



Pupil Premium Impact Report

2023 - 2024

URN: 120068 DfE no: 856 2343

Overview					
Academic Year	2023/24	Pupil Premium Funding	£102,925	Planned expenditure	£124, 542
		Recovery Premium Funding	£10,295		
Total number of pupils	430	Number of pupils eligible for PP (17%)	77	Annual impact report – July 2024	

END OF YEAR DATA 2023 – 2024

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	67% (4/6) Cohort size 53	85% (6/7) Cohort Size 50	57% (4/7) Cohort Size 43		25% (1/4) Cohort Size 48	67% (6/9) Cohort Size 47
Previous KS PP	67% (4/6) Cohort size 53	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
Current	67% (6/9) Cohort size 54	58% (7/12) Cohort size 56	62% (8/13) Cohort size 56	80% (8/10) Cohort size 60	75% (6/9) Cohort size 59	85% (11/13) Cohort size 63
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	50% (3/6) Cohort size 53	85% (6/7) Cohort Size 50	57% (4/7) Cohort Size 43		25% (1/4) Cohort Size 48	67% (6/9) Cohort Size 47
Previous KS	50 (3/6) Cohort size 53	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
Current	56% (5/9) Cohort size 54	58% (7/12) Cohort size 56	38% (5/13) Cohort Size 56	60% (6/10) Cohort Size 60	50% (4/8) Cohort Size 59	62% (8/13) Cohort Size 63
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	67% (4/6) Cohort size 53	100% (7/7) Cohort Size 50	71% (5/7) Cohort Size 43		25% (1/4) Cohort Size 48	67% (6/9) Cohort Size 47
Previous KS	67% (4/6) Cohort size 53	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
Current	67% (6/9) Cohort size 54	58% (7/12) Cohort Size 56	46% (6/13) Cohort Size 56	70% (7/10) Cohort Size 60	75% (6/8) Cohort Size 59	54% (7/13) Cohort Size 63
National All	68%	68%	73%	73%	73%	73%

Disadvantaged compared to 'national all' and year group cohort

READING ARE						
	Year 1 (9/53)	Year 2 (7/56)	Year 3 (13/56)	Year 4 (10/60)	Year 5 (8/59)	Year 6 (13/63)
Year Group	67%	64%	86%	75%	83%	78%
Disadvantaged	67%	58%	62%	80%	75%	85%
National	68%	68%	74%	74%	74%	74%

WRITING ARE						
	Year 1 (9/53)	Year 2 (7/56)	Year 3 (13/56)	Year 4 (10/60)	Year 5 (8/59)	Year 6 (13/63)
Year Group	57%	61%	68%	62%	69%	67%
Disadvantaged	56%	58%	38%	60%	50%	62%
National	60%	60%	72%	72%	72%	72%

MATHS ARE						
	Year 1 (9/53)	Year 2 (7/56)	Year 3 (13/56)	Year 4 (10/60)	Year 5 (8/59)	Year 6 (13/63)
Year Group	60%	68%	73%	77%	72%	65%
Disadvantaged	67%	58%	46%	70%	75%	54%
National	70%	70%	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	12% (1/9) Cohort Size 54	15% (2/13) Cohort Size 56	8% (1/13) Cohort Size 56	20% (2/10) Cohort Size 60	10% (1/10) Cohort Size 59	15% (2/13) Cohort Size 63
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% (0/9) Cohort Size 54	0% (0/13) Cohort Size 56	0% (1/13) Cohort Size 56	10% (1/10) Cohort Size 60	0% (0/10) Cohort Size 59	13% (2/13) Cohort Size 63
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	22% (2/9) Cohort Size 54	8% (1/13) Cohort Size 56	15% (2/13) Cohort Size 56	10% (1/10) Cohort Size 60	10% (1/10) Cohort Size 59	7% (1/13) Cohort Size 63
National All	16%	15%	15%	23%	23%	23%

Disadvantaged compared to 'national all' and GD and year group cohort

READING ARE						
	Year 1 (9/53)	Year 2 (7/56)	Year 3 (13/56)	Year 4 (10/60)	Year 5 (8/59)	Year 6 (13/63)
Year Group	13%	24%	20%	23%	19%	25%
Disadvantaged	11%	15%	8%	20%	10%	15%
National	19%	19%	28%	28%	28%	28%

WRITING ARE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year Group	7%	7%	15%	7%	8%	5%
Disadvantaged	0%	0%	0%	10%	0%	0%
National	8%	8%	13%	13%	13%	13%

MATHS ARE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year Group	15%	19%	25%	18%	14%	21%
Disadvantaged	22%	8%	15%	10%	0%	8%
National	16%	16%	24%	24%	24%	24%

SUCCESS AND IMPACT FROM THIS YEARS FUNDING

<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 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 four 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 24-25 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 country/new to English/ English as an additional language.	<p><u>Action/s for 24-25 strategy:</u></p> <ul style="list-style-type: none">• Continue with the proposed strategy.	<p><u>Action/s for 24-25 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.
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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 2 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>57%</td> <td>56%</td> <td>60%</td> </tr> <tr> <td>Disadvantaged</td> <td>33%</td> <td>38%</td> <td>64%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </table> <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>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </table>	Year Group	57%	56%	60%	Disadvantaged	33%	38%	64%	National	TBC	TBC	TBC	64%	65%	70%	43%	46%	58%	TBC	TBC	TBC	<p>See School Improvement Plan</p> <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 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 To attend CPD on early writing stage and supporting pupils who are the early writing stage in year 1 to 6. 	<p style="text-align: center;"><u>Key Stage One</u></p> <table border="1"> <tr> <td>Year Group</td> <td>57%</td> <td>61%</td> </tr> <tr> <td>Disadvantaged</td> <td>56%</td> <td>58%</td> </tr> <tr> <td>National</td> <td>60%</td> <td>60%</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>68%</td> <td>62%</td> <td>69%</td> <td>67%</td> </tr> <tr> <td>38%</td> <td>60%</td> <td>50%</td> <td>62%</td> </tr> <tr> <td>72%</td> <td>72%</td> <td>72%</td> <td>72%</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%	61%	Disadvantaged	56%	58%	National	60%	60%	68%	62%	69%	67%	38%	60%	50%	62%	72%	72%	72%	72%	<p>£1000 5 X Release days for the subject leaders</p> <p>Is expenditure due to change? Increase Decrease Remain the same</p>
Year Group	57%	56%	60%																																												
Disadvantaged	33%	38%	64%																																												
National	TBC	TBC	TBC																																												
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68%	62%	69%	67%																																												
38%	60%	50%	62%																																												
72%	72%	72%	72%																																												
Priority 2 –	Year 2 Reading	<p>Evidence: Reading –</p>	See School Improvement Plan	<u>Key Stage One</u>	£1400 Little Wandle £1000																																										

Diminish the difference in reading attainment for Disadvantaged Pupils.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

Rationale:

	Year 1 (6/49)	Year 2 (14/61)	Year 3 (11/60)
Year Group	65%	80%	67%
Disadvantaged	50%	54%	73%
National	TBC	TBC	TBC

Year 4 (7/58)	Year 5 (13/60)	Year 6 (19/59)
75%	68%	80%
57%	54%	74%
TBC	TBC	TBC

- Teachers are planning effective lessons using the progression documents
- Teachers have a good subject knowledge of all reading skills and how to teach them
- The majority of pupils are achieving at age related expectations in each year group.
- The majority of pupils are making expected progress
- Planning review and pupil voice will show skills are being taught and pupils are aware of what they are learning
- Teachers can articulate the small steps that Pupils need to make in each skill • As a result, teachers will use effective age appropriate pedagogical approaches whilst teaching reading.
- Teachers use an effective assessment process to identify gaps in Pupils's learning to inform JH FP N/A July 2024 Linden Primary School Improvement Plan October 2022 – July 2024 11 planning
- Subject leader and writing lead will provide a range of authors for each year group to use in their daily class read Pupil voice shows Pupils have an appreciation of different authors from wide range of cultures.
- The reading lead has identified gaps/cohort needs which is used to inform planning at a subject leader and classroom level
- Teachers can identify and articulate the Pupils who have fallen behind their peers understanding the reasons that have caused this.
- Teachers are using guided reading assessment sheets to identify areas of need to inform planning, interventions and next steps
- All groups of learners are making accelerated progress to close the gap to their peers
- Pupils that are not making expected progress are swiftly brought back into line.
- All pupils are accessing texts that are age and stage appropriate
- Parents are able to articulate strategies to be used when reading with their child
- Foundation Stage Pupils are finishing the stage at phase 4. • Year 1 pupils are achieving phonics

Year Group	13%	24%
Disadvantaged	11%	15%
National	19%	19%

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.

Key Stage Two

Year 3 (13/56)	Year 4 (10/60)	Year 5 (8/59)	Year 6 (13/63)
20%	23%	19%	25%
8%	20%	10%	15%
28%	28%	28%	28%

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.

5 X Release days for the subject leaders

Is expenditure due to change?

Increase

Decrease

Remain the same

			<p>scores that are equal to national averages or above. • Year 2 pupils are achieving reading results that are equal to or greater than national averages. • All staff have a clear understanding of the little wandle program and how it should be implemented</p> <ul style="list-style-type: none"> • Staff have confidence in teaching the programme. • There is clear fidelity in the teaching of the scheme • Children who have fallen behind make accelerate progress to catch up with their peers • All teachers are aware of children in their class who have not passed the phonics test • All staff are teaching the Little Wandle scheme effectively and can clearly identify Pupils who need extra support. • A reading spine which contains diverse books and books of different genres to be read to children daily during timetabled sessions purely for pleasure. • Staff to be reading role models. Classrooms to display posters with their class texts on doors. • Certificates for children who have been reading role models. Award books as prizes • KS1 reception area to be developed as a reading area with murals and high quality texts. This area to be available to children during play and lunch times to read for pleasure should they choose to. • Displays around the school which highlight a range of authors and books. 		
Year 2	Evidence:	See school improvement plan		<u>Key Stage One</u>	£4000

Priority 3 – Diminish the difference in mathematics attainment for Disadvantaged Pupils.

Maths Mastery

Maths – <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3>

Maths Mastery – <https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/>

Rationale:

Year Group	65%	69%	70%
Disadvantaged	50%	46%	73%
National	TBC	TBC	TBC

71%	68%	85%
57%	54%	74%
TBC	TBC	TBC

- All staff have a clear understanding of the new scheme • Monitoring shows teaching of effective lessons • Data indicates a positive impact
- Teachers provide effective scaffolds to support opportunities in securing rapid recall
- Pupils demonstrate rapid recall to support efficiency • Data from the MTC shows improvement
- Teachers intervene immediately and catch-up those Pupils who have not met the fluency expectation
- There is daily problem solving and reasoning • Through book scrutiny and pupil voice there is evidence of improved Problem Solving and Reasoning
- Effective scaffolding supports learners • Data scores show positive impact
- Parents support children with KIRFs (Key instant Recall Facts, Times Tables Rockstar's
- As a result of support teachers are effective in the sequence of learning • Teachers deliver sequenced lessons successfully • As a result of effective planning and teaching
- Pupils are building on their knowledge
- Children identified for maths intervention make progress
- Teachers are proactive in identifying misconceptions • Teachers support other adult' knowledge of potential misconceptions • As a result of the identification teachers enhance Pupil's learning through deeper thought
- As a result of monitoring and evaluation the Maths lead has a knowledge of CPD needs • As a result of CPD teachers, knowledge improves • Teachers are proactive in using professional development materials resulting in an increased knowledge • Teaching improves resulting in positive outcomes
- Monitoring shows improved practice • Data indicates positive progress as a result of improved teaching
- Teachers plan for Maths day • Children partake in maths Dayengaging Math's wider impact
- Research suggests best approach for pupils and teachers

Year Group	60%	68%
Disadvantaged	67%	58%
National	70%	70%

The gap between non-disadvantaged and disadvantaged pupils has decreased in Year 1.

Key Stage Two

73%	77%	72%	65%
46%	70%	75%	54%
73%	73%	73%	73%

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.

Is expenditure due to change?

Increase

Decrease

Remain the same

Priority 4 – Diminish the difference in both oracy and vocabulary for Disadvantaged Pupils.	Year 2	Evidence:	See School Improvement Plan	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 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.	£1000																																																																																																	
	Voice 21 Word Aware	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 Word Aware – http://thinkingtalking.co.uk/word-aware/ Rationale: <table border="1"> <thead> <tr> <th></th> <th>Year 1 (6/49)</th> <th>Year 2 (14/61)</th> <th>Year 3 (11/60)</th> </tr> </thead> <tbody> <tr> <td>Year Group</td> <td>65%</td> <td>80%</td> <td>67%</td> </tr> <tr> <td>Disadvantaged</td> <td>50%</td> <td>54%</td> <td>73%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 4 (7/58)</th> <th>Year 5 (13/60)</th> <th>Year 6 (19/59)</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>68%</td> <td>80%</td> </tr> <tr> <td>57%</td> <td>54%</td> <td>74%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year Group</th> <th>57%</th> <th>56%</th> <th>60%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>33%</td> <td>38%</td> <td>64%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>64%</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>43%</td> <td>46%</td> <td>58%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table>		Year 1 (6/49)	Year 2 (14/61)	Year 3 (11/60)	Year Group	65%	80%	67%	Disadvantaged	50%	54%	73%	National	TBC	TBC	TBC	Year 4 (7/58)	Year 5 (13/60)	Year 6 (19/59)	75%	68%	80%	57%	54%	74%	TBC	TBC	TBC	Year Group	57%	56%	60%	Disadvantaged	33%	38%	64%	National	TBC	TBC	TBC	64%	65%	70%	43%	46%	58%	TBC	TBC	TBC	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 Word Aware – http://thinkingtalking.co.uk/word-aware/ Rationale: <table border="1"> <thead> <tr> <th></th> <th>Year 1 (6/49)</th> <th>Year 2 (14/61)</th> <th>Year 3 (11/60)</th> </tr> </thead> <tbody> <tr> <td>Year Group</td> <td>65%</td> <td>80%</td> <td>67%</td> </tr> <tr> <td>Disadvantaged</td> <td>50%</td> <td>54%</td> <td>73%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 4 (7/58)</th> <th>Year 5 (13/60)</th> <th>Year 6 (19/59)</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>68%</td> <td>80%</td> </tr> <tr> <td>57%</td> <td>54%</td> <td>74%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year Group</th> <th>57%</th> <th>56%</th> <th>60%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>33%</td> <td>38%</td> <td>64%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>64%</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>43%</td> <td>46%</td> <td>58%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table>		Year 1 (6/49)	Year 2 (14/61)	Year 3 (11/60)	Year Group	65%	80%	67%	Disadvantaged	50%	54%	73%	National	TBC	TBC	TBC	Year 4 (7/58)	Year 5 (13/60)	Year 6 (19/59)	75%	68%	80%	57%	54%	74%	TBC	TBC	TBC	Year Group	57%	56%	60%	Disadvantaged	33%	38%	64%	National	TBC	TBC	TBC	64%	65%	70%	43%	46%	58%	TBC	TBC	TBC	Embed oracy strategies to improve children's ability to articulate, expand their vocabulary and clarify thinking before writing through: <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 Word Aware Embed vocabulary teaching by ensuring that: <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
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	Year 1	Evidence:		Pupils have experienced:	£8500																																																																																																	

Priority 5 - Diminish the difference in the cultural capital for Disadvantaged Pupils.	Enrichment	<p>Enrichment – https://educationendowmentfoundation.org.uk/school-themes/enrichment/</p> <p>Rationale:</p> <table border="1" data-bbox="392 247 869 347"> <thead> <tr> <th></th> <th>Year 1 (6/49)</th> <th>Year 2 (14/61)</th> <th>Year 3 (11/60)</th> </tr> </thead> <tbody> <tr> <td>Year Group</td> <td>65%</td> <td>80%</td> <td>67%</td> </tr> <tr> <td>Disadvantaged</td> <td>50%</td> <td>54%</td> <td>73%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table>		Year 1 (6/49)	Year 2 (14/61)	Year 3 (11/60)	Year Group	65%	80%	67%	Disadvantaged	50%	54%	73%	National	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. 	<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>Is expenditure due to change?</p> <p>Increase Decrease Remain the same</p>
	Year 1 (6/49)	Year 2 (14/61)	Year 3 (11/60)																		
Year Group	65%	80%	67%																		
Disadvantaged	50%	54%	73%																		
National	TBC	TBC	TBC																		
Total budgeted cost £16,950																					

<h2 style="text-align: center;">Targeted support</h2>					
Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure
Priority 1 -	Year 2	Evidence:	<u>Guided Writing Intervention (Spring 2023)</u>		£1000 Consultancy Fee

Diminish the difference in writing attainment for Disadvantaged Pupils. (Years 1-6)

Guided Writing Intervention

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>

Rationale:

Year Group	49%	67%	75%
Disadvantaged	40%	46%	33%
National	TBC	TBC	TBC

57%	63%	73%
42%	42%	68%
TBC	TBC	TBC

- 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.

Start date	Pupil	Year class	Weeks	Sessions	Writing Improvements	Next steps	End date
25/4/23	10		7	14	Writing foot: • Linking adverbials and commas • Coordinating conjunctions (but, so) and • Subordinating conjunctions (because, when) because • Present perfect tense have	Targets: NK should aim to use adjectives in every piece of writing. Spelling (egg, because, hidden, games, into, here (he), bare (bar), to/so, close)	14/6/23
25/4/23	LHA		7	14	Writing foot: • Linking adverbials and commas • Coordinating conjunctions (but, or) and • Subordinating conjunctions (because, when) because • Possessive apostrophe • Present perfect tense have	Targets: Spelling (beautiful, closed, closed, closed, hidden, 11/11, walk) Consistently remembering commas after subordinate clauses LHA should aim to use adjectives in every piece of writing.	14/6/23
25/4/23	11		7	14	Writing foot: • Linking adverbials and commas • Coordinating conjunctions (but, or) and • Subordinating conjunctions (because, when) because • Possessive apostrophe • Present perfect tense have	Targets: Consistently remembering commas after subordinate clauses Standard of English (i.e. so much sleepy, was/were, irregular past tense verbs) Consistent tense	14/6/23
25/4/23	20		6	13	Writing foot: • Linking adverbials and commas • Standard English (is/are, is/are, woman/women) • Coordinating conjunctions (and, or) and	Targets - Standard of English: • have/had (must have) • will/would (to make predictions) • Commas to separate adjectives	14/6/23
25/4/23	11		6	12	Writing foot: • Linking adverbials and commas • Standard English (is/are, is/are, woman/women) • Coordinating conjunctions (and, or) and	Targets - Standard of English: • Prepositions (in the morning) • Single/plural agreement (i.e. he writes 'a big bag' class)	14/6/23
25/4/23	10	3SR	7	13	Writing foot: • Linking adverbials and commas • Standard English (is/are, is/are, woman/women) • Coordinating conjunctions (and, or, so) and	Targets - Standard of English: • Commas to separate adjectives • (was/were) • Had gone/went	14/6/23

Start date	Pupil	Year class	Weeks	Sessions	Writing Improvements	Next steps	End date
25/4/23	11		7	13	Writing foot: • Fronted adverbials and commas • Linking adverbials and commas • Subordinate clauses and commas • Fronted adverbials (when, where, how)	Targets: ZI should see if the adverbials he uses can be placed at the beginning of some of his sentences. When checked, ZI can form most of his letters well. He simply needs to make it a priority to slow down his hand movements.	14/6/23
25/4/23	11		6	11	Writing foot: • Fronted adverbials and commas • Linking adverbials and commas • Subordinate clauses and commas (if, although, because) • Fronted adverbials (when, where, how)	Targets: Use fronted adverbials and subordinate clauses unprompted in every piece	14/6/23
25/4/23	11		7	12	Writing foot: • Fronted adverbials and commas • Linking adverbials and commas • Subordinate clauses and commas (if, although, because) • Fronted adverbials (when, where, how)	Target: YG should see if the adverbials he uses can be placed at the beginning of some of his sentences.	14/6/23
25/4/23	11		6	12	Writing foot: • Linking adverbials and commas • Subordinate clauses and commas (if, although, because) • Fronted adverbials (when, where, how)	Targets: AH should aim to use fronted adverbials in every written piece.	14/6/23
25/4/23	11		7	11	Writing foot: • Linking adverbials and commas • Subordinate clauses and commas (if, although, because) • Subordinate clauses and commas (as - used causally, when) • Contractions (you're, they're, we're) • Adjectives (characterisation)	Targets: EF1 should aim to use fronted adverbials in every written piece.	14/6/23
25/4/23	11	4AA	7	12	Writing foot: • Linking adverbials and commas • Subordinate clauses and commas (if, although, because) • Subordinate clauses and commas (as - used causally, when) • Contractions (you're, they're, we're) • Adjectives (characterisation)	Targets: IH should aim to use fronted adverbials in every written piece. Spelling (tombus, cocoon, climb, wasent, was, close)	14/6/23

Is expenditure due to change?
 Increase
 Decrease
 Remain the same

--	--	--

Analysis of data Writing improvements: working towards target no to demonstrate target no evidence/unable to demonstrate target		Progress made by pupils that completed intervention accurate use of punctuation improved, as well as the appropriate use of coordinating conjunctions (but, or & or) with the group of girls, their confidence and accuracy with using subordinating conjunctions (if, although and while) greatly improved. In addition, their use of named adjectives and commas before these increased. With the group of boys, they now keep their sentences from running on into each other by consistently using full stops. They began to challenge themselves... attempting multi-clause sentences and independently using subordinating conjunctions.					
Start date	Pupil	Year class	Weeks	Sessions	Writing improvements	Next steps	End date
25/4/23	█		6	12	Writing foc: <ul style="list-style-type: none"> Standard of English (was/were, is/are, has/have, prepositions, language referring to dimensions) Commas after subordinate clauses (if, when, while) Commas after subordinate clauses (if, when, while) 	Standard of English is much improved I would support an assessment of AT5	14/6/23
25/4/23	█	501	7	13	Writing foc: <ul style="list-style-type: none"> Standard of English (was/were, is/are, has/have, prepositions, language referring to dimensions) Commas after subordinate clauses (if, when, while) Commas after subordinate clauses (if, when, while) 	Target: KJ needs to slow down his speech in order to allow himself to self-assess his spoken sentences, self-correct, and then write in a consistently cohesive manner. Standard of English (i.e. thought of, someone 20 syllables, this, sort of a plan)	14/6/23
25/4/23	KTS	501	7	13	Writing foc: <ul style="list-style-type: none"> Standard of English (was/were, is/are, has/have, prepositions, language referring to dimensions) Commas after subordinate clauses (if, when, while) Commas after subordinate clauses (if, when, while) 	Target: Although – understanding of usage A lot of progress has been made with tenses, although this is definitely an ongoing target.	14/6/23
25/4/23	AM	501	7	11	Writing foc: <ul style="list-style-type: none"> Standard of English (was/were, is/are, has/have, prepositions, language referring to dimensions) Commas after subordinate clauses (if, when, while) Commas after subordinate clauses (if, when, while) 	Target: KJ should challenge himself to incorporate adverbial phrases, expanded noun phrases and relative clauses into his complex sentences in order to extend his sentences further.	14/6/23
				<ul style="list-style-type: none"> Commas after subordinate clauses (if, when, while) Commas after subordinate clauses (if, when, while) 			
Analysis of data Writing improvements: working towards target no to demonstrate target no evidence/unable to demonstrate target		Progress made by pupils that completed intervention The main improvement has been their confidence – and more importantly – accurate, independent use of subordinating conjunctions. We focused on homophones such as 'if', 'when' and 'while' affect the meaning of a sentence. Their understanding of this has increased greatly.					
				<ul style="list-style-type: none"> Commas after subordinate clauses (if, when, while) Commas after subordinate clauses (if, when, while) 		Next steps.	

Priority 2 - Diminish the difference in reading attainment for Disadvantaged Pupils. (Years 4, 5 and 6)

Year 2 Little Wandle Catch Up Programme

Reading Recovery Better Read Partnerships

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>

Year 4 (7/58)	Year 5 (13/60)	Year 6 (19/59)
75%	68%	80%
57%	54%	74%
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.

Guided Reading (Spring 2023) – MH

- 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.

BRWP/Reading Recovery (Autumn 2023) - AC

- Teacher trained to deliver BRWP by SB.
- Pupils highlighted for further intervention based on previous years data.

Guided Reading – MH

Year	Pupil	Year class	Year level	Year level	Year level	Year level	Year level	Year level	Year level	Year level
5/23	█	501	24	24	24	24	24	24	24	24
5/23	█	501	24	24	24	24	24	24	24	24
5/23	█	501	24	24	24	24	24	24	24	24

Detailed description of the Guided Reading intervention, including objectives, materials, and progress tracking. The text is partially obscured but includes terms like 'guided reading', 'phonics', and 'reading level'.

£500 Consultancy Fee

£11000 AC/MH

Is expenditure due to change?

Increase

Decrease

Remain the same

	Year 1 (6/49)	Year 2 (14/61)	Year 3 (11/60)
Year Group	65%	80%	67%
Disadvantaged	50%	54%	73%
National	TBC	TBC	TBC

Year 4 (7/58)	Year 5 (13/60)	Year 6 (19/59)
75%	68%	80%
57%	54%	74%
TBC	TBC	TBC

BRWP - AC

Start and end date	Pupil	Year class	Time Weeks Sessions	Start Reading Age Book Level	End Reading Age Book Level	Impact Book Level Gain Age Gain	Improvement in reading behaviours	Next step (s)
15.01.24 15.05.24	1	3E3	8 22	8y3m 23	8y3m 23	25 5	12m Pace and accuracy. SC word and phrasing – reading for meaning. Using text for retrieval. Summarising accurately. Clarifying using background knowledge and clues in the text. Making inferences about characters.	GFT. Read write books independently. Read line books for guided reading. Further improve inference skills. Continue to develop vocabulary using evidence word strategy.
24.10.23 15.2.24	1	3E3	13 36	7y1m 19	8y3m 25	6 14m	14m Accurately decoding and blending. No omissions or insertions. SC word and phrasing – reading for meaning. Summarising accurately. Clarifying using background knowledge and clues in the text. Making inferences about characters.	GFT. Move to write book independently. Read line books for guided reading. Continue to develop vocabulary and clarify text. Apply all skills learnt consistently in class.

Start and end date	Pupil	Year class	Time Weeks Sessions	Start Reading Age Book Level	End Reading Age Book Level	Impact Book Level Gain Age Gain	Improvement in reading behaviours	Next step (s)
09.01.24 15.02.24	2	4ATC	6 15	10y3m 25	10y5m 28	3 6m	6m Reading louder and clearer – not mumbling. SC – reading for meaning. Listening to the questions being asked and understanding them. Accurately summarising all key events. Using clues in text to clarify. Inference – discussing character's thoughts, feelings and actions.	GFT. Apply all skills learnt in class consistently. Move to brown book based independently. Read grey books for guided reading. Justifying inferences with evidence from the text. Continue to develop vocabulary – reading word.

Analysis of data
3 children received this intervention which ran for 6-15 weeks. They received between 15-36 sessions. All children have made expected progress for this intervention. All children will return to Quality first teaching.

Progress made by pupils that completed intervention
Book Level range on entry: 23-25
Book Level after programme: 25-28
Range of improvement in Book Level: 5-6
Range Word Reading Age at entry: 7y1m – 10y3m
Range Word Reading Age at ending programme: 8y3m-10y5m
Range of improvement in Word Reading Age: 4m.

Start and end date	Pupil	Year class	Time Weeks Sessions	Start Reading Age Book Level	End Reading Age Book Level	Impact Book Level Gain Age Gain	Improvement in reading behaviours	Next step (s)
21.05.24 25.06.24	1	3A8	4 12	14	17	3	3m Pace and expression when reading. Accuracy – inflect. SC – reading for meaning. One result of a story. Using text for evidence.	Book at home regularly. Consistently reading with a fluent pace. Using checking when decoding. Always using the text for evidence.
25.05.24 27.06.24	1	4C	5 18	28	30	2	2m Reading confidently. SC – including planning accurately. Summarising all key events. Clarifying using evidence word strategy. Inference.	Apply all skills learnt in class consistently. Read grey books. Dark blue for exit. Justifying inferences with evidence from the text. Continue to develop vocabulary.
30.04.24 25.06.24	1	4C	7 19	28	30	2	2m Reading confidently. SC – including planning. Accurately summarising all key events. Clarifying using evidence word strategy. Inference.	Apply all skills learnt in class consistently. Read grey books. Dark blue for exit. Justifying inferences with evidence from the text. Continue to develop vocabulary.

Analysis of data
4 children received this intervention which ran for 4-7 weeks. They received between 12-19 sessions. All children have made expected progress for this intervention. All children will return to Quality first teaching.

Progress made by pupils that completed intervention
Book Level range on entry: 14-16
Book Level after programme: 17-30
Range of improvement in Book Level: 2-3

Priority 3 - Diminished the

Year 2 Little Wandle

Evidence: What-Works-for-Literacy-Difficulties-6th-Edition-2020

Little Wandle Catch Up Programme

- Adults are trained to deliver the Little Wandle Catch Up Programme.

BRWP – KM

£500 Consultancy Fee
£3500 KM

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Pupils.
(Years 1,
2 and 3)

Catch Up
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Reading
Recovery

Better
Read
Write
Partnersh
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<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 (6/49)	Year 2 (14/61)	Year 3 (11/60)
Year Group	65%	80%	67%
Disadvantaged	50%	54%	73%
National	TBC	TBC	TBC

- 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 2023) – 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 2024) – 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 2023/Spring 2024) – AC

- 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 1 BRWP/Reading Recovery (Summer 2024) – AC

- 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.

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.

Is expenditure due to change?
Increase
Decrease
Remain the same

Start date	Pupil	Year	Weeks	Term	No. of sessions	No. of 100% successful sessions	Reading Age	Book Level	Reading Age	Book Level	Final Book Level	Final Age	Next steps
17.01.21	Green	200	12 weeks	2021	21/21	21/21	6y7m	Orange 7y7m	7y7m	Gold 11	6	10y	End 21.06.24 QRT (WIS) 1. introduce phonics 2. stop using digraphs, wdigraphs, have word cards to use in copy games for copy practice 3. Clarity of understanding 4. Always remember 'passer when reading'
01.04.21	Green	200	10 weeks	2021	20/20	20/20	7y1m	Purple 8y	8y3m	Gold 11	5	10y	End 21.06.24 QRT (WIS) Next Steps: 1. continue to chunk and blend unfamiliar words 2. Summarise after reading with support 3. inference for deeper understanding 4. Always remember 'passer when reading'
01.03.24	Green	200	6 weeks	2024	10/10	10/10	7y4m	Purple 8y	7y7m	Gold 11	2	8m	End 21.06.24 QRT (WIS) Next Steps: 1. continue to chunk and blend unfamiliar words 2. Summarise after reading with support 3. This is story before reading.

20.05.24	Green	200	4 weeks	2024	10/10	10/10	5y4m	Orange 5y	7y1m	Gold 11	5	8m	End 21.06.24 QRT (WIS) Next Steps: 1. continue to chunk and blend unfamiliar words 2. continue to practice free text comprehension for understanding 3. Summarise for understanding
08.04.24	Green	200	1 weeks	2024	8/8	8/8	5y8m	Gold 11	8y3m	Gold 11	1	11y	End 21.06.24 QRT (WIS) Next Steps: 1. clarity in vocabulary 2. inference for deeper understanding 3. Summarise for understanding
01.04.24	Green	200	12 weeks	2024	10/10	10/10	5y6m	Purple 5y	7y1m	White 11	4	8m	End 21.06.24 QRT (WIS) Next Steps: 1. continue to chunk and blend unfamiliar words 2. infer for deeper understanding 3. clarity unfamiliar vocabulary
09.04.24	Green	200	10 weeks	2024	20/20	20/20	7y1m	Purple 8y	7y5m	Gold 11	1	8m	End 21.06.24 QRT (WIS) Next Steps: 1. infer for deeper understanding 2. clarity unfamiliar vocabulary

20.05.24	Green	200	6 weeks	2024	10/10	10/10	5y7m	Orange 5y	7y1m	Purple 11	2	8m	End 21.06.24 QRT (WIS) Next Steps: 1. continue to chunk and blend unfamiliar words 2. continue to practice reading fluently with copy reading and repeat reading 3. clarity unfamiliar vocabulary
01.03.24	Green	200	6 weeks	2024	10/10	10/10	5y7m	Orange 5y	7y1m	Purple 11	2	8m	End 21.06.24 QRT (WIS) Next Steps: 1. continue to chunk and blend unfamiliar words 2. continue to practice reading fluently with copy reading and repeat reading 3. To summarise text without support

Analysis of data Summer term 1 and 2

- 3 children have received the intervention which has run for 2 terms, 20 weeks to date (21.05.24), at which 7 children had been receiving intervention (some have started since)
- They received between 6-26 sessions over the 10-week period. (How start date varies for each child)
- 3 children will need to continue to receive intervention in year 2 (1 child ASD, 2 NWS)
- 3 children have made progress that suggests progress for the intervention. Achieving 87% in Summer 21 (Shahabuddin, Callahan, Sankar, Sankar)
- 2 children had the intervention for 6 weeks. 8 sessions to work on their literacy.
- These 5 children will continue with their progress in reading with QRT with class teacher using next steps in year 2.

Progress made by pupils that completed intervention

Book level on entry (15.2) Book level for those entering the programme: 21-22 (6/1) for 4 children on 21 and 22 to achieve A 12)

Range Word Reading Age at entry 6y7m – 7y7m Range Word Reading Age for those entering programme: 7y1m-8y3m Range Word Reading Age for those to continue in year 2: 5y3m - 7y1m Range of improvement in Word Reading Age: 3m – 27m (those that have exited programme)

Range of improvement in Word Reading Age: 3m – 5m (those that will continue with programme)

Priority 4 - Diminish the difference in mathematics attainment for Disadvantaged Pupils. (Years 1 – 6)	Year 2	<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"> <thead> <tr> <th>Year Group</th> <th>65%</th> <th>69%</th> <th>70%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>50%</td> <td>46%</td> <td>73%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>71%</td> <td>68%</td> <td>85%</td> </tr> <tr> <td>57%</td> <td>54%</td> <td>74%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table>	Year Group	65%	69%	70%	Disadvantaged	50%	46%	73%	National	TBC	TBC	TBC	71%	68%	85%	57%	54%	74%	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?</p> <p>Increase</p> <p>Decrease</p> <p>Remain the same</p>
Year Group	65%	69%	70%																							
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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	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			

health and wellbeing of disadvantaged pupils (Year 2 – 6)		<p>Rationale:</p> <p>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 • Appointed a Senior Mental Health Lead -leading to whole school approaches to mental health and wellbeing- (24-25) • Providing a calm and safe environment for pupils • Targeted support and further referral • Pilot ELSA- started- impact 	<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 • Pilot ELSA- started- impact tbc 	<p>Is expenditure due to change?</p> <p>Increase Decrease Remain the same</p> <p>6x release days- ELSA training-SS Training: £550 SS</p>
Priority 4 – Ensure the mental health and wellbeing of disadvantaged pupils (Year EYFS, Year 1)	<p>Year 1</p> <p>Fun Time Intervention</p> <p>Pilot ELSA sessions- Summer 2024</p>	<p>Evidence:</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>Rationale:</p> <p>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 – NP</p>	<p>£400 2 x Release days £14272 5 x LSAs EYFS/KS1</p> <p>Is expenditure due to change?</p> <p>Increase Decrease Remain the same</p>
<p>Total budgeted cost £65859</p>					