



Pupil Premium Strategy Report

2022 - 2025

URN: 120068 DfE no: 856 2343

Overview					
Academic Year	2023/24	Pupil Premium Funding	£102,925	Planned expenditure	£124,542
		Recovery Premium Funding	£9715		
Total number of pupils	430	Number of pupils eligible for PP (14%)	62	Annual impact report – July 2024	

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 (2022-23)	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="width: 100%; border-collapse: collapse;"> <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" style="width: 100%; border-collapse: collapse;"> <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	See School Improvement Plan <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 	LIMITED MODERATE SIGNIFICANT	£1000 5 X Release days for the subject leaders Is expenditure due to change? Increase Decrease Remain the same
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Year 2 (2023-24)	See School Improvement Plan <ul style="list-style-type: none"> To implement the teaching of cohesion in writing To monitor the effectiveness of the teaching of the writing sequence from EYFS to Y6. To implement a consistent writing assessment system in Key Stage 1 and 2 To create end of term assessment grids in line with the national curriculum for key stage 1 and 2. To deliver CPD on moderating and the moderation process. To monitor writing assessment and moderation Teachers plug gaps and practice key grammar skills To deliver CPD on retrieval and checking for understanding 	LIMITED MODERATE SIGNIFICANT	£1075 5 X Release days for the subject leaders																							

			<ul style="list-style-type: none"> To implement a whole school spelling scheme to ensure spelling is consistently taught. To reflect on effectiveness of the teaching of spelling To implement a whole school handwriting scheme to ensure handwriting is consistently taught. To plan pieces to stretch greater depth writers To Deliver CPD on how to identify greater depth writers and how to stretch greater depth writers and To attend CPD on early writing stage and supporting pupils who are the early writing stage in year 1 to 6. 		Is expenditure due to change? Increase Decrease Remain the same															
	Year 3 (2024-25)		See School Improvement Plan - review and refine.	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same															
Priority 2 – Diminish the difference in reading attainment for Disadvantaged Pupils.	Year 1 Reading	<p>Evidence:</p> <p>Reading –</p> <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>See School Improvement Plan</p> <ul style="list-style-type: none"> Implement a new phonics scheme which provides a consistent and rigorous approach. 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 	LIMITED MODERATE SIGNIFICANT	<p>£1400 Little Wandle £1000 5 X Release days for the subject leaders</p> <p>Is expenditure due to change? Increase Decrease Remain the same</p>															
	Year 2 Reading	<p>Rationale:</p> <table border="1"> <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>		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	<p>See School Improvement Plan</p> <ul style="list-style-type: none"> Refine the approach to the teaching of Reading ensuring consistency and rigor. (Shared and guided) Monitoring the implementation of the long-term planning document Improving teachers' subject knowledge of how to teach reading skills through CPD 	LIMITED MODERATE
	Year 1 (10/55)	Year 2 (9/54)	Year 3 (6/57)																	
Year Group	53%	62%	78																	
Disadvantaged	30%	44%	50																	
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		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"> Introduce rigorous teacher assessment Pupils are exposed to a wide range of authors and genres Analyse school wide data to identify different groups of learners not making expected progress. Identifying the bottom 20% of learners Bottom 20% of learners to make accelerated progress to close the gap to their peers Pupils that are not making expected progress including disadvantaged/EAL/SEND to receive reading intervention. Ensure that pupils are suitably matched to age and stage appropriate texts. Workshops to be provided to show parents how to read with their child Website to be updated with links to videos demonstrating how to read with your child All new teaching staff and teaching assistants to receive the full training program for little wandle. Subject leads to have watched videos and picked out pertinent points for discussion and have sign posted staff to specific parts of the video before the CPD session to ensure the time is being used efficiently. Coaching and modelling sessions to be provided to improve performance across the school Pupils who fall behind or have the potential to fall behind are identified immediately and provided for Classroom environments in EYFS, KS1 and LW intervention spaces are utilised to support the teaching and learning of phonics Subject lead to monitor the teaching of Little Wandle sessions and the assessment processes Children to be read to daily by their class teacher (not as part of shared or guided reading lessons) Celebrate reading Develop the school environment with a focus on reading in targeted areas. 	SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
	Year 3 Reading				See School Improvement plan - review and refine.	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
Priority 3 – Diminish the difference in mathematics	Year 1	Evidence:			See school improvement plan	LIMITED	£4000
	Maths Mastery	Maths – https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths			<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 	MODERATE	Is expenditure due to change? Increase Decrease Remain the same

tics attainme nt for Disadvan taged Pupils.		https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3		SIGNIFICANT																									
	Year 2 Maths Mastery	<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"> <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> <tr> <td></td> <td>67%</td> <td>68%</td> <td>87%</td> </tr> <tr> <td></td> <td>42%</td> <td>47%</td> <td>63%</td> </tr> <tr> <td></td> <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"> Teachers teach effectively to enable rapid recall Teachers support Pupils not meeting fluency expectations Ch are exposed to daily opportunity to Problem Solve and Reason Teachers effectively scaffold to support and challenge the needs of all learners Parent workshop provided to raise awareness of school provision and strategies Support identified for teachers to plan effective sequence of learning White Rose Intervention Programme in place Teachers to reflect on misconceptions Improve teachers, subject knowledge on how to teach mathematics through CPD and self-directed learning See 1. Monitor mathematics to ensure impact on teaching Raise the profile of maths through whole school Maths Day Research a maths assessment approach for Linden 	LIMITED MODERATE SIGNIFICANT	<p>£1075 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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Year 3 Maths Mastery		See School Improvement Plan - review and refine.	LIMITED MODERATE SIGNIFICANT	<p>Is expenditure due to change? Increase Decrease Remain the same</p>																									
Priority 4 – Diminish the difference in both oracy and vocabulary for Disadvantaged Pupils.	Year 1 Voice 21 Word Aware	<p>Evidence:</p> <p>Voice 21 – 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 – http://thinkingtalking.co.uk/word-aware/</p> <p>Rationale:</p>	<p>See School Improvement Plan</p> <p>Voice 21 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 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 	LIMITED MODERATE SIGNIFICANT	<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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	Word Aware			SIGNIFICANT	Decrease Remain the same																																																
Priority 5 - Diminish the difference in the cultural capital for Disadvantaged Pupils.	Year 1	Evidence:	<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. 	LIMITED	£8500																																																
	Enrichment	<p>Enrichment – https://educationendowmentfoundation.org.uk/school-themes/enrichment/</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	MODERATE	Is expenditure due to change?																											
Year Group	49%	67%	75%																																																		
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Enrichment				LIMITED	Decrease Remain the same																																																
				MODERATE	£10000																																																
				SIGNIFICANT	Is expenditure due to change?																																																
					Increase Decrease Remain the same																																																

	Year 3 Enrichment		Review and refine.	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
Total budgeted cost £16,950					

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	Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	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. 	LIMITED	£1000 Consultancy Fee																				
	Guided Writing Intervention	Rationale: <table border="1"> <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"> <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	MODERATE SIGNIFICANT
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TBC	TBC	TBC																							
Year 2	Guided Writing Intervention		Guided Writing (Autumn 2023) - MH <ul style="list-style-type: none"> 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. 	LIMITED MODERATE SIGNIFICANT	£1075 Consultancy Fee £3833 MH Is expenditure due to change? Increase Decrease Remain the same																				
Year 3			Review and refine.	LIMITED	Is expenditure due to change? Increase																				

	Guided Writing Intervention			MODERATE SIGNIFICANT	Decrease Remain the same												
Priority 2 - Diminish the difference in reading attainment for Disadvantaged Pupils. (Years 4, 5 and 6)	Year 1	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:	<p><u>Little Wandle Catch Up Programme</u></p> <ul style="list-style-type: none"> 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. <p><u>Guided Reading (Autumn 2022) – MH</u></p> <ul style="list-style-type: none"> Teacher trained by SB to deliver guided reading across years 4, 5 and 6. Pupils are benchmarked within the first two weeks and then grouped according to academic need. Pupils receive guided reading. Pupils are benchmarked to ascertain the impact in regard to reading level. <p><u>BRWP/Reading Recovery (Autumn 2022) - AC</u></p> <ul style="list-style-type: none"> Teacher trained to deliver BRWP by SB. Pupils highlighted for further intervention based on previous years data. 	LIMITED MODERATE SIGNIFICANT	£500 Consultancy Fee £11000 AC Is expenditure due to change? Increase Decrease Remain the same												
	Year 2	<table border="1"> <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 4 (12/58)	Year 5 (19/60)	Year 6 (20/88)	76%	65%	79%	50%	47%	74%	TBC	TBC	TBC	<p><u>Little Wandle Catch Up Programme – JK/RB</u></p> <ul style="list-style-type: none"> Trained adults 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. <p><u>Guided Reading (Autumn 2023) – MH</u></p> <ul style="list-style-type: none"> Trained teacher to deliver guided reading across years 4, 5 and 6. Pupils are benchmarked within the first two weeks and then grouped according to academic need. Pupils receive guided reading. Pupils are benchmarked to ascertain the impact in regard to reading level. <p><u>BRWP/Reading Recovery (Autumn 2023) - AC</u></p> <ul style="list-style-type: none"> Trained teacher to deliver BRWP. Pupils highlighted for further intervention based on previous years data. 	LIMITED MODERATE SIGNIFICANT	£3205 JK £3833 MH £6200 AC Is expenditure due to change? Increase Decrease Remain the same
	Year 4 (12/58)	Year 5 (19/60)	Year 6 (20/88)														
76%	65%	79%															
50%	47%	74%															
TBC	TBC	TBC															
Year 3		Review and refine.		LIMITED	Is expenditure due to change? Increase Decrease Remain the same												

	Program me Reading Recovery Better Read Write Partnersh ip			MODERATE SIGNIFICANT																	
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 Partnersh ip	<p>Evidence:</p> <p>What-Works-for-Literacy-Difficulties-6th-Edition-2020 https://www.theschoolpsychologyservice.com/what-works/readingrecovery/</p> <p>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</p> <p>Rationale:</p> <table border="1"> <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>		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	<p>Little Wandle Catch Up Programme</p> <ul style="list-style-type: none"> 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. <p>Year 2 Guided Reading (Autumn 2022) – KM</p> <ul style="list-style-type: none"> 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. <p>Year 1 Guided Reading (Summer 2022) – KM</p> <ul style="list-style-type: none"> 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. <p>Year 2/3 BRWP/Reading Recovery (Autumn 2022/Spring 2023) – AC</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. <p>Year 1 BRWP/Reading Recovery (Summer 2023) – AC</p>	LIMITED MODERATE SIGNIFICANT	<p>£500 Consultancy Fee £3500 KM</p> <p>Is expenditure due to change? Increase Decrease Remain the same</p>
	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																		

		<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. 		
Year 2	<p>Little Wandle Catch Up Programme</p> <p>Reading Recovery</p> <p>Better Read Write Partnership</p>	<p><u>Little Wandle Catch Up Programme – JK/RB</u></p> <ul style="list-style-type: none"> Trained teacher 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. <p><u>Year 2/3 BRWP/Reading Recovery (Autumn 2023/Spring 2024) – AC/KM</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. <p><u>Year 1 BRWP/Reading Recovery (Summer 2023) – AC/KM</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. 	<p>LIMITED</p> <p>MODERATE</p> <p>SIGNIFICANT</p>	<p>£3892 RB</p> <p>£3462 KM</p> <p>£6200 AC</p> <p>Is expenditure due to change?</p> <p>Increase</p> <p>Decrease</p> <p>Remain the same</p>
Year 3	<p>Little Wandle Catch Up Programme</p> <p>Reading Recovery</p> <p>Better Read</p>	<p>Review and refine.</p>	<p>LIMITED</p> <p>MODERATE</p> <p>SIGNIFICANT</p>	<p>Is expenditure due to change?</p> <p>Increase</p> <p>Decrease</p> <p>Remain the same</p>

	Write Partnership																									
Priority 4 - Diminish the difference in mathematics attainment for Disadvantaged Pupils. (Years 1 – 6)	Year 1	Evidence: One to one tuition: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ Rationale:	School Improvement plan	LIMITED MODERATE SIGNIFICANT	£7000 Is expenditure due to change? Increase Decrease Remain the same																					
	Year 2	<table border="1"> <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"> <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	White Rose Intervention Programme – AC/MH <ul style="list-style-type: none"> Pupils identified for the programme during pupil progress meetings Pupils initially assessed to identify gaps in learning Trained teacher delivers intervention for identified number of weeks Pupils complete final assessments then continue or return to quality first teaching 	LIMITED MODERATE SIGNIFICANT	£3833 MH £6200 AC Is expenditure due to change? Increase Decrease Remain the same
	Year Group	60%	78%	73%																						
	Disadvantaged	40%	66%	33%																						
National	TBC	TBC	TBC																							
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TBC	TBC	TBC																								
Year 3		Review and refine.	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same																						
Total budgeted cost £41,733																										

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 Breakfast Club	Evidence: https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/National_School_Breakfast_Programme_Explore_Report.pdf	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. Learning mentors are available to support with any emotional requirements. AK will take pupils for a morning wake up activity. Pupils are given the option to construct and craft. 	LIMITED MODERATE SIGNIFICANT	£5541 Is expenditure due to change? Increase Decrease Remain the same
	Year 2 Breakfast Club	Rationale: Pupils are nourished and ready to learn.	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. Learning mentors are available to support with any emotional requirements. AK will take pupils for a morning wake up activity. Pupils are given the option to construct and craft. 	LIMITED MODERATE SIGNIFICANT	£7327 Is expenditure due to change? Increase Decrease Remain the same
	Year 3 Breakfast Club		Review and refine.		LIMITED MODERATE SIGNIFICANT
Priority 2 - Ensure Disadvantaged pupils are attending in order to learn.	Year 1 Attendance Officer	Evidence: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ Rationale: Gaps in learning are limited due to regular attendance.	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. 	LIMITED MODERATE SIGNIFICANT	£7137 Is expenditure due to change? Increase Decrease Remain the same
	Year 2 Attendance Officer		Attendance Officer The attendance officer supports pupil attendance by: <ul style="list-style-type: none"> Encouraging prompt attendance. Tackling poor attendance. 	LIMITED	£8618

			<ul style="list-style-type: none"> 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. 	MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
	Year 3 Attendance Officer		Review and refine.	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
Priority 3 – Ensure the mental health and wellbeing of disadvantaged pupils (Year 2 – 6)	Year 1 Forest School	Evidence: https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges Rationale: Pupils need support in understanding what good mental health is and how to support their own wellbeing.	<u>Mental Health and Wellbeing Lead</u> <ul style="list-style-type: none"> Mentoring support from key adults in the year group 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 	LIMITED MODERATE SIGNIFICANT	£400 2 x Release days £5000 AK £28,474 LSA's KS2 Is expenditure due to change? Increase Decrease Remain the same
	Year 2 Forest School		<u>Mental Health and Wellbeing Lead</u> <ul style="list-style-type: none"> Mentoring support from key adults in the year group 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 	LIMITED MODERATE SIGNIFICANT	£5542 AK £29,557 LSA's KS2 Is expenditure due to change? Increase Decrease Remain the same
	Year 3 Forest School				LIMITED MODERATE SIGNIFICANT
Priority 4 – Ensure the mental health and wellbeing	Year 1 Fun Time Intervention	Evidence: https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	<u>Mental Health and Wellbeing Lead</u> <ul style="list-style-type: none"> Mentoring support from key adults in the year group Pupils identified and attend Forest School Intervention to support SEMH needs Meet and greet approaches in place for identified pupils 	LIMITED MODERATE	£14,272 5 x LSAs EYFS/KS1 Is expenditure due to change? Increase

of disadvantaged pupils (Year EYFS, Year 1)		Rationale: Pupils need support in understanding what good mental health is and how to support their own wellbeing.	<ul style="list-style-type: none"> 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 	SIGNIFICANT	Decrease Remain the same
	Year 2 Fun Time Intervention		<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 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	LIMITED MODERATE SIGNIFICANT	£14,815.5 x LSAs EYFS/KS1 Is expenditure due to change? Increase Decrease Remain the same
	Year 3 Fun Time Intervention			LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
Total budgeted cost £65,859					