



# **Pupil Premium Strategy Report**

2022 - 2025

URN: 120068 DfE no: 856 2343

Overview					
Academic Year	2024/25	Pupil Premium Funding	£88,410	Planned expenditure	£98,453
Total number of pupils	432	Number of pupils eligible for PP	59	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
<b>GLD</b>	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
<b>Previous KS PP</b>	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
<b>Current</b>	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
<b>National All</b>	67%	67%	73%	73%	73%	73%

Disadvantaged – WRITING ARE						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GLD</b>	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
<b>Previous KS</b>	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
<b>Current</b>	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
<b>National All</b>	58%	58%	71%	71%	71%	71%

<b>Disadvantaged – MATHS ARE</b>						
<b>Year Group</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>GLD</b>	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
<b>Previous KS</b>	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
<b>Current</b>	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
<b>National All</b>	68%	68%	73%	73%	73%	73%

### **Disadvantaged compared to 'national all' and year group cohort**

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

<b>WRITING ARE</b>						
<b>Year Group</b>	57%	61%	68%	62%	69%	67%
<b>Disadvantaged</b>	56%	58%	38%	60%	50%	62%
<b>National</b>	60%	60%	72%	72%	72%	72%

<b>MATHS ARE</b>						
<b>Year Group</b>	60%	68%	73%	77%	72%	65%
<b>Disadvantaged</b>	67%	58%	46%	70%	75%	54%
<b>National</b>	70%	70%	73%	73%	73%	73%

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

<b>Disadvantaged – READING GD</b>						
<b>Year Group</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Previous KS PP</b>			33% (3/9) Cohort Size 59	33% (1/3) Cohort Size 48	0% (0/8) Cohort Size 47	20% (3/15) Cohort Size 49
<b>Current</b>	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
<b>National All</b>	18%	18%	28%	28%	28%	28%

<b>Disadvantaged – WRITING GD</b>						
<b>Year Group</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Previous KS</b>			22% (2/9) Cohort Size 59	33% (1/3) Cohort Size 48	0% (0/8) Cohort Size 47	13% (2/15) Cohort Size 49
<b>Current</b>	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
<b>National All</b>	8%	8%	13%	13%	13%	13%

<b>Disadvantaged – MATHS GD</b>						
<b>Year Group</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Previous KS</b>			22% (2/9) Cohort Size 59	0% (0/3) Cohort Size 48	0% (0/8) Cohort Size 47	27% (4/15) Cohort size 49
<b>Current</b>	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
<b>National All</b>	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)
<b>Year Group</b>	13%	24%	20%	23%	19%	25%
<b>Disadvantaged</b>	11%	15%	8%	20%	10%	15%
<b>National</b>	19%	19%	28%	28%	28%	28%

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)
<b>Year Group</b>	7%	7%	15%	7%	8%	5%
<b>Disadvantaged</b>	0%	0%	0%	10%	0%	0%
<b>National</b>	8%	8%	13%	13%	13%	13%

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)
<b>Year Group</b>	15%	19%	25%	18%	14%	21%
<b>Disadvantaged</b>	22%	8%	15%	10%	0%	8%
<b>National</b>	16%	16%	24%	24%	24%	24%

<b><u>SUCCESS AND IMPACT FROM THIS YEARS FUNDING</u></b>		
<b><u>READING</u></b>	<b><u>WRITING</u></b>	<b><u>MATHS</u></b>
<p><u>Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>Pupils that attend Linden throughout made good progress and are attaining at age related expectations.</li> </ul>	<p><u>Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>An increasing number of disadvantaged pupils and mobility has limited an increase in attainment.</li> </ul>	<p><u>Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>Pupils that attend Linden throughout made good progress and are attaining at age related expectations.</li> </ul>

<ul style="list-style-type: none"> <li>• The gap between non-disadvantaged and disadvantaged pupils is narrowing.</li> <li>• Some pupils that are new to the school are not attaining at age related expectations but make above expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils that attend Linden throughout attain age related expectations.</li> <li>• Fewer disadvantaged pupils are attaining at age related expectations than non- disadvantaged pupils in most year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• The gap between non-disadvantaged and disadvantaged pupils is narrowing.</li> </ul>
<p><u>Greater Depth: Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils are attaining roughly in line with non-disadvantaged pupils with the exception of two year groups.</li> <li>• Disadvantaged attainment is higher than non-disadvantaged by the end of key stage two.</li> </ul>	<p><u>Greater Depth: Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>• Only two disadvantaged pupils are attaining at a greater depth level.</li> </ul>	<p><u>Greater Depth: Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils are attaining roughly in line with non-disadvantaged pupils by the end of key stage two</li> </ul>
<p><u>Action/s for 24-25 strategy:</u></p> <ul style="list-style-type: none"> <li>• Continue with the current strategy for reading development within school.</li> <li>• 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.</li> </ul>	<p><u>Action/s for 24-25 strategy:</u></p> <ul style="list-style-type: none"> <li>• Continue with the proposed strategy.</li> </ul>	<p><u>Action/s for 24-25 strategy:</u></p> <ul style="list-style-type: none"> <li>• Continue with the proposed strategy ensuring that where gaps are identified then targeted support is given using the White Rose Maths intervention.</li> </ul>



## 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	<b>Diminish the differences in attainment and boost progress of disadvantaged pupils providing the knowledge and skills needed for future learning and employment.</b>	<b>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.</b>
Priority 2	<b>Pupils are able to comprehend, articulate and apply a range of vocabulary.</b>	<b>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).</b>
Priority 3	<b>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.</b>	<b>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.</b>
Priority 4	<b>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 &amp; parent's pupils.</b>	<b>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.</b>

## 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)	<p>Evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Rationale:</p> <table border="1"> <tr> <td><b>Year Group</b></td> <td>49%</td> <td>67%</td> <td>75%</td> </tr> <tr> <td><b>Disadvantaged</b></td> <td>40%</td> <td>46%</td> <td>33%</td> </tr> <tr> <td><b>National</b></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>	<b>Year Group</b>	49%	67%	75%	<b>Disadvantaged</b>	40%	46%	33%	<b>National</b>	TBC	TBC	TBC	57%	63%	73%	42%	42%	68%	TBC	TBC	TBC	<p>See School Improvement Plan</p> <ul style="list-style-type: none"> <li>To implement a clear writing sequence.</li> <li>To map a broad diet of genres across each year and across the school.</li> <li>To have a spine of literature as a stimulus for the majority of writing and or a stimulus leading into every unit of writing.</li> <li>To implement the acronym PVA (purpose, viewpoint and audience) in Key Stage 1 and 2.</li> <li>To implement the teaching of cohesion in writing.</li> <li>To use writing diagnostic criteria to assess writing half termly and end of year summative assessment criteria.</li> <li>Teachers to model editing process as part of the drafting and editing part of the writing sequence</li> <li>Provide appropriate revision resources e.g CGP books</li> </ul>	<p>LIMITED</p> <p>MODERATE</p> <p>SIGNIFICANT</p>	<p>£1000 5 X Release days for the subject leaders</p> <p>Is expenditure due to change?  <span style="background-color: #90EE90;">Increase</span>                      Decrease                      Remain the same</p>
	<b>Year Group</b>	49%	67%	75%																						
<b>Disadvantaged</b>	40%	46%	33%																							
<b>National</b>	TBC	TBC	TBC																							
57%	63%	73%																								
42%	42%	68%																								
TBC	TBC	TBC																								
Year 2 (2023-24)	<p>See School Improvement Plan</p> <ul style="list-style-type: none"> <li>To implement the teaching of cohesion in writing</li> <li>To monitor the effectiveness of the teaching of the writing sequence from EYFS to Y6.</li> <li>To implement a consistent writing assessment system in Key Stage 1 and 2</li> <li>To create end of term assessment grids in line with the national curriculum for key stage 1 and 2.</li> <li>To deliver CPD on moderating and the moderation process.</li> <li>To monitor writing assessment and moderation</li> <li>Teachers plug gaps and practice key grammar skills</li> <li>To deliver CPD on retrieval and checking for understanding</li> </ul>	<p>LIMITED</p> <p><span style="background-color: #90EE90;">MODERATE</span></p> <p>SIGNIFICANT</p>	<p>£1075 5 X Release days for the subject leaders</p>																							

			<ul style="list-style-type: none"> <li>To implement a whole school spelling scheme to ensure spelling is consistently taught.</li> <li>To reflect on effectiveness of the teaching of spelling</li> <li>To implement a whole school handwriting scheme to ensure handwriting is consistently taught.</li> <li>To plan pieces to stretch greater depth writers</li> <li>To Deliver CPD on how to identify greater depth writers and how to stretch greater depth writers and</li> <li>To attend CPD on early writing stage and supporting pupils who are the early writing stage in year 1 to 6.</li> </ul>		<p>Is expenditure due to change? Increase <b>Decrease</b> Remain the same</p>												
	Year 3 (2024-25)		<p>See School Improvement Plan</p> <ul style="list-style-type: none"> <li>Refine an effective writing curriculum.</li> <li>Ensure accurate writing assessment.</li> <li>Ensure spelling is consistently taught.</li> <li>Implement a whole school handwriting scheme to ensure handwriting is consistently taught.</li> <li>Plan pieces to stretch greater depth writers.</li> <li>Adapt teaching practice to support early writing.</li> </ul>	<p>LIMITED</p> <p>MODERATE</p> <p>SIGNIFICANT</p>	<p>£645</p> <p>3 x release days for subject leaders</p> <p>Is expenditure due to change? Increase Decrease Remain the same</p>												
Priority 2 – Diminish the difference in reading attainment for Disadvantaged Pupils.	Year 1	Evidence:	<p>See School Improvement Plan</p> <ul style="list-style-type: none"> <li>Implement a new phonics scheme which provides a consistent and rigorous approach.</li> <li>Refine the approach to the teaching of Reading ensuring consistency and rigor. (Shared and guided)</li> <li>Ensure that pupils are suitably matched to age and stage appropriate texts.</li> <li>Provide appropriate revision resources e.g. CGP books</li> </ul>	<p>LIMITED</p> <p><b>MODERATE</b></p> <p>SIGNIFICANT</p>	<p>£1400 Little Wandle</p> <p>£1000</p> <p>5 X Release days for the subject leaders</p> <p>Is expenditure due to change? Increase <b>Decrease</b> Remain the same</p>												
	Reading	<p>Reading –</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>															
	Year 2	<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
	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														
	Reading		<p>See School Improvement Plan</p> <ul style="list-style-type: none"> <li>Refine the approach to the teaching of Reading ensuring consistency and rigor. (Shared and guided)</li> <li>Monitoring the implementation of the long-term planning document</li> <li>Improving teachers' subject knowledge of how to teach reading skills through CPD</li> </ul>	<p>LIMITED</p> <p>MODERATE</p>	<p>£2150</p> <p>10 X Release days for the subject leaders/Consultant</p>												

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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"> <li>Introduce rigorous teacher assessment</li> <li>Pupils are exposed to a wide range of authors and genres</li> <li>Analyse school wide data to identify different groups of learners not making expected progress.</li> <li>Identifying the bottom 20% of learners</li> <li>Bottom 20% of learners to make accelerated progress to close the gap to their peers</li> <li>Pupils that are not making expected progress including disadvantaged/EAL/SEND to receive reading intervention.</li> <li>Ensure that pupils are suitably matched to age and stage appropriate texts.</li> <li>Workshops to be provided to show parents how to read with their child</li> <li>Website to be updated with links to videos demonstrating how to read with your child</li> <li>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.</li> <li>Coaching and modelling sessions to be provided to improve performance across the school</li> <li>Pupils who fall behind or have the potential to fall behind are identified immediately and provided for</li> <li>Classroom environments in EYFS, KS1 and LW intervention spaces are utilised to support the teaching and learning of phonics</li> <li>Subject lead to monitor the teaching of Little Wandle sessions and the assessment processes</li> <li>Children to be read to daily by their class teacher (not as part of shared or guided reading lessons)</li> <li>Celebrate reading</li> <li>Develop the school environment with a focus on reading in targeted areas.</li> </ul>	SIGNIFICANT	<p>Is expenditure due to change?</p> <p>Increase</p> <p>Decrease</p> <p>Remain the same</p>												
	Year 3 Reading		<p>See School Improvement plan</p> <ul style="list-style-type: none"> <li>Ensure all teachers are experts in teaching reading.</li> <li>Ensure that all pupils are making expected progress and are attaining at a level that is to appropriate to them.</li> <li>Engage parents so they are fully equipped to support their child in learning reading at home.</li> <li>Continue to establish the Little Wandle phonics scheme which provides a consistent and rigorous approach.</li> <li>Create a strong reading culture within the school and build on reading for pleasure.</li> </ul>	<p>LIMITED</p> <p>MODERATE</p> <p>SIGNIFICANT</p>	<p>£1075</p> <p>5 x Release days for the subject leaders/Consultant</p> <p>Is expenditure due to change?</p> <p>Increase</p> <p>Decrease</p> <p>Remain the same</p>												
Priority 3 – Diminish the	Year 1 Maths Mastery	Evidence:  Maths –	<p>See school improvement plan</p> <ul style="list-style-type: none"> <li>Identify areas for improvement in the current mathematics approach.</li> <li>Research and select an appropriate mathematical approach that suits the pupils at Linden.</li> </ul>	LIMITED	<p>£4000</p> <p>Is expenditure due to change?</p>												

difference in mathematics attainment for Disadvantaged Pupils.		<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	<ul style="list-style-type: none"> <li>Implement a new mathematics approach that ensures the consistency of teaching across the school.</li> <li>Provide appropriate revision resources e.g. CGP books</li> </ul>	<b>MODERATE</b>  SIGNIFICANT	Increase <b>Decrease</b> Remain the same																								
	Year 2  Maths Mastery	Maths Mastery – <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a>  Rationale:  <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	See School Improvement Plan <ul style="list-style-type: none"> <li>Teachers teach effectively to enable rapid recall</li> <li>Teachers support Pupils not meeting fluency expectations</li> <li>Ch are exposed to daily opportunity to Problem Solve and Reason</li> <li>Teachers effectively scaffold to support and challenge the needs of all learners</li> <li>Parent workshop provided to raise awareness of school provision and strategies</li> <li>Support identified for teachers to plan effective sequence of learning</li> <li>White Rose Intervention Programme in place</li> <li>Teachers to reflect on misconceptions</li> <li>Improve teachers, subject knowledge on how to teach mathematics through CPD and self-directed learning See 1.</li> <li>Monitor mathematics to ensure impact on teaching</li> <li>Raise the profile of maths through whole school Maths Day</li> <li>Research a maths assessment approach for Linden</li> </ul>	LIMITED  <b>MODERATE</b>  SIGNIFICANT	£1075 5 X Release days for the subject leaders  Is expenditure due to change? Increase <b>Decrease</b> Remain the same
	Year Group	60%	78%	73%																									
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	42%	47%	63%																										
	TBC	TBC	TBC																										
Year 3  Maths Mastery		See School Improvement Plan <ul style="list-style-type: none"> <li>Ensure there is a consistent approach to the teaching of mathematics.</li> <li>Ensure all children are making expected progress and attaining at a level appropriate to them</li> <li>Ensure that teachers are highly effective in teaching mathematics</li> </ul>	LIMITED  MODERATE  SIGNIFICANT	£645 3 X Release days for the subject leaders  Is expenditure due to change? Increase Decrease Remain the same																									
<b>Priority 4 – Diminish the difference in both oracy and vocabulary for Disadv</b>	Year 1  Voice 21  Word Aware	Evidence:  Voice 21 – <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice%2021">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice%2021</a>  Word Aware – <a href="http://thinkingtalking.co.uk/word-aware/">http://thinkingtalking.co.uk/word-aware/</a>	See School Improvement Plan <b>Voice 21</b> 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"> <li>Assemblies</li> <li>Whole school oracy challenges/ Wow sessions</li> <li>Cross curricular opportunities</li> <li>Bank of oracy activities provided to staff to supplement and enrich lessons</li> </ul> <b>Word Aware</b> Embed vocabulary teaching by ensuring that: <ul style="list-style-type: none"> <li>Vocabulary is taught as a mental and oral starter in English</li> <li>Maths/Science lessons involve the teaching of conceptual vocabulary</li> </ul>	<b>LIMITED</b>  MODERATE  SIGNIFICANT	£1000 5 X Release days for the subject leaders  Is expenditure due to change? <b>Increase</b> Decrease Remain the same																								

ntaged Pupils.		Rationale:	<ul style="list-style-type: none"> <li>Foundation lessons involve the teaching of appropriate vocabulary and this is identified in knowledge organisers</li> <li>All vocabulary is appropriately displayed</li> </ul>																	
	Year 2	<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>	Year Group	49%	67%	75%	Disadvantaged	40%	46%	33%	National	TBC	TBC	TBC	See School Improvement Plan	LIMITED	£2150			
	Year Group	49%	67%	75%																
Disadvantaged	40%	46%	33%																	
National	TBC	TBC	TBC																	
Voice 21	<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>	57%	63%	73%	42%	42%	68%	TBC	TBC	TBC	<p><b>Voice 21</b></p> <p>Embed oracy strategies to improve children's ability to articulate, expand their vocabulary and clarify thinking before writing through:</p> <ul style="list-style-type: none"> <li>Assemblies</li> <li>Whole school oracy challenges/ Wow sessions</li> <li>Cross curricular opportunities</li> <li>Bank of oracy activities provided to staff to supplement and enrich lessons</li> </ul>	MODERATE	10 X Release days for the subject leaders							
57%	63%	73%																		
42%	42%	68%																		
TBC	TBC	TBC																		
Word Aware	<table border="1"> <tr> <td></td> <td>Year 1 (10/55)</td> <td>Year 2 (9/59)</td> <td>Year 3 (6/57)</td> </tr> <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> </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><b>Word Aware</b></p> <p>Embed vocabulary teaching by ensuring that:</p> <ul style="list-style-type: none"> <li>Vocabulary is taught as a mental and oral starter in English</li> <li>Maths/Science lessons involve the teaching of conceptual vocabulary</li> <li>Foundation lessons involve the teaching of appropriate vocabulary and this is identified in knowledge organisers</li> </ul> <p>All vocabulary is appropriately displayed</p>	SIGNIFICANT	£500 Word Aware
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	Word Aware		<p><b>Word Aware</b></p> <p>Embed vocabulary teaching by ensuring that:</p> <ul style="list-style-type: none"> <li>Vocabulary is taught as a mental and oral starter in English</li> <li>Maths/Science lessons involve the teaching of conceptual vocabulary</li> <li>Foundation lessons involve the teaching of appropriate vocabulary and this is identified in knowledge organisers</li> </ul> <p>All vocabulary is appropriately displayed</p>	SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same															
Priority 5 - Diminish the difference in the cultural	Year 1	Evidence:	<b>Enrichment</b>	LIMITED	£8500															
	Enrichment	<p>Enrichment – <a href="https://educationendowmentfoundation.org.uk/school-themes/enrichment/">https://educationendowmentfoundation.org.uk/school-themes/enrichment/</a></p> <p>Rationale:</p>	<p>A series of enrichment activities are plotted across the year which include:</p> <ul style="list-style-type: none"> <li>Pupils taking part in National projects such as Take one Picture and Young voices.</li> <li>Pupils being given the opportunity to experience local events such as the science fair at Leicester University.</li> <li>Pupils being given the opportunity to learn to use a musical instrument.</li> <li>Visits to a wide variety of learning experiences.</li> </ul>	MODERATE	Is expenditure due to change? Increase Decrease Remain the same															

<b>capital for Disadvantaged Pupils.</b>		<table border="1"> <tr> <td><b>Year Group</b></td> <td>49%</td> <td>67%</td> <td>75%</td> </tr> <tr> <td><b>Disadvantaged</b></td> <td>40%</td> <td>46%</td> <td>33%</td> </tr> <tr> <td><b>National</b></td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </table>	<b>Year Group</b>	49%	67%	75%	<b>Disadvantaged</b>	40%	46%	33%	<b>National</b>	TBC	TBC	TBC	<ul style="list-style-type: none"> <li>A wide variety of experiences being brought into school.</li> </ul>		
	<b>Year Group</b>	49%	67%	75%													
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Enrichment		<p><b>MODERATE</b></p> <p>SIGNIFICANT</p>	<p>Is expenditure due to change?</p> <p>Increase</p> <p>Decrease</p> <p><b>Remain the same</b></p>														
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<b>Total budgeted cost £13,440</b>																	

<b>Targeted support</b>					
Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure
Priority 1 -	Year 1	Evidence:	<u>Guided Writing (Spring 2022)</u>	LIMITED	£1000 Consultancy Fee

Diminish the difference in writing attainment for Disadvantaged Pupils. (Years 1-6)	Guided Writing Intervention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	<ul style="list-style-type: none"> <li>Teacher/Level 3 TA trained by SB to deliver guided writing across years 1-6.</li> <li>Disadvantaged pupils grouped by the class teacher based on their writing needs.</li> <li>Timetable created to facilitate these groups.</li> <li>Areas for pupils' development highlighted.</li> <li>Pupils taught for six weeks in regard to their areas of development.</li> <li>Pupils complete a 'Hot Write' as a final assessment.</li> </ul>	MODERATE <b>SIGNIFICANT</b>	Is expenditure due to change? <b>Increase</b> Decrease Remain the same																					
	Year 2 Guided Writing Intervention	<p>Rationale:</p> <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	<p><b>Guided Writing (Autumn 2023) - MH</b></p> <ul style="list-style-type: none"> <li>Disadvantaged pupils grouped by the class teacher based on their writing needs.</li> <li>Timetable created to facilitate these groups.</li> <li>Areas for pupils' development highlighted.</li> <li>Pupils taught for six weeks in regard to their areas of development.</li> <li>Pupils complete a 'Hot Write' as a final assessment.</li> </ul>	LIMITED  MODERATE  <b>SIGNIFICANT</b>	£1075 Consultancy Fee £3833 MH  Is expenditure due to change? Increase <b>Decrease</b> Remain the same
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Year 3 Guided Writing Intervention		<p><b>Guided Writing (Autumn 2024) – KM</b></p> <ul style="list-style-type: none"> <li>Disadvantaged pupils grouped by the class teacher based on their writing needs.</li> <li>Timetable created to facilitate these groups.</li> <li>Areas for pupils' development highlighted.</li> <li>Pupils taught for six weeks in regard to their areas of development.</li> </ul> <p>Pupils complete a 'Hot Write' as a final assessment.</p>	LIMITED  MODERATE  SIGNIFICANT	£1075 Consultancy Fee £3461 KM  Is expenditure due to change? Increase Decrease Remain the same																						
Priority 2 - Diminish the difference in reading attainment for Disadvantaged Pupils. (Years 4, 5 and 6)	Year 1 Little Wandle Catch Up Programme Reading Recovery Better Read Write Partnership	<p>Evidence:</p> <p>What-Works-for-Literacy-Difficulties-6th-Edition-2020  <a href="https://www.theschoolpsychologyservice.com/what-works/readingrecovery/">https://www.theschoolpsychologyservice.com/what-works/readingrecovery/</a></p> <p>What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition p.31  <a href="https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/09/What-Works-for-Literacy-5th-Edition-2016.pdf">https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/09/What-Works-for-Literacy-5th-Edition-2016.pdf</a></p> <p>Rationale:</p>	<p><b>Little Wandle Catch Up Programme</b></p> <ul style="list-style-type: none"> <li>Adults are trained to deliver the Little Wandle Catch Up Programme.</li> <li>Pupils that are new to the school or who are not making expected progress are assessed and integrated into the programme.</li> <li>Pupils catch up and make age related expectations in phonics.</li> </ul> <p><b>Guided Reading (Autumn 2022) – MH</b></p> <ul style="list-style-type: none"> <li>Teacher trained by SB to deliver guided reading across years 4, 5 and 6.</li> <li>Pupils are benchmarked within the first two weeks and then grouped according to academic need.</li> <li>Pupils receive guided reading.</li> <li>Pupils are benchmarked to ascertain the impact in regard to reading level.</li> </ul> <p><b>BRWP/Reading Recovery (Autumn 2022) - AC</b></p> <ul style="list-style-type: none"> <li>Teacher trained to deliver BRWP by SB.</li> <li>Pupils highlighted for further intervention based on previous years data.</li> </ul>	LIMITED  MODERATE  <b>SIGNIFICANT</b>	£500 Consultancy Fee £11000 AC  Is expenditure due to change? <b>Increase</b> Decrease Remain the same																					
	Year 2		<p><b>Little Wandle Catch Up Programme – JK/RB</b></p>	LIMITED	£3205 JK																					

	Little Wandle Catch Up Programme	<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	<ul style="list-style-type: none"> <li>Trained adults deliver the Little Wandle Catch Up Programme.</li> <li>Pupils that are new to the school or who are not making expected progress are assessed and integrated into the programme.</li> <li>Pupils catch up and make age related expectations in phonics.</li> </ul> <p><b>Guided Reading (Autumn 2023) – MH</b></p> <ul style="list-style-type: none"> <li>Trained teacher to deliver guided reading across years 4, 5 and 6.</li> <li>Pupils are benchmarked within the first two weeks and then grouped according to academic need.</li> <li>Pupils receive guided reading.</li> <li>Pupils are benchmarked to ascertain the impact in regard to reading level.</li> </ul> <p><b>BRWP/Reading Recovery (Autumn 2023) - AC</b></p> <ul style="list-style-type: none"> <li>Trained teacher to deliver BRWP.</li> <li>Pupils highlighted for further intervention based on previous years data.</li> </ul>	<p>MODERATE</p> <p><b>SIGNIFICANT</b></p>	<p>£3833 MH £6200 AC</p> <p>Is expenditure due to change? Increase <b>Decrease</b> Remain the same</p>
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Priority 3 - Diminish the difference in reading attainment for	Year 1	<p>Evidence:</p> <p>What-Works-for-Literacy-Difficulties-6th-Edition-2020 <a href="https://www.theschoolpsychologyservice.com/what-works/readingrecovery/">https://www.theschoolpsychologyservice.com/what-works/readingrecovery/</a></p> <p>What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition p.31</p>	<p><b>Little Wandle Catch Up Programme</b></p> <ul style="list-style-type: none"> <li>Adults are trained to deliver the Little Wandle Catch Up Programme.</li> <li>Pupils that are new to the school or who are not making expected progress are assessed and integrated into the programme.</li> <li>Pupils catch up and make age related expectations in phonics.</li> </ul> <p><b>Year 2 Guided Reading (Autumn 2022) – KM</b></p> <ul style="list-style-type: none"> <li>Teacher trained by SB to deliver guided reading across years 1, 2 and 3.</li> </ul>	<p>LIMITED</p> <p>MODERATE</p> <p><b>SIGNIFICANT</b></p>	<p>£500 Consultancy Fee £3500 KM</p> <p>Is expenditure due to change? <b>Increase</b> Decrease Remain the same</p>												

Disadvantaged Pupils. (Years 1, 2 and 3)	Reading Recovery	<a href="https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/09/What-Works-for-Literacy-5th-Edition-2016.pdf">https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/09/What-Works-for-Literacy-5th-Edition-2016.pdf</a>  Rationale:	<ul style="list-style-type: none"> <li>Pupils are benchmarked within the first two weeks and then grouped according to academic need.</li> <li>KM to deliver guided reading sessions in Year 2.</li> <li>Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.</li> </ul>															
	Better Read Write Partnerships					<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
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National	TBC	TBC	TBC															
	Year 2		<p><b><u>Little Wandle Catch Up Programme – JK/RB</u></b></p> <ul style="list-style-type: none"> <li>Trained teacher to deliver the Little Wandle Catch Up Programme.</li> </ul>	LIMITED	£3892 RB £3462 KM £6200 AC													

	<p>Little Wandle Catch Up Programme</p> <p>Reading Recovery</p> <p>Better Read Write Partnership</p>		<ul style="list-style-type: none"> <li>Pupils that are new to the school or who are not making expected progress are assessed and integrated into the programme.</li> <li>Pupils catch up and make age related expectations in phonics.</li> </ul> <p><b><u>Year 2/3 BRWP/Reading Recovery (Autumn 2023/Spring 2024) – AC/KM</u></b></p> <ul style="list-style-type: none"> <li>Teacher trained to deliver BRWP by SB.</li> <li>Individual pupils are benchmarked and then placed on either BRWP or Reading Recovery depending on their needs.</li> <li>Pupils receive the intervention for the individual timespan required.</li> <li>Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.</li> </ul> <p><b><u>Year 1 BRWP/Reading Recovery (Summer 2023) – AC/KM</u></b></p> <ul style="list-style-type: none"> <li>Teacher trained to deliver BRWP by SB.</li> <li>Individual pupils are benchmarked and then placed on either BRWP or Reading Recovery depending on their needs.</li> <li>Pupils receive the intervention for the individual timespan required.</li> <li>Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.</li> </ul>	<p>MODERATE</p> <p><b>SIGNIFICANT</b></p>	<p>Is expenditure due to change?</p> <p><b>Increase</b></p> <p>Decrease</p> <p>Remain the same</p>
	<p>Year 3</p> <p>Little Wandle Catch Up Programme</p> <p>Reading Recovery</p> <p>Better Read Write Partnership</p>		<p><b><u>Little Wandle Catch Up Programme – RB</u></b></p> <ul style="list-style-type: none"> <li>Trained teacher to deliver the Little Wandle Catch Up Programme.</li> <li>Pupils that are new to the school or who are not making expected progress are assessed and integrated into the programme.</li> <li>Pupils catch up and make age related expectations in phonics.</li> </ul> <p><b><u>Year 2/3 BRWP/Reading Recovery (Autumn 2024/Spring 2025) – KM/SS</u></b></p> <ul style="list-style-type: none"> <li>Teacher trained to deliver BRWP by SB.</li> <li>Individual pupils are benchmarked and then placed on either BRWP or Reading Recovery depending on their needs.</li> <li>Pupils receive the intervention for the individual timespan required.</li> <li>Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.</li> </ul> <p><b><u>Year 1 BRWP/Reading Recovery (Summer 2023) – SS</u></b></p> <ul style="list-style-type: none"> <li>Teacher trained to deliver BRWP by SB.</li> <li>Individual pupils are benchmarked and then placed on either BRWP or Reading Recovery depending on their needs.</li> <li>Pupils receive the intervention for the individual timespan required.</li> </ul> <p>Pupils are then benchmarked</p>	<p>LIMITED</p> <p>MODERATE</p> <p>SIGNIFICANT</p>	<p>£3892 RB</p> <p>£1980 SS</p> <p>Is expenditure due to change?</p> <p>Increase</p> <p>Decrease</p> <p>Remain the same</p>
Priority 4 -	Year 1	<p>Evidence:</p> <p>One to one tuition:</p>	<p>School Improvement plan</p> <ul style="list-style-type: none"> <li>Identify areas for improvement in the current mathematics intervention approach.</li> </ul>	<p><b>LIMITED</b></p>	<p>£7000</p> <p>Is expenditure due to change?</p>

Diminish the difference in mathematics attainment for Disadvantaged Pupils. (Years 1 – 6)		<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>  Rationale:	<ul style="list-style-type: none"> <li>Research and select an appropriate mathematical approach for intervention that suits the pupils at Linden.</li> <li>Implement a new mathematics approach to intervention that ensures the pupils catch-up in mathematics.</li> </ul>	MODERATE  SIGNIFICANT	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	<b>White Rose Intervention Programme – AC/MH</b> <ul style="list-style-type: none"> <li>Pupils identified for the programme during pupil progress meetings</li> <li>Pupils initially assessed to identify gaps in learning</li> <li>Trained teacher delivers intervention for identified number of weeks</li> <li>Pupils complete final assessments then continue or return to quality first teaching</li> </ul>	LIMITED  MODERATE  SIGNIFICANT	£3833 MH £6200 AC  Is expenditure due to change? Increase Decrease Remain the same
	Year Group	60%	78%	73%																						
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Year 3		<b>White Rose Intervention Programme – KM/SS</b> <ul style="list-style-type: none"> <li>Pupils identified for the programme during pupil progress meetings</li> <li>Pupils initially assessed to identify gaps in learning</li> <li>Trained teacher delivers intervention for identified number of weeks</li> </ul> Pupils complete final assessments then continue or return to quality first teaching	LIMITED  MODERATE  SIGNIFICANT	£3462 KM  Is expenditure due to change? Increase Decrease Remain the same																						
<b>Total budgeted cost £19,154</b>																										

## Other Approaches

Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure
<b>Priority 1 - Ensure Disadvantaged pupils are ready for learning.</b>	Year 1 Breakfast Club	Evidence: <a href="https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/National_School_Breakfast_Programme_Explore_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/National_School_Breakfast_Programme_Explore_Report.pdf</a>	<b>Breakfast Club</b> Breakfast club operates from 7.45am to 8.45am. <ul style="list-style-type: none"> <li>Pupils receive cereal, toast and fruit along with a drink.</li> <li>Learning mentors are available to support with any emotional requirements.</li> <li>RT/ SA will take pupils for a morning wake up activity.</li> <li>Pupils are given the option to construct and craft.</li> </ul>	LIMITED  <b>MODERATE</b>  SIGNIFICANT	£5541 Is expenditure due to change? <b>Increase</b> Decrease Remain the same
	Year 2 Breakfast Club	Rationale: Pupils are nourished and ready to learn.	<b>Breakfast Club</b> Breakfast club operates from 7.30am to 8.45am. <ul style="list-style-type: none"> <li>Pupils receive cereal, toast and fruit along with a drink.</li> <li>Learning mentors are available to support with any emotional requirements.</li> <li>X 2 adults SA /RT will take pupils for a morning wake up activity.</li> <li>Pupils are given the option to construct and craft.</li> </ul>	LIMITED  <b>MODERATE</b>  SIGNIFICANT	£7327 Is expenditure due to change? Increase Decrease <b>Remain the same</b>
	Year 3 Breakfast Club		<b>Breakfast Club</b> Breakfast club operates from 7.20am to 8.45am. <ul style="list-style-type: none"> <li>Pupils receive cereal, toast and fruit along with a drink.</li> <li>Learning mentors are available to support with any emotional requirements.</li> <li>X 2 adults SA /RT will take pupils for a morning wake up activity.</li> <li>Pupils are given the option to construct and craft.</li> </ul>	LIMITED  MODERATE  SIGNIFICANT	£7327 Is expenditure due to change? Increase Decrease Remain the same
<b>Priority 2 - Ensure Disadvantaged pupils are attending in order to learn.</b>	Year 1 Attendance Officer	Evidence: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a>  Rationale: Gaps in learning are limited due to regular attendance.	<b>Attendance Officer</b> The attendance officer supports pupil attendance by: <ul style="list-style-type: none"> <li>Encouraging prompt attendance.</li> <li>Tackling poor attendance.</li> <li>Tackling late attendance.</li> <li>Support parents with strategies for attendance.</li> <li>Referring parents to the appropriate service e.g. family support.</li> <li>Referring repeat poor attenders to the Educational Welfare Officer (EWO).</li> <li>Liaising with teachers in regards to individual pupil attendance.</li> </ul>	LIMITED  <b>MODERATE</b>  SIGNIFICANT	£7137 Is expenditure due to change? <b>Increase</b> Decrease Remain the same
	Year 2 Attendance Officer		<b>Attendance Officer</b> The attendance officer supports pupil attendance by: <ul style="list-style-type: none"> <li>Encouraging prompt attendance.</li> <li>Tackling poor attendance.</li> </ul>	LIMITED	£8618 AK

			<ul style="list-style-type: none"> <li>Tackling late attendance.</li> <li>Support parents with strategies for attendance.</li> <li>Referring parents to the appropriate service e.g. family support.</li> <li>Referring repeat poor attenders to the Educational Welfare Officer (EWO).</li> <li>Liaising with teachers in regards to individual pupil attendance.</li> </ul>	MODERATE <b>SIGNIFICANT</b>	Is expenditure due to change? Increase Decrease <b>Remain the same</b>
	Year 3  Attendance Officer		<p><b>Attendance Officer</b></p> <p>The attendance officer supports pupil attendance by:</p> <ul style="list-style-type: none"> <li>Encouraging prompt attendance.</li> <li>Tackling poor attendance.</li> <li>Tackling late attendance.</li> <li>Support parents with strategies for attendance.</li> <li>Referring parents to the appropriate service e.g. family support.</li> <li>Referring repeat poor attenders to the Educational Welfare Officer (EWO).</li> </ul> <p>Liaising with teachers in regards to individual pupil attendance.</p>	LIMITED  MODERATE  SIGNIFICANT	8618 AK  Is expenditure due to change? Increase Decrease Remain the same
<b>Priority 3 – Ensure the mental health and wellbeing of disadvantaged pupils (Year 2 – 6)</b>	Year 1  Forest School	Evidence:  <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>  Rationale:  Pupils need support in understanding what good mental health is and how to support their own wellbeing.	<p><b>Mental Health and Wellbeing Lead</b></p> <ul style="list-style-type: none"> <li>Mentoring support from key adults in the year group</li> <li>Pupils identified and attend Forest School Intervention to support SEMH needs</li> <li>Meet and greet approaches in place for identified pupils</li> <li>Appointing a Senior Mental Health Lead -leading to whole school approaches to mental health and wellbeing</li> <li>Providing a calm and safe environment for pupils</li> <li>Targeted support and further referral</li> </ul>	LIMITED  <b>MODERATE</b>  SIGNIFICANT	£400 2 x Release days £5000 AK £28,474 LSA's KS2  Is expenditure due to change? <b>Increase</b> Decrease Remain the same
	Year 2  Forest School		<p><b>Mental Health and Wellbeing Lead</b></p> <ul style="list-style-type: none"> <li>Mentoring support from key adults in the year group</li> <li>Pupils identified and attend Forest School Intervention to support SEMH needs</li> <li>Meet and greet approaches in place for identified pupils</li> <li>Appointing a Senior Mental Health Lead -leading to whole school approaches to mental health and wellbeing</li> <li>Providing a calm and safe environment for pupils</li> <li>Targeted support and further referral</li> </ul>	LIMITED  <b>MODERATE</b>  SIGNIFICANT	£5542 AK £29,557 LSA's KS2  Is expenditure due to change? Increase Decrease <b>Remain the same</b>
	Year 3  Forest School		<p><b>Mental Health and Wellbeing Lead</b></p> <ul style="list-style-type: none"> <li>Mentoring support from key adults in the year group</li> <li>Pupils identified and attend Forest School Intervention to support SEMH needs</li> <li>Meet and greet approaches in place for identified pupils</li> <li>Appointing a Senior Mental Health Lead -leading to whole school approaches to mental health and wellbeing</li> <li>Providing a calm and safe environment for pupils</li> </ul> <p>Targeted support and further referral</p>	LIMITED  MODERATE  SIGNIFICANT	£5542 AK £29,557 LSA's KS2  Is expenditure due to change? Increase Decrease Remain the same
	Year 1	Evidence:	<p><b>Mental Health and Wellbeing Lead</b></p>	LIMITED	£14,272 5 x LSAs EYFS/KS1

<b>Priority 4 – Ensure the mental health and wellbeing of disadvantaged pupils (Year EYFS, Year 1)</b>	Fun Time Intervention	<a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>  Rationale:  Pupils need support in understanding what good mental health is and how to support their own wellbeing.	<ul style="list-style-type: none"> <li>• Mentoring support from key adults in the year group</li> <li>• Pupils identified and attend Forest School Intervention to support SEMH needs</li> <li>• Meet and greet approaches in place for identified pupils</li> <li>• Appointing a Senior Mental Health Lead -leading to whole school approaches to mental health and wellbeing</li> <li>• Providing a calm and safe environment for pupils</li> <li>• Targeted support and further referral</li> </ul>	<b>MODERATE</b>  SIGNIFICANT	Is expenditure due to change? <b>Increase</b> Decrease Remain the same
	Year 2  Fun Time Intervention	Pupils need support in understanding what good mental health is and how to support their own wellbeing.	<b><u>Mental Health and Wellbeing Lead</u></b> <ul style="list-style-type: none"> <li>• Mentoring support from key adults in the year group</li> <li>• Pupils identified and attend Forest School Intervention to support SEMH needs</li> <li>• Meet and greet approaches in place for identified pupils</li> <li>• Appointing a Senior Mental Health Lead -leading to whole school approaches to mental health and wellbeing</li> <li>• Providing a calm and safe environment for pupils</li> </ul> Targeted support and further referral	LIMITED  <b>MODERATE</b>  SIGNIFICANT	£14,815 5 x LSAs EYFS/KS1  Is expenditure due to change? Increase Decrease Remain the same
	Year 3  Fun Time Intervention		<b><u>Mental Health and Wellbeing Lead</u></b> <ul style="list-style-type: none"> <li>• Mentoring support from key adults in the year group</li> <li>• Pupils identified and attend Forest School Intervention to support SEMH needs</li> <li>• Meet and greet approaches in place for identified pupils</li> <li>• Appointing a Senior Mental Health Lead -leading to whole school approaches to mental health and wellbeing</li> <li>• Providing a calm and safe environment for pupils</li> </ul> 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
<b>Total budgeted cost £65,859</b>					