of next pupil premium review: | September 2023 |
| Total number of pupils 2021/22: | 636 | Total pupil premium budget 2021/22 (KS1 and KS2): | £223,193.33 |
| Number of pupils eligible for pupil premium 2021/22: | 179 (28%) | Total pupil premium budget 2021/22 (EYFS): | £2,288.93 |
| Amount of pupil premium received per child: | Ever 6 - £1345; LAC - £2,345; Forces - £310 | | |
| Pupil Premium Budget 2022/23: | £208,475 (based on 185 pupils) 26.92% NOR 687 | | |
| Recovery Premium Budget 2022/23 | £22,620 | | |



IMPORTANT INFORMATION RELATING TO THIS DOCUMENT

This was the first school year without closure for 2 years however there was significant disruption to attendance of children and staff during the Autumn and Spring terms in particular. Statutory assessments were resumed as well as an additional assessment of phonics in the December of Year 2 and the multiplications check in summer for year 4.

Pupil Premium support during this year was carefully planned to enable them to make up for lost learning as much as possible; this included quality first teaching, same day interventions and use of evidence-based interventions as well as additional tutoring afforded by the fund for school-led tutoring. The Recovery Premium Budget is also allocated to educational and pastoral support.

Priorities for the year 2022/23 have been drawn from both internal school data (teacher assessments) from Summer 2 (July 2022) and statutory assessments in the applicable year groups. While pupils have made good progress over the course of the year, we recognise that all lost learning will not have been caught up in this time and the school continues to analyse data carefully to identify needs and allocate resource to this endeavor.

STRATEGY STATEMENT

At Alderman Jacobs School, we are ambitious for all pupils.

We have identified the following as the academic areas of focus for PP children this year:

- Progress and attainment in EYFS, with the following focus areas:
 - Speech and language development
- Progress and attainment in Y1, with the following focus areas:
 - Phonics
 - Speech - Oracy - articulating a complete thought
 - Fine motor skills - specifically holding a pencil effectively and use of a range of small tools (handwriting)
 - Reading- Reading with and to; rich language development
- Progress and attainment in Y2, with the following focus areas:
 - Focused reading and writing support for PP children to achieve the expected standard
 - Focused support for PP children to achieve greater depth in all subjects, closing the gap with their peers in this attainment band
- Progress and attainment through KS2 in reading, writing and maths, with the following focus areas:
 - Focused support for PP children in year 3 to attain the expected standard in reading, writing and maths; focused targeting for accelerated progress to close the gap at the expected standard in reading, writing and maths

- Focused support for PP children in year 4 and year 5 to attain the expected standard in writing; focused targeting for accelerated progress to close the gap at the expected standard in reading, writing and maths
- Focused support for PP children in year 6 to attain the expected standard in reading, writing and maths; focused targeting for accelerated progress to close the gap at greater depth in reading, writing and maths
- Continued phonics intervention for pupils in Y1, 2; this strategy has shown proven results in previous years and will continue
- Time from general TA allocation is allocated for PP pupils to receive additional teaching of phonics in years 1 and 2.
- One teacher each in Y6 is allocated to one day of intervention per week
- Four HLTAs work across the school to provide support/interventions in each phase, in some morning sessions
- PP funding is allocated to support children with emotional wellbeing, learning and behaviour. This enables children to be successful at school and allows them to be supported in the following ways:
- 2 pastoral officers engage with parents and agencies around additional support for PP children
- Pastoral officers run nurture groups at lunch and playtimes
- A learning mentor coaches individuals, runs breakfast and playtime zone
- A behaviour mentor coaches individuals to support positive behavior
- A pastoral officer has mental health training to support individuals
- A TA to run a lunchtime nurture group
- 4 TAs to run morning sensory circuits for a small group of children to get them ready for the day
- Extra-curricular clubs are funded for PP children, on request
- School visits are subsidised for PP children
- A TA trained in First Class @ Number and First Class @ Arithmetic
- A TA trained in Lexonik Leap
- Elklan and Neli Speech and Language intervention for EYFS TAs
- The alternative provision/wildlife garden and forest school areas are used to support PP children
- a life skills groups for pupils with an EHCP

ADDITIONAL INFORMATION TO SUPPORT PP ACHIEVEMENT (INFORMING THIS DOCUMENT)

- [EEF: Moving forwards. making a difference 2022/23](#)
- The EEF guide to Pupil Premium, retrieved from:
http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolsnews/2019/Pupil_Premium_Guidance_iPDF_0.PDF

- EEF guide to making best use of Teaching Assistants, retrieved from: https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-PrinTable.pdf
- NCTL/TSC Effective pupil premium reviews guidance retrieved from: <https://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/>
- EEF Toolkit, July 2018, retrieved from: <https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-July-2018.pdf>
- Education in England: Annual report 2020, Education Policy Institute. Retrieved from: [file:///ajs.education/staff\\$/ecrane/Downloads/EPI_2020_Annual_Report_.pdf](file:///ajs.education/staff$/ecrane/Downloads/EPI_2020_Annual_Report_.pdf)
- Children's Commissioner report: Briefing: Tackling the disadvantage gap during the Covid-19 crisis, April 2020. Retrieved from: <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>
- Divergent Pathways: the disadvantage gap, accountability and the pupil premium, EPI July 2016. Retrieved from: <https://epi.org.uk/wp-content/uploads/2018/01/disadvantage-report.pdf>
- Shona Macleod et al, Supporting the attainment of disadvantaged pupils: articulating success and good practice,(DfE) November 2015
- National Governance Association, Spotlight on Disadvantage: the role and impact of governing boards in spending, monitoring and evaluating the pupil premium (2018)
- T Grady, Cambridgeshire's Special Educational needs and Disability Framework: SEN support toolkit, June 2018
- Education Policy Institute, Education in England: Annual report 2019. Retrieved from: <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>
- Education Policy Institute, Preventing the disadvantage gap from increasing during and after the Covid-19 pandemic. Retrieved from: <https://epi.org.uk/publications-and-research/disadvantage-gap-covid-19/>
- [DfE guidance on the Recovery Premium Funding](#)

Assessment information

| EYFS | | |
|---------------------------------|--|----------------|
| | Pupils eligible for pupil premium (PP) | All pupils |
| | School Average | School Average |
| Good level of development (GLD) | 35% | 60.7% |

| YEAR 1 | | |
|-------------------------------|--|----------------|
| | Pupils eligible for pupil premium (PP) | All pupils |
| June 2022 | School Average | School Average |
| % passing the screening check | 69% | 76.4% |

| YEAR 2 | | |
|-------------------------------|--|----------------|
| | Pupils eligible for pupil premium (PP) | All pupils |
| December 2021 | School Average | School Average |
| % passing the screening check | 90% | 93% |

KS1 2021/22

| | Pupils eligible for PP | Pupils not eligible for PP |
|--|------------------------|----------------------------|
| | School average | School average |
| % achieving expected standard or above in reading, writing and maths | 46.6% | 58.9% |
| % achieving expected standard or above in reading | 56.6% | 64.4% |
| % achieving expected standard or above in writing | 50% | 60% |
| % achieving expected standard or above in maths | 60% | 73.3% |
| % achieving above expected standard in reading, writing and maths | 0% | 3.3% |
| % achieving above expected standard in reading | 3% | 12.2% |
| % achieving above expected standard in writing | 3% | 6.7% |
| % achieving above expected standard in maths | 6% | 16.7% |

KS2 2021/22

| | Pupils eligible for PP | Pupils not eligible for PP |
|--|------------------------|----------------------------|
| | School average | School average |
| % achieving expected standard or above in reading, writing and maths | 46% | 59% |
| % making expected standard in reading | 71% | 73% |
| % making expected standard in writing | 71% | 77% |
| % making expected standard in maths | 71% | 77% |
| % achieving above expected standard in reading, writing and maths | 4% | 4.2% |
| % achieving above expected standard in reading | 8% | 17% |
| % achieving above expected standard in writing | 8% | 15% |
| % achieving above expected standard in maths | 4% | 21% |

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR 2021/22

Total amount: £292,595

Quality of teaching for all £102,707

| Action | Intended outcome | Impact | Lessons learned | Cost |
|--|--|--|--|---------|
| Over teachers in Year 6 and HLTA in Y6 | Pupils will be supported in small groups that allow confidence to grow and on an individual basis, either as pre-teach, small morning group or follow-up work (further work required) to address misconceptions before the next learning episode. There are 4 classes in Y6, enabling reduced teaching ratios in that year group. Pupil Premium children receive same day support wherever possible to address misconceptions prior to the next lesson or complete pre-teaching so children have high success rates in class | This strategy had an impact on all learners and has been instrumental in helping pupils to recover from lost learning so they are ready to progress in the following year. The additional class in Y6 was focused on attainment of the greater depth standard and this was effective in all subject areas. In Y5 the overteach was equivalent to 3 days and impacted positively on results in summative assessments, particularly maths. | The approach will continue on Year 6 with 4 classes running for the year; the focus this year will change according to the needs of the cohort, to achieve EXS+ combined. The overteach in Year 6 will continue but due to staffing changes, the overteach in EYFS will not continue.. Groups will be responsive to progress made by pupils so that those who need the support most benefit as soon as possible. Hours for proven interventions will be protected as far as possible as these have proven to be impactful on reading and spelling. The overteach in Y5 had an impact on attainment data and will continue. | £63,666 |
| Over-teach in Year 5 (one day per week), qualified teacher | Pupils are supported in small groups by a qualified teacher who is part of the year group team | This strategy has had good impact on progress for all learners | This approach will continue next year. | £11,349 |

| HLTA for interventions groups KS2 | Pupils are supported in small groups with proven interventions and with follow-up work related to learning in class | This strategy has had good impact on progress for all learners | This approach will continue next year. | £18,630 |
|-----------------------------------|---|--|---|---------|
| Specialist PE teacher | Pupils will be ready to learn due to the positive effects of exercise, they will develop confidence and take pride in being selected for inter-school events. They will encounter physical activity in maths lessons, with CPD delivered to teachers by the sports specialist. All pupils will learn to swim by the end of KS2. | This has been very successful: the school has a strong commitment to healthy lifestyles and opportunities to represent the school for all. Bounce and Burn was introduced as an additional club with invited participants and was effective in increasing exercise for these children. Play leaders and lunchtime supervisor CPD/appraisal system was impactful and will continue | This will continue next year. | £9,062 |
| Targeted support £72.594 | | | | |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| One day per week overteach in Y6 | Pupil premium pupils will receive targeted support and FWR work from a qualified teacher who knows them well. | This has enabled pupils in Y6 to catch up on lost learning and contributed to good attainment at KS2 SATs | This approach will continue next year. | £10,251 |
| Y6 TA hours | Pupil Premium children receive additional support in small groups with a TA who works exclusively in Y6, using proven interventions and providing follow-up FWR opportunities | This has proved very successful in enabling extra support for learning. This strategy has an impact on PP learners and has been instrumental in diminishing the difference: | This approach will continue next year, with the same TA who is highly trained.. | £10,642 |

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| TA support to run sensory circuits each morning | Every morning sensory circuits run for invited pupils, including those with PP so they are ready for learning at the start of the school day. | This has proved successful and many pupils depend on this to start their day ready for learning. | This approach will continue next year. | £3,362 |
| TA and pastoral officer support to enable pupils with SEMH to be successful in school - 3 adults for half an hour each morning - one inside in the Zone and 2 on the playground for meet and greet | Pupils will be at school every day and will develop strategies and skills for accessing the curriculum. | This has been very successful, with an increase to the pastoral team facilitating 'meet and greet' for pupils in the morning and support for attendance and success in school. Support has developed to use proven interventions for self-esteem and emotions that support PP children in small groups to have strategies when learning and playing independently. | This strategy will continue next year and be shared with more children who would benefit. | £5,422 |
| TA led interventions | The following interventions have run this year: RWInc 1:1; First class @ number; Numbers count style group; times tables interventions; Success@Number; Success@ Arithmetic; reading fluency; reading inference skills., Lexonik, Lexonik Leap, reading fluency | Data shows that some pupils in receipt of Pupil Premium still need this support, due to the impact of school closures. Reading fluency and focused QFT have impacted well on reading however the inference intervention was less impactful. | These interventions will continue next year as they are proven and trusted interventions which support PP children and their peers. More interventions will be added: Becoming first class @ number and first class @ number 2. The inference intervention will not be repeated and alternatives will be sought. | £29,288 |
| Learning mentor | PP Pupils and those with SEMH needs are supported to be successful learners as well as at break and lunch times. When in crisis, pupils have a trusted adult with dedicated time to help them. | Children benefit from regular or timely meetings with the learning mentor who communicates very effectively with SENCo and CP adults in school to enable prompt response, particularly in times of crisis. | This role will continue next year. | £11,829 |

| Lexonik Leap and Lexonik subscription | PP children in years 5 and 6 are given a reading and spelling intervention led by a trained TA. | Children who have found the phonics approach unsuccessful have alternate strategies in a fast-paced intervention where many find rapid success with reading. | This intervention will continue next year however pupils in Year 6 have now benefitted from the intervention so it will move to support pupils new to year 4. Additional training for staff will be conducted as one member of trained staff has left the school. | £1800 |
|--|--|--|---|---------|
| Other approaches £117,294 | | | | |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| Behavioural Support HLTA | PP Pupils and those with SEMH needs are supported to be successful learners as well as at break and lunch times. | Over the last three years this role has supported children with complex behavioural needs and prevented children who would otherwise be at severe risk of permanent exclusion from school be successful, make progress and achieve their age related expectations. | This role will continue next year. This support is often 1:1 and can include communication with parents about supportive actions taking place in school. | £24,561 |
| Mental Health trained pastoral officer | Children are supported to be successful in school and beyond. | Mental health is an increasing issue in primary schools. This funding results in children receiving immediate help when they are in times of need. | A pastoral officer has now received training and will continue to support children with these strategies. | £22,549 |
| 1:1s in-class/nurture provision TA support to enable pupils with SEMH to be successful in school | Pupils will be at school every day and will develop strategies and skills for accessing the curriculum. | Children sometimes need different provision to enable them to be successful and help them manage their behavior to access learning. These pupils do not always qualify for funding for their needs and this is met by the school. | This provision will need to continue next academic year. Exclusions of these pupils has decreased significantly as a result of the intervention. | £27,682 |

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| Attendance, mentoring, family and wellbeing support from safeguarding lead/pastoral officer for families of PP children | Families are supported to support pupils and are linked with external agencies that can also help them. | Families need support for welfare and safeguarding concerns. Pupils are then supported to be successful at home and in school. | This provision is ongoing and growing and will need to be continued in the future. | £18,792 |
| Staffing Lunchtime zone | PP children and those with SEMH are supported to have successful lunch times. Supervised games and activities teach them how to take turns and play positive games. | Children benefit from being taught how to be successful in order that they can then spend time with a wider group of peers in time. | This resource will continue next year. | £14,560 |
| Support for one pupil to attend alternative provision at stables for 2 sessions a week, supporting their development and increasing their life experiences. Play therapy for pupils to support EMHWP | This will allow the child to take part in beneficial activities that may not otherwise be able to be funded | Children build cultural capital and confidence. | This resource may be repeated. | £9150 |

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| Speech, language and communication skills | Many children on entry to the school and many in year 1 have below average communication skills. Time is allocated for trained TAs to deliver speech and language interventions as well as giving pupils who are under the Cambs. S&L team daily practice in school. |
| Fine motor skills | Children entering year 1 have had significant time away from preschool and EYFS, resulting in poor fine motor skills that is holding back the development of writing. Resources and time will be allocated to supporting this. |
| Vocabulary acquisition | Children entering the school have increasingly poor vocabulary acquisition, particularly for tier 2 and 3 vocabulary which allows them to access academic texts and subject specific talk. Resources are allocated to support vocabulary development which includes staff training and Lexonik. |

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| SEMH | A growing number of pupils are entering the school with SEMH needs. This includes the youngest in school as well as children transferring here from other schools. Time is allocated to give these pupils support to be successful and training is provided to teachers and TAs to support them. This includes attachment awareness training as we are in the process of becoming an Attachment Aware accredited school. Steps training has been delivered to all school staff as part of our behaviour strategy – this ensures consistency and equality of our approach. Further training for teaching staff and TAs will be added this year. |
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ADDITIONAL BARRIERS

| External barriers | |
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| Long waiting lists for S&L referrals | There are many children who are awaiting assessment for S&L intervention. |
| Increased level of need in school/reduced TA availability | The percentage of pupils with additional needs has increased and not all of these pupils have funding through an EHCP. Staffing enables children to be successful in school and make progress both towards education goals and towards full inclusion in class. This results in less funding available for supporting quality first teaching - to counter this we fund targeted proven interventions with HLTAs. |
| Covid-19 school closure | While significant progress was made in closing gaps in the last academic year, there was still disruption to pupil and staff attendance as a result of Covid-19 illness and isolation, particularly during the Autumn and Spring term. We continue to plan for accelerated progress and continued closing of educational gaps. |
| Attendance | There remains a school focus on attendance for Pupil Premium children. Resources are routinely allocated to checking attendance for these pupils, making home visits and supporting parents to get their children to school. The new attendance policy and renewed focused support from the County EWO is having some impact - this will continue to be used to support pupils and parents to increase attendance. |
| Home support | The school routinely allocates time to support families by joining meetings with specialists such as educational psychologists, virtual schools and the social care team. This support is vital so that a joined up approach exists for families and children. This will continue as support is ongoing. |
| Opportunities to broaden experience through visits | Some children have narrowed access to visiting museums and places of interest that broaden their life experience and cultural capital. Resources are routinely allocated to support this aspect of wider education, including available funding for trips and adult support so trips can be accessed by children with SEMH needs. |

| INTENDED OUTCOMES | | |
|-------------------|---|--|
| Specific outcomes | | Success criteria |
| A | By the end of EYFS PP pupils will achieve in line with peers in % achieving GLD | In-school data shows that PP pupils were 50% below their peers in achieving GLD. This reflects the periods of preschool and EYFS that they missed due to school closures. Their experiences of lockdown aside from school were also limited as pre-schoolers. In 2021/22, extra capacity from the AHT for EYFS along with TA allocation and continued work on progression ladders, vocabulary and targeted provision through gap and strength analysis will decrease this gap. Elklan and Neli Speech and Language training and allocated TA time for delivering this will support S&L in EYFS. |
| B | PP pupils achieve in line with peers in the phonics screening check | In 2020/21, Year 1 PP pupils were 20% below their peers in being on track to pass the phonics screening check, which is a 13% increase on the previous year, showing the impact of the pandemic and the need for more allocation of resources to catch up. In June 2022, the Y1 PP pupils were 7.4% behind their peers in passing the screening check. In December 2022, % of the Y2 cohort passed the check. In 2022/23 this gap will diminish further with extra allocation of HLTA and TA hours to support PP phonics. Support will also be given to Y2 phonics teaching to ensure that gaps in learning are closed before the start of KS2. |
| C | Attainment of PP pupils achieving EXS in KS1 reading and writing will match their peers | In 2021/22, KS1 PP pupils closed the gap to their peers on the previous year's data. In every subject however there was less catch-up in reading at EXS standard. The current Y2 PP cohort are particularly behind their peers in reading and writing at EXS and in reading, writing and maths at GDS . In 2022/23, we will allocate extra TA and HLTA support throughout the Key Stage to increase progress and attainment at EXS+ in reading and GDS across reading, writing and maths. |
| D | Attainment of PP pupils will match their peers in reading, writing and maths in KS2 | In 2020/21, year 6 PP pupils were 2% behind their peers in reading but 6% behind in writing and maths at EXS. At GDS, PP were behind their peers in all subjects but particularly in maths (17% behind). In 2022/23, the year 6 cohort will continue to be taught in 4 classes with additional interventions, which will enable focused work in smaller classes with qualified teachers, with the aim of increasing the percentage achieving EXS+ in all subjects and the combined EXS+ attainment. |

Planned expenditure for current academic year

| ACADEMIC YEAR 2022/23 BUDGET: £208,475 | | | | | |
|--|---|--|---|------------|---|
| Quality of teaching for all | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Additional teaching hours for year 6, creating 4 classes in the year group instead of 3 and HLTA support (HLTA is qualified teacher) | Increased progress and attainment of all pupils in the year group and closing the gap between disadvantaged and their peers. | Sources of research: <ul style="list-style-type: none"> EEF Teaching and Learning Toolkit: within-class grouping +2months; reducing class size +3months | Monitoring of data, books, progress. | HT | Ongoing at data drops (3 per year) and September 2023 |
| Specialist PE teacher | Pupils will be ready to learn due to the positive effects of exercise, they will develop confidence and take pride in being selected for inter-school events. | Sources of evidence: <ul style="list-style-type: none"> EEF T&L toolkit - physical activity +1 month GOSH/NHS advice https://www.gosh.nhs.uk/conditions-and-treatments/general-health-advice/leading-active-lifestyle/exercise-children-and-young-people/ | Monitoring of planning and participation | HT | Summer 2023 |
| 5 weeks additional AHT - focus on organisation of | Pupils with additional needs will have targets woven | Sources of evidence: <ul style="list-style-type: none"> EEF T&L toolkit - individualised instruction +4 months | Monitoring of provision map and APDR/EHCP targets being used in planning, progress of | HT | December 2022 |

| provision and additional needs | throughout their school week | | pupils with APDRs/EHCPs | | |
|--|--|---|---|------------|---|
| | | | | | Total budgeted cost: £84,081 |
| Targeted academic support | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| AHT, HLTA and TA support for same-day intervention | Increased 1:1 support for children to address misconceptions as they arise and enable learning in the following session to be fully effective. | This has been a proven strategy used in school increasingly over the past 2 years. Same day intervention delivered by qualified teachers has enabled PP pupils to achieve in line with their peers in many areas of the curriculum. Sources of research: <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit • Rosenshine, Principles of Instruction, 2010 • Southwark Teaching School Alliance, Mark Less, Mark Better!, 2018 | Progress and Attainment data throughout the school year and at end of Key Stage assessments. Book study and Pupil voice. | HT | Ongoing at data drops (3 per year) and September 2023 |
| TA support for Y6 | Increased progress and attainment of all pupils in the year group and closing the gap between disadvantaged and their peers | Sources of research <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit small group tuition +4 months; teaching assistant interventions +4 months | Monitoring of data, books, progress, monitoring of interventions | AHT UKS2 | Ongoing at data drops (3 per year) and September 2023 |
| One day per week overteach in Y6 | Pupil premium pupils will receive targeted support and FWR work from a qualified teacher who knows them well. | Sources of research <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit small group tuition +4 months; one-one tuition +5 months | | AHT UKS2 | September 2023 |

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|--|---|--|--|------------|---|
| TA led interventions | Interventions will help children to make progress in specific areas of the curriculum: RWInc 1:1; First class @ number; Numbers count style group; Elklan and Neli Speech and language; times tables interventions; Success@Number; Success@ Arithmetic; reading fluency; reading inference skills, Lexonik and Lexonik Leap. | These interventions have proven to be effective in school in previous academic years. Sources of research: <ul style="list-style-type: none"> • EEF Pupil Premium Guide – metacognition and self-regulated learning +7 months; reading comprehension strategies +6 months | Monitoring of data and learning walks/book study | AHTs | Ongoing and September 2023 |
| Learning mentor | PP Pupils and those with SEMH needs are supported to be successful learners as well as at break and lunch times. When in crisis, pupils have a trusted adult with dedicated time to help them. | Sources of evidence: <ul style="list-style-type: none"> • EEF T&L toolkit - mentoring +2 months • metacognition and self-regulation + 7 months | Pupil voice, teacher feedback, behavior logs, work in books | AHTs/SENCo | September 2023 |
| S&L hours for Year 1 and Y2 (2 afternoons week) and KS2 (2 afternoons) | | Sources of evidence: <ul style="list-style-type: none"> • EEF T&L toolkit - oral language interventions +6 months | Progress through S&L targets, pupil and parent voice | AHTs | September 2023 |
| HLTA support for all year groups | Pupils will be supported in small groups that allow confidence to grow and on an individual basis, either as pre-teach, small morning group or follow-up work (further work required) to address misconceptions | <ul style="list-style-type: none"> • | Progress and Attainment data throughout the school year and at end of Key Stage assessments. Book study and Pupil voice. | AHTs | Ongoing at data drops (3 per year) and September 2023 |

| | before the next learning episode. | | | | |
|--|---|---|--|---------------|------------------------------|
| | | | | | Total budgeted cost: £926.94 |
| Other approaches | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| 1:1 TA support for pupils at risk of exclusion | Pupils will access learning because they are supported to do so in class. | Children sometimes need different provision to enable them to be successful and help them manage their behavior to access learning. These pupils do not always qualify for funding for their needs and this is met by the school. | Exclusion data, progress and attainment data, behavioural and pastoral logs, observations. | AHTs | Ongoing and September 2023 |
| TA and pastoral officer support to enable pupils with SEMH to be successful in school - 3 adults for half an hour each morning - one inside in the Zone and 2 on the playground for meet and greet | Children will be supported with mental health and behavioral issues that affect learning and socialisation. | Sources of research: <ul style="list-style-type: none"> GOV.UK, Pupil Premium: effective use and accountability, October 2019 EEF Pupil Premium Guide – metacognition and self-regulated learning | Pupil voice, parent voice, exclusions data, behaviour logs. | AHT Inclusion | Termly and September 2023 |
| TA support to run sensory circuits each morning | Every morning sensory circuits run for invited pupils, including those with PP so they are ready for learning at the start of the school day. | Source of evidence: <ul style="list-style-type: none"> EEF EYFS toolkit - physical development approaches +3 months | Pupil voice, parent voice, exclusions data, behaviour logs. | SENCo/AHTs | September 2023 |

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| Behavioural Support HLTA | PP Pupils and those with SEMH needs are supported to be successful learners as well as at break and lunch times. | Sources of evidence: <ul style="list-style-type: none"> • EEF T&L toolkit - mentoring +2 months • EEF T&L toolkit - metacognition and self regulation + 7 months • EEF T&L toolkit - behaviour interventions +4 months | Behavior and pastoral logs, teacher voice, pupil voice, | SENCo/AHTs | September 2023 |
| Mental Health trained pastoral officer | Children are supported to be successful in school and beyond. | Sources of evidence: <ul style="list-style-type: none"> • EEF T&L toolkit - social and emotional learning +4 months | Pastoral logs, pupil voice, parent voice, teacher voice | SENCo/AHTs | September 2023 |
| Attendance, mentoring, family and wellbeing support from safeguarding lead/pastoral officer for families of PP children | Families are supported to support pupils and are linked with external agencies that can also help them.PP pupils with behavioural or SEND needs such as ADHD are supported through coaching and timely interventions, during lesson time and break/lunchtime. | Families need support for welfare and safeguarding concerns. Pupils are then supported to be successful at home and in school. | Behavior and pastoral logs, teacher voice, pupil voice, attainment data, attendance data. | HT/AHTs | September 2023 |
| Staffing Lunchtime zone | PP children and those with SEMH are supported to have successful lunch times. Supervised games and activities teach them how to take turns and play positive games. | Sources of evidence: <ul style="list-style-type: none"> • EEF T&L toolkit - mentoring +2 months • EEF T&L toolkit - metacognition and self regulation + 7 months | Monitoring during zone sessions, pupil voice, monitoring of behaviour logs for pupils attending | SENCo/AHTs | Termly and September 2023 |
| Café for all | Parents are welcomed into school to take part in a reading activities with their children. This will return as soon as Covid restrictions | This has been a proven strategy used in school increasingly over the past 2 years. Same day intervention delivered by qualified teachers has enabled PP pupils to achieve in line with their peers in many areas of the curriculum. | Monitoring during café sessions, pupil voice, parent voice, support and guidance in PPA for planning of sessions. | Reading leader | September 2023 |

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| | are lifted. In the meantime, online reading records will be used to support learners with reading. | <p>Sources of research:his has proved to be a strategy that has good take-up from parents. They are actively involved in supporting their children’s learning in an hour-long session in class.</p> <p>Sources of evidence:</p> <ul style="list-style-type: none"> • cafesforall.org.uk • EEF T&L toolkit - parental engagement +4 months • EEF Teaching and Learning Toolkit • Rosenshine, Principles of Instruction, 2010 • Southwark Teaching School Alliance, Mark Less, Mark Better!, 2018 | | | |
| Forest school resources | Children learn in the outdoor environment, developing self-confidence, esteem and risk-taking skills. | <p>Forest school website: https://www.forestschoollassociation.org/what-is-forest-school/</p> <p>Loughborough University research onto the benefits of Forest school.</p> | Progress and attainment data from EYFS and preschool | AHT EYFS/preschool | Termly and September 2023 |
| Support for school visits | Children build cultural capital and confidence. Their learning in school is enhanced by activities undertaken on school visits. | <ul style="list-style-type: none"> • NEU guidance on educational visits • EEF toolkit: outdoor adventure learning +4months; | Attainment data, pupil voice, teacher voice, book study. | AHTs | September 2023 |
| Support for a pupil to attend alternative provision at stables for 2 sessions a week, supporting their development and increasing their life | This will allow the child to take part in beneficial activities that may not otherwise be able to be funded | <p>Children build cultural capital and confidence</p> <ul style="list-style-type: none"> • EEF toolkit: outdoor adventure learning +4 months; social and emotional learning +4 months | Pupi Voice, parent voice, progress through nurture group | SENCo | September 2023 |

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| experiences, and for play therapy | | | | | |
| Support to enable children to attend extracurricular enhancement activities inside and outside of school | Children build cultural capital and confidence. | <ul style="list-style-type: none"> EEF toolkit: outdoor adventure learning +4 months; sports participation +2 months | pupil voice, teacher voice, observation in school | DHT | September 2023 |
| Total budgeted cost: | | | | | £133,724 |
| Total overall budgeted cost for 2022/23 | | | | | £310,499 |
| EYFS | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Early Years TA intervention | EYFS intervention for Speech and Language (Elklan and Neli) | The Communication Trust 'What works; database | Pupil voice, attainment data, gap and strength analysis | AHT EYFS | 6-weekly and September 2023 |
| Total budgeted cost: | | | | | £2,500 |

Recovery premium review for 2021/22

PREVIOUS ACADEMIC YEAR 2021/22

Total amount: £24,936

Quality of teaching for all £8,611

| Action | Intended outcome | Impact | Lessons learned | Cost |
|--|---|---|---|--------|
| Overteach hours for Year 5 | pupils will make accelerated progress due to intervention and support in class | Pupils made progress to enable catch-up after school closures and this provision contributed to this | This provision will continue | £7,501 |
| Teacher CPD: gareth Metcalfe, I See Maths/number fluency | Staff have CPD in number fluency (EYFS - Y6) and this impacts planning, subsequently impacting pupil outcomes | The maths data showed that these strategies alongside frequent revisiting improved progress compared to other schools (PiXL cohort) in summative assessments. | This CPD continues to have impact | £1,089 |
| I See Maths resources | Staff have resources to support number fluency | The maths data showed that these strategies alongside frequent revisiting improved progress compared to other schools (PiXL cohort) in summative assessments | These resources continue to have impact | £21 |

Targeted academic support: £13,689

| Action | Intended outcome | Impact | Lessons learned | Cost |
|---|--|--|--|--------|
| school-led tutoring school contribution | Pupils will make accelerated progress due to specialist intervention to address gaps in learning | Data analysis of summative assessments and baseline-end point assessments show good progress, and compared to the PiXL cohort (Y2-6) | Focused academic support from educational professionals leads to accelerated progress. | £5,332 |
| resources to develop fine motor skills (Y1) | Pupils will have resources to develop fine motor skills - an identified need for the year group | handwriting and coordination improved for this cohort of pupils. | These resources will continue to be used | £100 |

| Black Sheep language resources | Pupils will be supported to develop language with a proven resource | Pupils have been supported to progress through S&L targeted provision | These resources will continue to be used | £1,709 |
|---|--|--|--|--------|
| Speech and language training and hours: 4 hours per week for one term | Pupils in Year 1 and 2 who need S&L practice in school between S&L consultant visits will be supported by a trained professional | Pupils have been supported to progress through S&L targeted provision and many have been discharged as a result | This has significant impact on individual pupils and will continue | £2,548 |
| Training for: Becoming First class @ number; First class @ number 1 training; First class @ number 2 training; First class @ arithmetic | Pupils will be supported to develop and secure number fluency which underpins work in other areas of maths | Data for maths assessments shows accelerated progress and these interventions support this. Baseline and end data shows good progress. | This intervention will continue | £1,700 |
| 15 TA hours for training for Lexonik interventions Lexonik interventions: allocated hours for specialist delivery | Pupils develop lexical understanding of vocabulary and have strategies for reading and spelling as a result. | Data has shown this resource to be successful over a number of years, contributing to reading and writing progress and attainment.. | This intervention will continue | £2,300 |
| Other approaches: £2,636 | | | | |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| Forest School (2 afternoons/week) | Pupils develop valuable self-esteem and self-regulation skills and explore through outdoor learning | Pupils have been more settled in school and this has contributed to improved learning for them. they have more resilience for attempting tasks | This intervention will continue | £2,636 |

Recovery premium plan for 2022/23

| ACADEMIC YEAR 2022/23 BUDGET: £23,780 | | | | | |
|--|--|---|---|------------------------------|----------------------------|
| Quality of teaching for all | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| 11 weeks of over-teach support in year 5 | Pupils will be supported in small groups that allow confidence to grow and on an individual basis, either as pre-teach, small morning group or follow-up work (further work required) to address misconceptions before the next learning episode | This has been a proven strategy used in school increasingly over the past 2 years. Same day intervention delivered by qualified teachers has enabled PP pupils to achieve in line with their peers in many areas of the curriculum. Sources of research: <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit: small group tuition +4months • Rosenshine, Principles of Instruction, 2010 • Southwark Teaching School Alliance, Mark Less, Mark Better!, 2018 | Progress and Attainment data throughout the school year and at the end of Key Stage assessments. Book study and Pupil voice. | AHT UKS2 | December 2022 |
| | | | | Total budgeted cost: £10,270 | |
| Targeted academic support | | | | | |

| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
|--|---|--|---|---------------|----------------------------|
| | | • | | | |
| school-led tutoring school contribution | Pupils will make accelerated progress due to specialist intervention to address gaps in learning | <ul style="list-style-type: none"> • Sources of research: • EEF Teaching and Learning Toolkit: small group tuition +4months • EEF T&L toolkit - individualized instruction +4 months | Progress and Attainment data throughout the school year and at the end of Key Stage assessments. Book study and Pupil voice. | HT | September 2023 |
| Lexonik subscription | This subscription-based intervention impacts upon reading and comprehension as well as spelling. | <ul style="list-style-type: none"> • Funding bid recommendation from the Opportunity area that school has continued due to impact. | Data from the intervention itself, reading data, spelling data. | AHT UKS2 | Ongoing and September 2023 |
| Total budgeted cost: | | | | | £10,721 |
| Other approaches | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| TA hours to lead Forest school activities (2 afternoons) | Children learn in the outdoor environment, developing self-confidence, esteem and risk-taking skills. | <ul style="list-style-type: none"> • Forest school website: https://www.forestschoollassociation.org/what-is-forest-school/ • Loughborough University research onto the benefits of Forest school. | Behaviour, learning and emotional wellbeing progress. | AHT Inclusion | Termly and September 2023 |

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|---|---|--|---|-------|---------------------------|
| HLTA hours to lead life skills session for pupils with EHCP | Children learn valuable life skills such as road safety and nutrition, enabling them to achieve targets on their EHCP | <ul style="list-style-type: none"> • EEF T&L toolkit - individualized instruction +4 months | Monitor provision, pupil voice, parent voice, progress through EHCP targets | SENCo | Termly and September 2023 |
| Total budgeted cost: | | | | | £2,793 |
| Total overall budgeted cost for 2022/23 | | | | | £23,784 |