



Pupil Premium Impact Report

2022 - 2023

URN: 120068 DfE no: 856 2343

Overview					
Academic Year	2022/23	Pupil Premium Funding	£96,950	Planned expenditure	£101,804
		Recovery Premium Funding	£10,295		
Total number of pupils	432	Number of pupils eligible for PP (17%)	73	Annual impact report – July 2023	

END OF YEAR DATA 2022 – 2023

Current disadvantaged on track for ARE (teacher assessment) compared to previous Key Stages

Disadvantaged – READING ARE						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GLD	85% (6/7) Cohort Size 50	57% (4/7) Cohort Size 43		25% (1/4) Cohort Size 48	67% (6/9) Cohort Size 47	62% (7/12) Cohort Size 49
Previous KS PP	85% (6/7) Cohort Size 50	30% (3/10) Cohort Size 55	44% (4/9) Cohort Size 59	33% (1/3) Cohort Size 48	50% (4/8) Cohort Size 47	67% (9/15) Cohort Size 49
Current	50% (3/6) Cohort Size 49	54% (8/14) Cohort Size 61	73% (8/11) Cohort Size 60	57% (4/7) Cohort Size 58	54% (7/13) Cohort Size 60	74% (14/19) Cohort Size 59
National All	67%	67%	73%	73%	73%	73%

Disadvantaged – WRITING ARE						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GLD	85% (6/7) Cohort Size 50	57% (4/7) Cohort Size 43		25% (1/4) Cohort Size 48	67% (6/9) Cohort Size 47	62% (7/12) Cohort Size 49
Previous KS	85% (6/7) Cohort Size 50	40% (4/10) Cohort Size 55	46% (5/9) Cohort Size 59	33% (1/3) Cohort Size 48	62% (5/8) Cohort Size 47	67% (9/15) Cohort Size 49
Current	33% (2/6) Cohort Size 49	38% (5/13) Cohort Size 61	64% (7/11) Cohort Size 60	43% (3/7) Cohort Size 58	46% (6/13) Cohort Size 60	58% (11/19) Cohort Size 59
National All	58%	58%	71%	71%	71%	71%

Disadvantaged – MATHS ARE						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

GLD	100% (7/7) Cohort Size 50	71% (5/7) Cohort Size 43		25% (1/4) Cohort Size 48	67% (6/9) Cohort Size 47	62% (7/12) Cohort Size 49
Previous KS	100% (7/7) Cohort Size 50	40% (4/10) Cohort Size 55	66% (6/9) Cohort Size 59	33% (1/3) Cohort Size 48	62% (5/8) Cohort Size 47	67% (9/15) Cohort Size 49
Current	50% (3/6) Cohort Size 49	46% (6/13) Cohort Size 61	73% (8/11) Cohort Size 60	57% (4/7) Cohort Size 58	54% (7/13) Cohort Size 60	74% (14/19) Cohort Size 59
National All	68%	68%	73%	73%	73%	73%

Disadvantaged compared to 'national all' and year group cohort

READING ARE						
	Year 1 (6/49)	Year 2 (14/61)	Year 3 (11/60)	Year 4 (7/58)	Year 5 (13/60)	Year 6 (19/59)
Year Group	65%	80%	67%	75%	68%	80%
Disadvantaged	50%	54%	73%	57%	54%	74%
National	67%	67%	73%	73%	73%	73%

WRITING ARE						
Year Group	57%	56%	60%	64%	65%	70%
Disadvantaged	33%	38%	64%	43%	46%	58%
National	58%	58%	71%	71%	71%	71%

MATHS ARE						
Year Group	65%	69%	70%	71%	68%	85%
Disadvantaged	50%	46%	73%	57%	54%	74%
National	68%	68%	73%	73%	73%	73%

Current disadvantaged on track for GD (teacher assessment) compared to previous Key Stages

Disadvantaged – READING GD						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Previous KS PP			33% (3/9) Cohort Size 59	33% (1/3) Cohort Size 48	0% (0/8) Cohort Size 47	20% (3/15) Cohort Size 49
Current	17% (1/6) Cohort Size 49	8% (1/14) Cohort Size 61	27% (3/11) Cohort Size 60	29% (2/7) Cohort Size 58	15% (2/13) Cohort Size 60	37% (7/19) Cohort Size 59
National All	18%	18%	28%	28%	28%	28%

Disadvantaged – WRITING GD						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Previous KS			22% (2/9) Cohort Size 59	33% (1/3) Cohort Size 48	0% (0/8) Cohort Size 47	13% (2/15) Cohort Size 49
Current	0% (0/6) Cohort Size 49	0% (0/14) Cohort Size 61	9% (1/11) Cohort Size 60	14% (1/7) Cohort Size 58	0% (0/13) Cohort Size 60	0% (0/19) Cohort Size 59
National All	8%	8%	13%	13%	13%	13%

Disadvantaged – MATHS GD						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Previous KS			22% (2/9) Cohort Size 59	0% (0/3) Cohort Size 48	0% (0/8) Cohort Size 47	27% (4/15) Cohort size 49
Current	0% (0/6) Cohort Size 49	8% (1/14) Cohort Size 61	9% (1/11) Cohort Size 60	14% (1/7) Cohort Size 58	0% (0/13) Cohort Size 60	21% (4/19) Cohort Size 59

National All	15%	15%	23%	23%	23%	23%
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Disadvantaged compared to 'national all' and GD and year group cohort

READING ARE						
	Year 1 (6/49)	Year 2 (14/61)	Year 3 (11/60)	Year 4 (7/58)	Year 5 (13/60)	Year 6 (19/59)
Year Group	20%	10%	23%	24%	13%	34%
Disadvantaged	17%	8%	27%	29%	15%	37%
National	18%	18%	28%	28%	28%	28%

WRITING ARE						
Year Group	2%	3%	8%	14%	7%	5%
Disadvantaged	0%	0%	9%	14%	0%	0%
National	8%	8%	13%	13%	13%	13%

MATHS ARE						
Year Group	10%	19%	20%	17%	17%	32%
Disadvantaged	0%	8%	9%	14%	0%	21%
National	15%	15%	23%	23%	23%	23%

<u>SUCCESS AND IMPACT FROM THIS YEARS FUNDING</u>		
<u>READING</u>	<u>WRITING</u>	<u>MATHS</u>

<p><u>Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> • Pupils that attend Linden throughout made good progress and are attaining at age related expectations. • The gap between non-disadvantaged and disadvantaged pupils is narrowing. • Some pupils that are new to the school are not attaining at age related expectations but are make above expected progress. 	<p><u>Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> • An increasing number of disadvantaged pupils and mobility has limited an increase in attainment. • Most pupils that attend Linden throughout attain age related expectations. • Fewer disadvantaged pupils are attaining at age related expectations than non- disadvantaged pupils in most year groups. 	<p><u>Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> • Pupils that attend Linden throughout made good progress and are attaining at age related expectations. • The gap between non-disadvantaged and disadvantaged pupils is narrowing.
<p><u>Greater Depth: Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> • Disadvantaged pupils are attaining roughly in line with non-disadvantaged pupils with the exception of two year groups. • Disadvantaged attainment is higher than non-disadvantaged by the end of key stage two. 	<p><u>Greater Depth: Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> • Only two disadvantaged pupils are attaining at a greater depth level. 	<p><u>Greater Depth: Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> • Disadvantaged pupils are attaining roughly in line with non-disadvantaged pupils by the end of key stage two
<p><u>Action/s for 23-24 strategy:</u></p> <ul style="list-style-type: none"> • Continue with the current strategy for reading development within school. • Refine the process of assessment of pupils that are new to the school/new to the 	<p><u>Action/s for 23-24 strategy:</u></p> <ul style="list-style-type: none"> • Continue with the proposed strategy. 	<p><u>Action/s for 23-24 strategy:</u></p> <ul style="list-style-type: none"> • Continue with the proposed strategy ensuring that where gaps are identified then targeted support is given using the White Rose Maths intervention.

country/new to English/ English as an additional language.		
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Challenges

- **Aspiration/Attainment:** Children from our disadvantaged families at Linden often have culturally low expectations that impact on their aspirations and hopes for lifelong learning.
- **Language:** Disadvantaged children at Linden often do not come from language rich environments resulting in those children encountering far fewer words and having a narrower range of vocabulary when compared to their advantaged peers.
- **Cultural Capital:** Disadvantaged children at Linden are not always able to access a wider variety of learning experiences resulting from impoverished socio-economic circumstances and diminished cultural capital.
- **Pastoral:** Social, Emotional, Mental Health and wellbeing/welfare needs are affecting more of our pupils and families from disadvantaged backgrounds

Strategy Aims		Success Criteria
Priority 1	Diminish the differences in attainment and boost progress of disadvantaged pupils providing the knowledge and skills needed for future learning and employment.	The percentage of disadvantaged children achieving ARE or beyond is in line or above the percentage of all pupils or others nationally. More disadvantaged children feel inspired and empowered to fulfil their true potential.
Priority 2	Pupils are able to comprehend, articulate and apply a range of vocabulary.	Pupils read widely and with fluency appropriate to their age or true potential when compared to all pupils or others nationally (Achieving ARE or beyond).
Priority 3	The cultural capital of disadvantaged children is enhanced so that they gain experiences that they may not have otherwise experienced. Children understand how to develop their physical and emotional well-being so that they are valued citizens with broad horizons.	Pupils eligible for Pupil Premium are able to access and apply extended learning opportunities that support accelerated academic progress. When attending clubs, their social welfare is secured and their experiences widened. More children who are eligible for Pupil Premium attend after school provision and all are given the opportunity to attend trips.
Priority 4	Pupils are ready to engage with learning as a result of support and pastoral interventions to meet the social, emotional and mental health needs of our & parent's pupils.	Children arrive at school every day and on time, ready to learn and nourished with a good attitude to learning. Children are safeguarded effectively and families who require 'Early Help' have easy access to this. Fewer incidents of behaviour inside and outside of school that stem from external out of school influences.

Quality of Education for all

Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure																																							
Priority 1 - Diminish the difference in writing attainment for Disadvantaged Pupils.	Year 1 Writing	<p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Rationale:</p> <table border="1"> <tr> <td>Year Group</td> <td>49%</td> <td>67%</td> <td>75%</td> </tr> <tr> <td>Disadvantaged</td> <td>40%</td> <td>46%</td> <td>33%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </table> <table border="1"> <tr> <td>57%</td> <td>63%</td> <td>73%</td> </tr> <tr> <td>42%</td> <td>42%</td> <td>68%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </table>	Year Group	49%	67%	75%	Disadvantaged	40%	46%	33%	National	TBC	TBC	TBC	57%	63%	73%	42%	42%	68%	TBC	TBC	TBC	<p>See School Improvement Plan</p> <ul style="list-style-type: none"> To implement a clear writing sequence. To map a broad diet of genres across each year and across the school. To have a spine of literature as a stimulus for the majority of writing and or a stimulus leading into every unit of writing. To implement the acronym PVA (purpose, viewpoint and audience) in Key Stage 1 and 2. To implement the teaching of cohesion in writing. To use writing diagnostic criteria to assess writing half termly and end of year summative assessment criteria. Teachers to model editing process as part of the drafting and editing part of the writing sequence Provide appropriate revision resources e.g CGP books 	<p style="text-align: center;"><u>Key Stage One</u></p> <table border="1"> <tr> <td>Year Group</td> <td>57%</td> <td>56%</td> </tr> <tr> <td>Disadvantaged</td> <td>33%</td> <td>38%</td> </tr> <tr> <td>National</td> <td>58%</td> <td>58%</td> </tr> </table> <p>Pupils continue to attain below national expectations.</p> <p style="text-align: center;"><u>Key Stage Two</u></p> <table border="1"> <tr> <td>64%</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>43%</td> <td>46%</td> <td>58%</td> </tr> <tr> <td>71%</td> <td>71%</td> <td>71%</td> </tr> </table> <p>The gap between disadvantaged and disadvantaged pupils decreases by the end of the Key Stage. Pupils are attaining below national expectations. The impact of the strategy is negligible. However, the long-term impact on writing for disadvantaged pupils across the school will be considerable.</p>	Year Group	57%	56%	Disadvantaged	33%	38%	National	58%	58%	64%	65%	70%	43%	46%	58%	71%	71%	71%	<p>£1000 5 X Release days for the subject leaders</p> <p>Is expenditure due to change? Increase Decrease Remain the same</p>
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Priority 2 – Diminish the difference	Year 1 Reading	<p>Evidence: Reading –</p>	<p>See School Improvement Plan</p> <ul style="list-style-type: none"> Implement a new phonics scheme which provides a consistent and rigorous approach. 	<p style="text-align: center;"><u>Key Stage One</u></p> <table border="1"> <tr> <td></td> <td>Year 1 (6/49)</td> <td>Year 2 (14/61)</td> </tr> <tr> <td>Year Group</td> <td>65%</td> <td>80%</td> </tr> <tr> <td>Disadvantaged</td> <td>50%</td> <td>54%</td> </tr> <tr> <td>National</td> <td>67%</td> <td>67%</td> </tr> </table>		Year 1 (6/49)	Year 2 (14/61)	Year Group	65%	80%	Disadvantaged	50%	54%	National	67%	67%	<p>£1400 Little Wandle £1000 5 X Release days for the subject leaders</p>																											
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e in reading attainment for Disadvantaged Pupils.		<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Rationale:</p> <table border="1" data-bbox="389 312 900 395"> <thead> <tr> <th></th> <th>Year 1 (10/55)</th> <th>Year 2 (9/54)</th> <th>Year 3 (6/57)</th> </tr> </thead> <tbody> <tr> <td>Year Group</td> <td>53%</td> <td>62%</td> <td>78</td> </tr> <tr> <td>Disadvantaged</td> <td>30%</td> <td>44%</td> <td>50</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1" data-bbox="389 402 900 517"> <thead> <tr> <th></th> <th>Year 4 (12/58)</th> <th>Year 5 (19/60)</th> <th>Year 6 (20/88)</th> </tr> </thead> <tbody> <tr> <td></td> <td>76%</td> <td>65%</td> <td>79%</td> </tr> <tr> <td></td> <td>50%</td> <td>47%</td> <td>74%</td> </tr> <tr> <td></td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table>		Year 1 (10/55)	Year 2 (9/54)	Year 3 (6/57)	Year Group	53%	62%	78	Disadvantaged	30%	44%	50	National	TBC	TBC	TBC		Year 4 (12/58)	Year 5 (19/60)	Year 6 (20/88)		76%	65%	79%		50%	47%	74%		TBC	TBC	TBC	<ul style="list-style-type: none"> Refine the approach to the teaching of Reading ensuring consistency and rigor. (Shared and guided) Ensure that pupils are suitably matched to age and stage appropriate texts. Provide appropriate revision resources e.g. CGP books 	<p>The gap between disadvantaged and non-disadvantaged pupils has decreased in Year 1. The gap has increased in Year 2 but so has the performance of both disadvantaged and non-disadvantaged pupils.</p> <p style="text-align: center;"><u>Key Stage Two</u></p> <table border="1" data-bbox="1460 220 1957 300"> <thead> <tr> <th>Year 3 (11/60)</th> <th>Year 4 (7/58)</th> <th>Year 5 (13/60)</th> <th>Year 6 (19/59)</th> </tr> </thead> <tbody> <tr> <td>67%</td> <td>75%</td> <td>68%</td> <td>80%</td> </tr> <tr> <td>73%</td> <td>57%</td> <td>54%</td> <td>74%</td> </tr> <tr> <td>73%</td> <td>73%</td> <td>73%</td> <td>73%</td> </tr> </tbody> </table> <p>The gap between non-disadvantaged pupils narrows when pupils complete the Key Stage Two curriculum. Pupils previously in Years 2 and 5 that are in Years 3 and 6 are now outperforming and roughly in line with their non-disadvantaged peers. Reading needs to continue to be refined to improve outcomes for disadvantaged pupils.</p>	Year 3 (11/60)	Year 4 (7/58)	Year 5 (13/60)	Year 6 (19/59)	67%	75%	68%	80%	73%	57%	54%	74%	73%	73%	73%	73%	<p>Is expenditure due to change? Increase Decrease Remain the same</p>
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Priority 3 – Diminish the difference in mathematics attainment for Disadvantaged Pupils.	Year 1 Maths Mastery	<p>Evidence:</p> <p>Maths – https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Maths Mastery – https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> <p>Rationale:</p> <table border="1" data-bbox="389 1078 900 1129"> <thead> <tr> <th>Year Group</th> <th>60%</th> <th>78%</th> <th>73%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>40%</td> <td>66%</td> <td>33%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1" data-bbox="389 1136 900 1206"> <tbody> <tr> <td>67%</td> <td>68%</td> <td>87%</td> </tr> <tr> <td>42%</td> <td>47%</td> <td>63%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table>	Year Group	60%	78%	73%	Disadvantaged	40%	66%	33%	National	TBC	TBC	TBC	67%	68%	87%	42%	47%	63%	TBC	TBC	TBC	<p>See school improvement plan</p> <ul style="list-style-type: none"> Identify areas for improvement in the current mathematics approach. Research and select an appropriate mathematical approach that suits the pupils at Linden. Implement a new mathematics approach that ensures the consistency of teaching across the school. Provide appropriate revision resources e.g. CGP books 	<p style="text-align: center;"><u>Key Stage One</u></p> <table border="1" data-bbox="1460 609 1957 673"> <thead> <tr> <th>Year Group</th> <th>65%</th> <th>69%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>50%</td> <td>46%</td> </tr> <tr> <td>National</td> <td>68%</td> <td>68%</td> </tr> </tbody> </table> <p>The gap between non-disadvantaged and disadvantaged pupils has decreased in Year 1.</p> <p style="text-align: center;"><u>Key Stage Two</u></p> <table border="1" data-bbox="1460 807 1957 858"> <tbody> <tr> <td>70%</td> <td>71%</td> <td>68%</td> <td>85%</td> </tr> <tr> <td>73%</td> <td>57%</td> <td>54%</td> <td>74%</td> </tr> <tr> <td>73%</td> <td>73%</td> <td>73%</td> <td>73%</td> </tr> </tbody> </table> <p>The gap between non-disadvantaged pupils narrows when pupils complete the Key Stage Two curriculum. Pupils previously in Years 2 and 5 that are in Years 3 and 6 are now outperforming and roughly in line with their non-disadvantaged peers. Mathematics needs to continue to be refined to improve outcomes for disadvantaged pupils.</p>	Year Group	65%	69%	Disadvantaged	50%	46%	National	68%	68%	70%	71%	68%	85%	73%	57%	54%	74%	73%	73%	73%	73%	<p>£4000</p> <p>Is expenditure due to change? Increase Decrease Remain the same</p>						
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Priority 4 – Diminish	Year 1 Voice 21	<p>Evidence:</p> <p>Voice 21 –</p>	<p>See School Improvement Plan</p> <p>Voice 21</p>	<p>Impact data is limited in this area due to other external factors influencing the school's ability to make changes. Oracy and Vocabulary are present within the school</p>	<p>£1000</p> <p>5 X Release days for the subject leaders</p>																																																

<p>h the difference in both oracy and vocabulary for Disadvantaged Pupils.</p>	<p>Word Aware</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=voice%2021</p> <p>Word Aware –</p> <p>http://thinkingtalking.co.uk/word-aware/</p> <p>Rationale:</p> <table border="1" data-bbox="376 408 896 459"> <thead> <tr> <th>Year Group</th> <th>49%</th> <th>67%</th> <th>75%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>40%</td> <td>46%</td> <td>33%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1" data-bbox="389 472 853 533"> <tbody> <tr> <td>57%</td> <td>63%</td> <td>73%</td> </tr> <tr> <td>42%</td> <td>42%</td> <td>68%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1" data-bbox="389 568 896 651"> <thead> <tr> <th></th> <th>Year 1 (10/55)</th> <th>Year 2 (9/59)</th> <th>Year 3 (6/57)</th> </tr> </thead> <tbody> <tr> <td>Year Group</td> <td>53%</td> <td>62%</td> <td>78</td> </tr> <tr> <td>Disadvantaged</td> <td>30%</td> <td>44%</td> <td>50</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1" data-bbox="389 660 896 772"> <thead> <tr> <th>Year 4 (12/58)</th> <th>Year 5 (19/60)</th> <th>Year 6 (20/88)</th> </tr> </thead> <tbody> <tr> <td>76%</td> <td>65%</td> <td>79%</td> </tr> <tr> <td>50%</td> <td>47%</td> <td>74%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table>	Year Group	49%	67%	75%	Disadvantaged	40%	46%	33%	National	TBC	TBC	TBC	57%	63%	73%	42%	42%	68%	TBC	TBC	TBC		Year 1 (10/55)	Year 2 (9/59)	Year 3 (6/57)	Year Group	53%	62%	78	Disadvantaged	30%	44%	50	National	TBC	TBC	TBC	Year 4 (12/58)	Year 5 (19/60)	Year 6 (20/88)	76%	65%	79%	50%	47%	74%	TBC	TBC	TBC	<p>Embed oracy strategies to improve children's ability to articulate, expand their vocabulary and clarify thinking before writing through:</p> <ul style="list-style-type: none"> Assemblies Whole school oracy challenges/ Wow sessions Cross curricular opportunities Bank of oracy activities provided to staff to supplement and enrich lessons <p>Word Aware</p> <p>Embed vocabulary teaching by ensuring that:</p> <ul style="list-style-type: none"> Vocabulary is taught as a mental and oral starter in English Maths/Science lessons involve the teaching of conceptual vocabulary Foundation lessons involve the teaching of appropriate vocabulary and this is identified in knowledge organisers All vocabulary is appropriately displayed 	<p>curriculum, however the substantive and disciplinary knowledge is not at present taught consistently. Oracy and Vocabulary strategies will have a priority focus in Year 2.</p>	<p>Is expenditure due to change? Increase Decrease Remain the same</p>
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<p>Priority 5 - Diminish the difference in the cultural capital for Disadvantaged Pupils.</p>	<p>Year 1 Enrichment</p>	<p>Evidence:</p> <p>Enrichment –</p> <p>https://educationendowmentfoundation.org.uk/school-themes/enrichment/</p> <p>Rationale:</p> <table border="1" data-bbox="376 1046 896 1098"> <thead> <tr> <th>Year Group</th> <th>49%</th> <th>67%</th> <th>75%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>40%</td> <td>46%</td> <td>33%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1" data-bbox="389 1110 853 1171"> <tbody> <tr> <td>57%</td> <td>63%</td> <td>73%</td> </tr> <tr> <td>42%</td> <td>42%</td> <td>68%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table>	Year Group	49%	67%	75%	Disadvantaged	40%	46%	33%	National	TBC	TBC	TBC	57%	63%	73%	42%	42%	68%	TBC	TBC	TBC	<p>Enrichment</p> <p>A series of enrichment activities are plotted across the year which include:</p> <ul style="list-style-type: none"> Pupils taking part in National projects such as Take one Picture and Young voices. Pupils being given the opportunity to experience local events such as the science fair at Leicester University. Pupils being given the opportunity to learn to use a musical instrument. Visits to a wide variety of learning experiences. A wide variety of experiences being brought into school. 	<p>Pupils have experienced:</p> <ul style="list-style-type: none"> A visit to a Shree Hindu Temple in Year 3 A visit to a farm park in Reception A residential visit to London to see the Lion King, to have a sightseeing bus tour, visit the Natural History Museum, visit the Science Museum and experience a river cruise in Year 6 A visit to a bowling alley in Year 6 A visit to Twin lakes theme park in Year 5 An animal in hands workshop in school in Years 1 and 3. A visit to a Gurdwara in Year 1 A visit to a Mosque in Year 2 and Year 6 A visit to Beaumanor Hall In Year 6 	<p>£8500</p> <p>Is expenditure due to change? Increase Decrease Remain the same</p>																												
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Targeted support

Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure																																																																																																				
Priority 1 - Diminish the difference in writing attainment for Disadvantaged Pupils. (Years 1-6)	Year 1 Guided Writing Intervention	Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Rationale: <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Year Group</th> <th>49%</th> <th>67%</th> <th>75%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>40%</td> <td>46%</td> <td>33%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> <tr> <td></td> <td>57%</td> <td>63%</td> <td>73%</td> </tr> <tr> <td></td> <td>42%</td> <td>42%</td> <td>68%</td> </tr> <tr> <td></td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table>	Year Group	49%	67%	75%	Disadvantaged	40%	46%	33%	National	TBC	TBC	TBC		57%	63%	73%		42%	42%	68%		TBC	TBC	TBC	Guided Writing (Spring 2022) <ul style="list-style-type: none"> Teacher/Level 3 TA trained by SB to deliver guided writing across years 1-6. Disadvantaged pupils grouped by the class teacher based on their writing needs. Timetable created to facilitate these groups. Areas for pupils' development highlighted. Pupils taught for six weeks in regard to their areas of development. - Pupils complete a 'Hot Write' as a final assessment. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Start date</th> <th>Pupil</th> <th>Year class</th> <th>Weeks</th> <th>Sessions</th> <th>Writing improvements</th> <th>Next steps</th> <th>End date</th> </tr> </thead> <tbody> <tr> <td>25/4/23</td> <td>JK</td> <td></td> <td>7</td> <td>14</td> <td> Writing focus: <ul style="list-style-type: none"> Coordinating conjunctions (but, or) Subordinating conjunctions (because) Present perfect tense Only uses conjunctions when prompted </td> <td> SK needs to independently use conjunctions as stated in sentences, both orally and written. 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Quality of explanation (improving)											
Start and end date	Pupil	Year class	Time	Start	End	Impact	Improvement in reading behaviours	Next step (s)	Notes		
25.03	A	3F	27	12:30	1:30	8	11	<ul style="list-style-type: none"> Confidently decoding Accurate, expressive and phrasing Using text for retrieval and inference Sequence of events Summarising 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) 		
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25.03	M	4	30	30	30	12:30	1:30	7	14	<ul style="list-style-type: none"> Confidently decoding Accurate, expressive and phrasing Using text for retrieval and inference Sequence of events Summarising 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading)
24.03	M	3S	30	12:30	1:30	7	13	<ul style="list-style-type: none"> Confidently decoding Accurate, expressive and phrasing Using text for retrieval and inference Sequence of events Summarising 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) 		
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19.03	O	4S	30	12:30	1:30	4	7	<ul style="list-style-type: none"> Confidently decoding Accurate, expressive and phrasing Using text for retrieval and inference Sequence of events Summarising 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) 		

Analysis of gap
 The reading age scores indicate that the children's reading age is generally higher than their chronological age. Other factors that may be influencing the children's reading age include their motivation, their confidence, their knowledge of the text, their ability to apply the skills they have learned, and their ability to transfer the skills they have learned to new contexts.

Next steps to push for accelerated outcomes
 The children should continue to be encouraged to read for pleasure and to discuss their reading. They should also be encouraged to use their reading skills to solve problems and to apply their knowledge to new contexts. The children's reading age should be monitored regularly to ensure that they are making progress.

BRWP - AC

Start and end date	Pupil	Year class	Time	Start	End	Impact	Improvement in reading behaviours	Next step (s)				
20.03	EH	11	29	9:30m	18	12:30m	25	7	36m	<ul style="list-style-type: none"> Confidently decoding Accurate, expressive and phrasing Using text for retrieval and inference Sequence of events Summarising 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) 	
25.4.23	(Absent for 2 weeks)	6	17	9:30m	22	9:30m	27	5	12m	<ul style="list-style-type: none"> Fluency, expression and accuracy Sequence of events Including inferences in summary Using text for retrieval Inferencing character's thoughts, actions and feelings 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) 	
20.03	ML	13	24	7:40m	19	8:30m	27	8	17m	<ul style="list-style-type: none"> Fluency, expression and accuracy Sequence of events Including inferences in summary Using text for retrieval Inferencing character's thoughts, actions and feelings 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) 	
26.4.23	J	3SR	8	18	7:30m	18	8:30m	23	5	14m	<ul style="list-style-type: none"> Fluency, expression and accuracy Sequence of events Including inferences in summary Using text for retrieval Inferencing character's thoughts, actions and feelings 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading)
29.6.23		8	21	9:30m	21	11:30m	27	6	24m	<ul style="list-style-type: none"> Fluency, expression and accuracy Sequence of events Including inferences in summary Using text for retrieval Inferencing character's thoughts, actions and feelings 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) 	
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25.4.23	(Absent for 1 week)	3S	7	18	9:30m	21	10:30m	27	6	24m	<ul style="list-style-type: none"> Fluency, expression and accuracy Sequence of events Including inferences in summary Using text for retrieval Inferencing character's thoughts, actions and feelings 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading)
25.4.23	RM	5C	8	22	9:30m	23	11:30m	29	6	24m	<ul style="list-style-type: none"> Fluency, expression and accuracy Sequence of events Including inferences in summary Using text for retrieval Inferencing character's thoughts, actions and feelings 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading)
25.4.23	EW	5C	8	21	9:30m	23	10:30m	29	6	18m	<ul style="list-style-type: none"> Fluency, expression and accuracy Sequence of events Including inferences in summary Using text for retrieval Inferencing character's thoughts, actions and feelings 	<ul style="list-style-type: none"> Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading) Use reference to justify and describe (re-reading)

4.7.23																	Using text for retrieval, justifying inferences with evidence from the text. Summaries in detail and includes own inferences.	Consistently clarifying independently. Expanding vocabulary. Continue to develop comprehension of the texts through the book bands.
26.4.23	IA	5SI	8	19	10y9m	23	12y9m	27	4	24m							Accuracy and decoding including inferences in summary. Using text for retrieval, inferring character's thoughts, actions and feelings.	Continue intervention next year. Clarifying independently. Justifying inferences with evidence from the text. Applying skills learnt on brown book band colour.
4.7.23																		
26.4.23	IA	5SI	8	20	8y9m	24	10y3m	29	5	18m							Fluency, accuracy (including suffixes) and expression. Using text for retrieval, justifying inferences with evidence from the text. Clarifying. Applying background knowledge.	GPT consistently summarising independently. Keeping up the pace when reading about. Continue to develop comprehension of the texts through the book bands.
4.7.23																		

Analysis of data
 12 children received this intervention which ran for 8 - 13 weeks. They received between 17 - 29 sessions. All children have made greater than expected progress for this intervention. 8 children will return to Quality-first teaching. 2 children will continue the intervention in the new academic year.

Progress made by pupils that completed intervention
 Book Level range on entry: 18-24
 Book Level after programme: 25-29
 Range of improvement in Book Level: 5 - 8
 Range Word Reading Age at entry: 7y4m - 9y9m
 Range Word Reading Age exiting programme: 8y3m - 12y9m
 Range of improvement in Word Reading Age: 12m - 36m

Progress made by pupils who are continuing the intervention
 Book Level range on entry: 18-23
 Book Level at interim point: 23-27
 Range of improvement in Book Level: 4-5
 Range Word Reading Age at entry: 7y7m - 10y9m
 Range Word Reading Age at interim point: 8y8m - 12y9m
 Range of improvement in Word Reading Age: 14m - 24m

Priority 3 - Diminish the difference in reading attainment for Disadvantaged Pupils. (Years 1, 2 and 3)

Year 1
 Little Wandle Catch Up Programme
 Reading Recovery
 Better Read Write Partnership

Evidence:
 What-Works-for-Literacy-Difficulties-6th-Edition-2020
<https://www.theschoolpsychologyservice.com/what-works/readingrecovery/>
 What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition p.31
<https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/09/What-Works-for-Literacy-5th-Edition-2016.pdf>

Rationale:

	Year 1 (10/55)	Year 2 (9/54)	Year 3 (6/57)
Year Group	53%	62%	78
Disadvantaged	30%	44%	50
National	TBC	TBC	TBC

Little Wandle Catch Up Programme

- Adults are trained to deliver the Little Wandle Catch Up Programme.
- Pupils that are new to the school or who are not making expected progress are assessed and integrated into the programme.
- Pupils catch up and make age related expectations in phonics.

Year 2 Guided Reading (Autumn 2022) – KM

- Teacher trained by SB to deliver guided reading across years 1, 2 and 3.
- Pupils are benchmarked within the first two weeks and then grouped according to academic need.
- KM to deliver guided reading sessions in Year 2.
- Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.

Year 1 Guided Reading (Summer 2022) – KM

- Teacher trained by SB to deliver guided reading across years 1, 2 and 3.
- Pupils are benchmarked within the first two weeks and then grouped according to academic need.
- KM to deliver guided reading sessions in Year 1.
- Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.

Year 2/3 BRWP/Reading Recovery (Autumn 2022/Spring 2023) – AC

BRWP – KM

Start Date	Pupil	Year class	Time	Start	End	Impact	Next steps: Moving on to year 3			
			No. of weeks on BR	No. of BR lessons/Program total BR lessons	Reading Age	Book Level	Reading Age	Book Level	Total Book Level Gain	Total Age Gain
18.04.23	IA	5SI	10 summer	18.02	7y7m	Purple 20	7y20m	White 23	7	3m
05.01.23	IA	5SI	11 spring 10 summer 21 total weeks	18.02 spring 18.02 summer	7y2m	Orange 16	7y20m	White 23	7	9m
05.01.23	IA	5SI	11 spring 10 summer 21 total weeks	17.02 spring 14.02 summer	7y2m	Orange 15	7y20m	White 23	8	9m

Start Date	Pupil	Year class	Time	Start	End	Impact	Next steps: Moving on to year 3			
			No. of weeks on BR	No. of BR lessons/Program total BR lessons	Reading Age	Book Level	Reading Age	Book Level	Total Book Level Gain	Total Age Gain
28.04.23	IA	5SI	5 spring 10 summer 15 total weeks	18.04 spring 17.02 summer	7y2m	Orange 16	7y7m	Gold 21	5	5m
24.09.23	IA	5SI	5 summer	7.02 summer	7y2m	Purple 19	8y2m	White 23	4	3m
05.01.23	IA	5SI	11 spring 10 summer 21 total weeks	17.02 spring 18.02 summer	6y4m	Green 13	7y2m	Gold 21	8	9m
18.04.23	IA	5SI	5 spring 10 summer 15 total weeks	6.9 spring 18.02 summer	6y7m	Orange 15	7y20m	White 23	8	15m

Start Date	Pupil	Year class	Time	Start	End	Impact	Next steps: Moving on to year 3			
			No. of weeks on BR	No. of BR lessons/Program total BR lessons	Reading Age	Book Level	Reading Age	Book Level	Total Book Level Gain	Total Age Gain
14.05.23	IA	5SI	5 summer	8.02 summer	6y7m	Green 14	6y20m	Purple 17	3	3m
18.04.23	IA	5SI	5 spring 10 summer 15 total weeks	6.9 spring 14.02 summer	6y7m	Green 14	7y2m	Gold 21	7	9m

Analysis of data Summer term
 9 children have received this intervention which has run for 10 weeks (Summer 1 and 3). They received between 14-17 sessions over the 10-week period. 3 out of the 9 children have been receiving this intervention from Spring 1 to end of Summer 2. 2 children have achieved AT5 moving from book band orange to white. (Iqbal and Aayanah). 1 child (Sahar) has moved from book band green to gold. 4 children will need to continue to receive intervention, only for Autumn 1 in year 3 to meet expected standard for year 2. (Iqbal, Disha, Ella and Aayanah). 5 children have made greater than expected progress for this intervention. Moved to AT5. (Sahar, Iqbal, Aayanah, Anwar and Mahad). These 5 children will continue with their progress in reading with GPT with class teacher using next steps.

Progress made by pupils that completed intervention
 Book Level range on entry: 14-20
 Book Level after programme: 17-23
 Range Word Reading Age at entry: 6y4m - 7y7m
 Range Word Reading Age exiting programme: 6y20m - 8y3m
 Range of improvement in Word Reading Age: 3m - 15m

KM was mentored in BRWP and redirected to deliver it to Key Stage One pupils as this met their needs. AC's data can be seen in the section above as it contains Key Stage One and Key Stage Two pupils.

£500 Consultancy Fee
 £3500 KM

Is expenditure due to change?
 Increase
 Decrease
 Remain the same

			<ul style="list-style-type: none"> Teacher trained to deliver BRWP by SB. Individual pupils are benchmarked and then placed on either BRWP or Reading Recovery depending on their needs. Pupils receive the intervention for the individual timespan required. Pupils are then benchmarked at the end to ascertain the impact in regard to reading level. <p><u>Year 1 BRWP/Reading Recovery (Summer 2023) – AC</u></p> <ul style="list-style-type: none"> Teacher trained to deliver BRWP by SB. Individual pupils are benchmarked and then placed on either BRWP or Reading Recovery depending on their needs. Pupils receive the intervention for the individual timespan required. Pupils are then benchmarked at the end to ascertain the impact in regard to reading level. 																							
Priority 4 - Diminish the difference in mathematics attainment for Disadvantaged Pupils. (Years 1 – 6)	Year 1	<p>Evidence:</p> <p>One to one tuition:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Rationale:</p> <table border="1"> <tr> <td>Year Group</td> <td>60%</td> <td>78%</td> <td>73%</td> </tr> <tr> <td>Disadvantaged</td> <td>40%</td> <td>66%</td> <td>33%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </table> <table border="1"> <tr> <td>67%</td> <td>68%</td> <td>87%</td> </tr> <tr> <td>42%</td> <td>47%</td> <td>63%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </table>	Year Group	60%	78%	73%	Disadvantaged	40%	66%	33%	National	TBC	TBC	TBC	67%	68%	87%	42%	47%	63%	TBC	TBC	TBC	<p>School Improvement plan</p> <ul style="list-style-type: none"> Identify areas for improvement in the current mathematics intervention approach. Research and select an appropriate mathematical approach for intervention that suits the pupils at Linden. Implement a new mathematics approach to intervention that ensures the pupils catch-up in mathematics. 	<p>Colleagues received training for the White Rose intervention Programme in May 2023. Pupils will be accessing the programme in the Autumn term of 2023. This will be a priority for year 2 of the pupil premium strategy.</p>	<p>£7000</p> <p>Is expenditure due to change? Increase Decrease Remain the same</p>
Year Group	60%	78%	73%																							
Disadvantaged	40%	66%	33%																							
National	TBC	TBC	TBC																							
67%	68%	87%																								
42%	47%	63%																								
TBC	TBC	TBC																								
Total budgeted cost £23,500																										

Other Approaches

Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure
Priority 1 - Ensure Disadvantaged pupils are ready for learning.	Year 1	Evidence:	Breakfast Club Breakfast club operates from 7.45am to 8.45am. <ul style="list-style-type: none"> Pupils receive cereal, toast and fruit along with a drink. AK will take pupils for a morning wake up activity. Pupils are given the option to construct and craft. 	40 pupils attended breakfast club across the school year. They took part in a range of activities such as: <ul style="list-style-type: none"> art and crafts archery fencing football basketball All pupils were offered breakfast. Breakfast club ensured that those pupils who attended were ready for the school day. Parental feedback indicated that the club in particular Mrs Khalfan (Breakfast club lead) were highly affective in their role.	£5541
	Breakfast Club	https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/National_School_Breakfast_Programme_Explore_Report.pdf Rationale: Pupils are nourished and ready to learn.			Is expenditure due to change? Increase Decrease Remain the same
Priority 2 - Ensure Disadvantaged pupils are attending in order to learn.	Year 1	Evidence:	Attendance Officer The attendance officer supports pupil attendance by: <ul style="list-style-type: none"> Encouraging prompt attendance. Tackling poor attendance. Tackling late attendance. Support parents with strategies for attendance. Referring parents to the appropriate service e.g. family support. Referring repeat poor attenders to the Educational Welfare Officer (EWO). Liaising with teachers in regards to individual pupil attendance. 	The attendance officer has: <ul style="list-style-type: none"> Arranged twelve panel meetings to discuss pupil non-attendance. Supported in court action taking place against two sets of parents/guardians. Issued seventy-eight penalty notices against absences. Challenged one hundred and twenty-four leave of absence requests. Supported two pupils with referrals to Early Help. Supported a number of parents with lateness and attendance. 	£7137
	Attendance Officer	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ Rationale: Gaps in learning are limited due to regular attendance.			Is expenditure due to change? Increase Decrease Remain the same
Priority 3 – Ensure the mental	Year 1	Evidence:	Mental Health and Wellbeing Lead <ul style="list-style-type: none"> Mentoring support from key adults in the year group 	Thirty-seven pupils attended the school's Forest School intervention. The curriculum was adapted and modified for groups of pupils as well as individual needs.	£400
Forest School	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	2 x Release days £5000 AK £28,474 LSA's KS2			

<p>health and wellbeing of disadvantaged pupils (Year 2 – 6)</p>		<p>Rationale: Pupils need support in understanding what good mental health is and how to support their own wellbeing.</p>	<ul style="list-style-type: none"> • Pupils identified and attend Forest School Intervention to support SEMH needs • Meet and greet approaches in place for identified pupils • Appointing a Senior Mental Health Lead -leading to whole school approaches to mental health and wellbeing • Providing a calm and safe environment for pupils • Targeted support and further referral 	<p>Individuals were supported in:</p> <ul style="list-style-type: none"> • Social communication and interaction difficulties • Social and emotional mental health difficulties • Attention and focus difficulties • Low self-esteem/ confidence and resilience • Support EHCP outcomes (sensory, communication and interaction) • Reluctant speakers 	<p>Is expenditure due to change? Increase Decrease Remain the same</p>
<p>Priority 4 – Ensure the mental health and wellbeing of disadvantaged pupils (Year EYFS, Year 1)</p>	<p>Year 1 Fun Time Intervention</p>	<p>Evidence: https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>Rationale: Pupils need support in understanding what good mental health is and how to support their own wellbeing.</p>	<p><u>Mental Health and Wellbeing Lead</u></p> <ul style="list-style-type: none"> • Mentoring support from key adults in the year group • Pupils identified and attend Fun Time Intervention to support SEMH needs • Meet and greet approaches in place for identified pupils • Appointing a Senior Mental Health Lead -leading to whole school approaches to mental health and wellbeing • Providing a calm and safe environment for pupils • Targeted support and further referral 	<p>Evidence: Fun Time Attendees/Pupil Voice - CD</p>	<p>£400 2 x Release days £14272 5 x LSAs EYFS/KS1</p> <p>Is expenditure due to change? Increase Decrease Remain the same</p>
<p>Total budgeted cost £61404</p>					