

# Pupil Premium Strategy Statement – December 2021

*Before completing this template, you should read the guidance on [using pupil premium](#).*

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Iceni Academy Hockwold
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	17% (16 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	Nov 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Emma Owner (Principal)
Pupil premium lead	Alicia Rickards (Assistant Principal)
Governor / Trustee lead	Alexandra Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,520 includes Forces money
Recovery premium funding allocation this academic year	£2320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£23,840</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Icen Primary Academy Hockwold we have high expectations and ambitions for all our pupils, including those eligible for Pupil Premium funding. We will use Pupil Premium funding to ensure all disadvantaged pupils continue to make accelerated progress, working within age related expectations and beyond, and be in line with those children who are not disadvantaged.

We plan to focus on the key challenges preventing our disadvantaged pupils from attaining age related expectations. Our aims will be to use funds for interventions in order that pupil premium children make accelerated progress to close gaps in children's learning.

We will also make sure all children will continue to experience a wealth of opportunities to enhance their lives. Children will be able to access the curriculum through support given for mental health and social issues.

As an academy, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments from November 2021 indicate that 6 pupil premium children need help closing gaps in reading.
2	Assessments from November 2021 indicate that 6 pupil premium children need help closing gaps in writing
3	Assessments from November 2021 indicate that 5 pupil premium children need help closing gaps in SPAG/Phonics
4	Assessments from November 2021 indicate that 5 pupil premium children need help closing gaps in maths
5	Every child enabled to go to at least one extra-curricular club
6	Ensuring all children included in school trips by subsidising for those pupil premium children.
7	Screening SEMH and provide interventions for those who require it
8	Making the pupil premium strategy agenda item at staff meeting and governor meetings to ensure we take responsibility as a whole school for pupil premium

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading results	The 6 identified children will have made 2 steps progress by the end of the year. (E, D,S)
Improved writing results	The 6 identified children will have made 2 steps progress by the end of the year. (E, D,S)
Improved SPAG/Phonics results	The 5 identified children will have made 2 steps progress by the end of the year. (E, D,S)
Improved Maths results	The 5 identified children will have made 2 steps progress by the end of the year. (E, D,S)
Increased attendance at clubs of pp children	All pp children will be attending at least one club
Subsidised school trips for pp children	All pp children attending school trips
SEMH screening and interventions for those who require it	Positive screening at the next Boxall screening Teacher observations Child involvement in lessons
Whole school approach with all staff responsible for pupil premium children	All staff aware of who their pp children are and be able to talk about progress made at pupil progress meetings

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,872.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT supporting ECT with PP children and our PP lead £6,124.22</p> <p>TA supporting children who are PP in class £9,284.16</p> <p>TA providing interventions to PP children £1,463.81</p>	<p><b>EEF Guide to the Pupil Premium – Autumn 2021</b></p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101111/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="http://www.gov.uk">Pupil premium - GOV.UK (www.gov.uk)</a></p>	1-4

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,343

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia (£1045)	<p><b>Education Endowment Foundation (EEF) Lexia Study (2021):</b></p> <p>Based on the strength of existing studies, Lexia's large user base across England and a strong alignment to their guidance reports on improving literacy, the EEF identified Lexia as a 'promising programme' to investigate.</p> <p>This two-armed randomised control study involved 697 pupils across 57 schools and focused on pupils identified as struggling readers in Year 2. The independent evaluation found that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. These results received a high security rating on the EEF padlock scale. In addition, the cost of delivery was reported as 'very low'.</p> <p>Regarding implementation, fidelity was high and schools were able to incorporate Lexia into their school routine. Over three-quarters of schools surveyed were satisfied with the access to the online pupil activities, support provided, and the usefulness of the reports.</p>	1-4
Mathletics (£880)	<p><b>Oxford University Research Project taken from Mathletics website 2021</b></p> <p>Mathletics is associated with a significantly higher proportion of pupils making at least 2 levels of progress at Key Stage 2. Similarly, regular use of Mathletics is also associated with a greater proportion of pupils achieving expected at KS2 SATs.</p>	1-4
Twinkl (£440)	Twinkl provides resources and a foundation for planning some interventions where there is a particular need.	1-4

Nessy (£81)	<p><b>Recognition of Quality from nessy website. December 2021</b></p> <p>The Nessy Reading and Spelling program has been recommended as a high-quality evidence based program by AUSPELD and DSF(1), global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award.</p> <p>Strong independent research collected worldwide shows that SSP programs provide the best opportunity to produce significant literacy improvement(2). As a structured synthetic phonics (SSP) program, based upon the principles and findings of extensive research, Nessy Reading and Spelling is evidence based.</p> <p><b>Methodology</b></p> <p>Nessy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research). It begins with the foundational skills of phonological awareness and phonemic awareness using explicit instruction with structured, systematic, synthetic phonics.</p> <p>The program progresses to an advanced multi-syllabic level, developing solid literacy skills with fluency, morphology, vocabulary and comprehension strengthening activities. Spelling, including teaching of sight words, is linked to the reading instruction. Game-based learning activities are designed to build correct pathways, providing the student appropriate error correction and feedback.</p> <p><i>“Research has consistently demonstrated that a successful literacy program is most effective when it includes explicit instruction designed to improve a student’s ability to accurately read and spell individual words and their ability to comprehend and utilise a variety of language-based processes.”</i></p> <p>- Dyslexia SPELD Foundation (DSF)(3)</p> <p><b>Our Approach</b>We are led by scientific research that has been produced at the great institutions of the world including, Yale Centre of Dyslexia and Creativity, Specific Learning Difficulties Association (SPELD), the University of Oregon Center on Teaching and Learning, Florida Centre of Reading Research (FCRR), and adhere to the directives of the International Dyslexia Association (IDA). Significant research has been done on systematic synthetic phonics (SSP) and structured literacy methodologies, the findings of which have been the theoretical basis of the Nessy Reading and Spelling program.</p>	1-4
TTRS (£132)	<p><b>TTRS Case Studies with Pupil Premium children in our academy – December 2021:</b></p> <p>Enthusiasm for TTRS</p> <ul style="list-style-type: none"> <li>· You get to test yourself on times tables and go against each other – it’s really good fun.</li> <li>· You can challenge yourself and it helps you learn.</li> <li>· In Jamming, you can choose the tables you need to work on.</li> <li>· I’m on level 412 and that’s the highest you can go.</li> <li>· I love getting coins so then you can change what your character looks like.</li> <li>· ‘J has 75,000 coins – he’s amazing at it’</li> <li>· ‘I do have 75,000 coins and I’ve spent 45,000 on a new suit for my avatar.</li> <li>· In Jamming, they’ve added the 13 to 20 times tables like you have, Miss R – it supports what we do in class when we know up 12 times tables.</li> <li>· It is timed, but it isn’t stressful because you can choose time options if you’re not feeling confident.</li> <li>· I like it because it motivates me.</li> </ul> <p>Five out of the seven children passed their MTC at the end of Year 4 in July 2021; it tallies with the most enthusiastic TTRS users.</p> <p>Interview with Maths Subject Leader regarding TTRS</p> <p>We continue to use TTRS for several reasons, not least because it supports the timed aspect of the MTC for Year 4. In addition, the children are highly motivated by it and it was extremely beneficial to have been subscribed prior to COVID lockdowns. It forms part of our optional weekly homework package for children and it is always ready for our blended learning strategy when children are absent for more than 48 hours.</p>	1-4
Education City (£585)	<p><b>Intervention &amp; Learning Gaps</b></p> <p>Education City is perfect for intervention and tailoring teaching instruction based on student learning needs. Through our automated learning paths, and real-time data</p>	1-4

	<p>tracking, teachers and teaching assistants can pinpoint areas in need of improvement and action necessary intervention.</p> <p><a href="#">Intuitive Educational Software - Curriculum-Aligned   EducationCity</a></p> <p>Used for children to access sessions to help close gaps, particularly for those also on the SEND register. December 2021</p>	
<p><b>Barrington Stokes (£85)</b></p>	<p>Barrington Stokes 'Every Child Can be a Reader'. Our books are <b>hi lo</b> (high interest, low ability), meaning the content is appropriate to the age of the reader but the text is edited to suit a lower reading age.</p> <p>Our <b>reading ages</b> (RAs) range from 6 to 8+ and our <b>interest ages</b> (IAs) from 3+ to Teen. When you view any title on our website you will find the RA and IA listed.</p> <p><a href="#">Teachers and Librarians - Barrington Stoke</a></p> <p>Our year 6 PP child said 'I like the books because they are interesting to read and I like that they look like my friend's books'.</p> <p>Her Mum said that she has grown in confidence because the books look the same as others in her class.</p> <p>Reading age has increased from 6yrs 5 months to 6 yrs 9 months in 3 months.</p>	1-4
<p><b>Year 6 SATS revision books (£95)</b></p>	<p><b>Edgewood Primary School - Achieve 100 Case Study taken from Rising Stars website. December 2021</b></p> <p>About Edgewood Primary School: Edgewood Primary School has 300 children on roll with 45 children in Year 6. It is a maintained primary in a former mining town in the Midlands, with broadly typical numbers of pupils eligible for Free School Meals and Pupil Premium funding. One-and-a-half form entry means that children are taught in mixed-age classes throughout KS1/2. How did you use the Achieve 100 revision and practice questions books range with your children? The books have been used to in target-group booster sessions in school and also for supporting homework. As we approach the tests themselves, we're also extending this to use in an after-school revision session, and encouraging children to use them for support at home. How has the Achieve 100 revision range impacted Year 6 National Test revision? The Achieve resources have taken a good deal of work away from teachers in having to prepare the materials and resources – particularly in light of the significant changes to expectations for the new tests which would have entailed a lot of work. For students it has enabled them to become familiar with the question types they're likely to meet in the tests and to identify areas of need for further practice. Do you think Achieve 100 has had a positive impact on revising for the new National Tests? Yes, unquestionably Achieve has allowed us to target our teaching to find gaps and close them before the tests. How has the Achieve 100 range impacted on revision lessons? Achieve revision resources have ensured that we focus on the appropriate skills for each of our groups, and has freed up teachers to focus on the teaching and revision practice, rather than having to find or create the materials first. Do your Year 6 children like using the Achieve revision range? The children like the books and have made good use of them. They use them both in school and for homework. I think this also helps parents to see what is expected of the children; the combination of revision and practice books also allows them to support more at home. Do you think the Achieve 100 revision range has helped to equip children with what they need to know and demonstrate in the National Tests? Yes, very good, particularly combined with teaching of the techniques and strategies to tackle problems, and also as a way of spotting gaps in pupils security of understanding.</p> <p>Would you recommend the Achieve 100 range to other schools? Yes, absolutely - as a timesaver for teachers and an excellent resource for revision and practice.</p>	1-4
<p><b>Biscuit Boosters run by STo &amp; JMe (£2,000)</b></p>	<p>EEF research states that target TA interventions impacts +5 months on progress.</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1-4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,365.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips (£1,000)	<p><b>Case studies with Pupil Premium children regarding trips – December 2021</b></p> <p><b>Most memorable trips</b></p> <ul style="list-style-type: none"> <li>• Hunstanton Sea Life Centre in Year 2</li> <li>• Snettisham Park Farm</li> <li>• Banham Zoo</li> </ul> <p><b>Most memorable visitors</b></p> <ul style="list-style-type: none"> <li>• Fireman in Year 1</li> <li>• Dentist nurse from Acorn Class</li> <li>• The theatre man when we acted out The Great Fire of London</li> </ul> <p><b>Comments</b></p> <ul style="list-style-type: none"> <li>• Every time you go on a trip there's something new to learn.</li> <li>• Say we go to an underwater place, we learn new facts about sharks and fish.</li> <li>• We get new experiences we might not have if we didn't go with school.</li> <li>• Like when we were learning about Rainforests in Year 2, we went to the zoo and we could even hold creatures from the Rainforest.</li> <li>• Trips are about what we're learning about in class normally.</li> </ul> <p><b>What facts can you recall because of the theatre visit?</b></p> <ul style="list-style-type: none"> <li>• They had leather buckets for water</li> <li>• Homes were built together and they were made of wood so they got set on fire more</li> <li>• They had to knock down houses to stop the fire spreading to the next one</li> <li>• They didn't have any firemen so they had to rely on team work</li> <li>• They just had to leave their personal belongings behind</li> <li>• The King had to live on the street because his castle burnt down.</li> </ul> <p><b>What do you remember from your Dental Nurse visit?</b></p> <ul style="list-style-type: none"> <li>• She brought teddy bears in with really manky and yellow teeth. She showed us how to brush their teeth properly for two minutes.</li> </ul>	6

Boxall (£162.50)	Nurture UK 'Now You See Us' report 2019 discusses the need for SEMH and how children are affected if it is not identified.	7		
Uniform support (£200)	<p>Parent/Pupil Consultation October 2021</p>   <p style="text-align: center;"><b>Uniform Consultation Results – November 2021</b></p> <p>39 responses out of a possible 89 35 parents are happy with the uniform as it is now 34 children are happy with the uniform as it is now.</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #f8d7da;"> <p><b>Points raised by parents:</b></p> <ul style="list-style-type: none"> <li>• Cost of the uniform</li> <li>• Quality of PE kit</li> <li>• The PE kit material clicks easily</li> <li>• PE jumper sizing is not good</li> <li>• PE socks are expensive</li> <li>• PE socks are not very good</li> <li>• The uniform with the logo on does not fit and does not fit well.</li> <li>• I would prefer to buy from the supermarkets</li> <li>• Unhappy that I have to go to Dereham to buy the uniform</li> <li>• Quality of t shirt could be better</li> <li>• The blue fades on the PE hoodie</li> <li>• Good quality</li> <li>• PE tracksuit bottoms would be good for the winter</li> <li>• Uniform is good quality and can be handed down to others</li> <li>• Uniform is reasonable priced but the PE kit is unnecessary, although does look smart.</li> <li>• I like it as the children look very smart.</li> </ul> </td> <td style="background-color: #d4edda;"> <p><b>Points raised by children:</b></p> <ul style="list-style-type: none"> <li>&gt; PE socks</li> <li>&gt; PE socks can be too tight</li> <li>&gt; I would like the PE hoodies to be zip up ones</li> <li>&gt; I would like the jumpers to be red</li> <li>&gt; It can be itchy</li> <li>&gt; PE kit is too hot when we run around</li> <li>&gt; Year 6 children said they felt really smart in their tie</li> <li>&gt; I love the uniform</li> <li>&gt; The shirts feel nice</li> <li>&gt; Can we have skirts?</li> <li>&gt; Can the t shirts be black?</li> <li>&gt; The uniform means we do not have to worry about what to wear.</li> </ul> </td> </tr> </table>	<p><b>Points raised by parents:</b></p> <ul style="list-style-type: none"> <li>• Cost of the uniform</li> <li>• Quality of PE kit</li> <li>• The PE kit material clicks easily</li> <li>• PE jumper sizing is not good</li> <li>• PE socks are expensive</li> <li>• PE socks are not very good</li> <li>• The uniform with the logo on does not fit and does not fit well.</li> <li>• I would prefer to buy from the supermarkets</li> <li>• Unhappy that I have to go to Dereham to buy the uniform</li> <li>• Quality of t shirt could be better</li> <li>• The blue fades on the PE hoodie</li> <li>• Good quality</li> <li>• PE tracksuit bottoms would be good for the winter</li> <li>• Uniform is good quality and can be handed down to others</li> <li>• Uniform is reasonable priced but the PE kit is unnecessary, although does look smart.</li> <li>• I like it as the children look very smart.</li> </ul>	<p><b>Points raised by children:</b></p> <ul style="list-style-type: none"> <li>&gt; PE socks</li> <li>&gt; PE socks can be too tight</li> <li>&gt; I would like the PE hoodies to be zip up ones</li> <li>&gt; I would like the jumpers to be red</li> <li>&gt; It can be itchy</li> <li>&gt; PE kit is too hot when we run around</li> <li>&gt; Year 6 children said they felt really smart in their tie</li> <li>&gt; I love the uniform</li> <li>&gt; The shirts feel nice</li> <li>&gt; Can we have skirts?</li> <li>&gt; Can the t shirts be black?</li> <li>&gt; The uniform means we do not have to worry about what to wear.</li> </ul>	7
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**Total budgeted cost: £ 16,872.19, £5,343, £1,365.50 = £23,580.69 (£259.31 left)**

**Funding for National Tutoring Programme = £2025.**

**10 children receiving 15 hours of after school led tuition by ARi & ECo @ £13.50 per hour (75% paid by NTP) + £4.50 per hour (25% paid by school) during the next two terms = £2700.**

	Spring 15 hours	Summer term
<b>ARi</b>	<b>Year 6/5 4 children £1,080</b>	<b>TBC depending on assessments</b>
<b>ECo</b>	<b>Year 2/3 4 children £1,080</b>	

**Names of children are on a separate sheet to protect confidentiality**

## Review of pupil premium strategy statement (Iceni Academy Hockwold Primary)

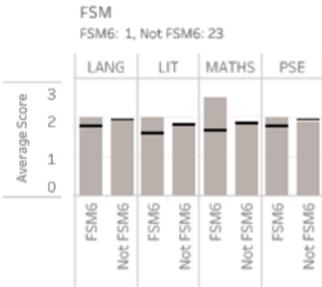
My review is written in blue and from the Pupil Case Studies onwards

### School overview

School name	Iceni Academy Hockwold
Pupils in school	109
Proportion of disadvantaged pupils	11 PP children and 12 Forces 19-20 11 PP children and 17 Forces 20-21
Pupil premium allocation this academic year 2019-2020	£19,320
Pupil premium allocation this academic year 2020-2021	£ 32203.60 including Forces children <ul style="list-style-type: none"><li>• Staffing £29173.60 (includes TA and Teaching staff)</li><li>• Lexia £1030</li><li>• Curriculum Pot £2000</li></ul>
Academic year or years covered by statement	2019-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Emma Owner - Principal
Pupil premium lead	Alicia Rickards – Assistant Principal
Governor lead	Governor restructuring

**Disadvantaged pupils' performance - progress overview for last academic year 2019-2020:**

**11 children – all children made at least 1 'step' of progress and most have made 2 since September (and with Mastery children – 4 steps)**

Measure	Number of PP children	Score
EYFS	1	1 GLD – please see FFT average score chart for 2019-2020 
Phonics Y1	1	1 would not have got it
Reading YR-6	11	4 not EXS; 7 secure (including 2 Mastery)
Writing YR-6	11	5 not EXS; 6 secure (including 2 Mastery)
Maths YR-6	11	6 not EXS; 5 secure (including 2 Mastery)

**Disadvantaged pupils' performance – attainment overview for last academic year 2019-2020:**

Measure	Score	Measure	Score
Meeting expected standard at KS2	1 out of 2	Met expected standard at KS1	1 out of 2
Achieving high standard at KS2	1	Achieved high standard at KS1	1

2020-21 Executive Summary – 11 children as of Sept 2020

Code: Priority and Child case studies	Of academic concern Y/N and C=COVID loss of learning	Identified Barriers		Teaching Priorities QFT		Targeted Academic Support		Wider Support	
				Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
P1+3		We have identified that 5 children will need help with reading to close the gaps in their learning.	ARE	QFT including evidencing reading in every lesson – not just English.  TA in each class to support reading.  Daily Word Ninja and weekly Vocab Builder increase vocab.		Targeted reading interventions, – all continued from last year and yet to be able to quantify the effect because of COVID19.  Eg. Beat Dyslexia, Sound Discovery, Lexia,		Purchasing new BEAR Project books with reading fluency – this time purchasing will focus on pre-learning for topics.  Lexia subscription as part of	Lexia = £1029.97

								Blended Learning	
<b>P4</b>		<b>We have identified that 5 children need help with writing to close the gaps in their learning.</b>	ARE	New Easing into Essays, staff writing in the handwriting of the year group on the board and In books.		TA in all classes  Targeted interventions			
<b>P2+5</b>		<b>We have identified 5 children who need help with maths to close the gaps.</b>	ARE	Same Day Interventions, Rising Stars		TA in all classes  Targeted interventions	Subscriptions for part of our Blended Learning programme: TTRS and Mathletics.	Lexia only  As above	
<b>P6</b>		<b>Y1 Phonics for one Y1 child 2019-2020 (for academic year 2020-2021 there are no PP children barriers)</b>	Phonics Y1 Pass retake in Y2			TA in Y1 class  Targeted interventions			
<b>P7</b>		<b>For some of our PP/forces children, parental support for</b>	Parents are able to support home learning during	Blended Learning (see Blended		With Blended Learning approach, AfL	Purchasing the technology		

		<b>their home learning during COVID19 has been a barrier to learning.</b>	COVID19 isolation or lockdown.	Learning policy) meaning that the teacher is still doing the QFT.		and targeted individualised support are fully available.		to support Teams blended learning in the event of isolating or another lockdown.	
<b>P8</b>		<b>Good mental wellbeing</b>	Good mental wellbeing across the schools.	<p>Praising and zone board during teaching</p> <p>Differentiation and no ceiling to their learning through Paddling Los system</p>		Mental Health Champion time in school		<p>A go-to member of staff.</p> <p>Boxall for whole school mental health check.</p> <p>CMS (Contour Character Management System) to boost confidence, self-esteem and promote</p>	

								self-knowledge.	
<b>Pupil A</b>	N but C	SEMH  Some loss of learning during COVID19 lockdown.	Good mental wellbeing and being willing to talk to staff again after blaming us for changes in her life.  Gap closed from lockdown learning.	Praising, zone board silver/gold in lessons.  QFT based on AfL and QLA – individualised learning.	N/A	Invited to targeted in- and after-school interventions based on diagnostic tests in first week back Sept 2020.		A go-to member of staff if she needs it (not recently).  Boxall for whole school mental health check.  CMS (Contour Character Management System) to boost confidence, self-esteem and promote self-knowledge.	N/A  FOHSA bought it  ATT bought it

								Invited to be Team Point Captain.	N/A
<p><b>Review: received EXS across R,W,M through conscientious effort. Transition to next key stage went well. Residential paid for: £135</b></p>									
<b>Pupil B</b>	N (Mastery child)	SEMH within friendships	Harmony in the friendship group.	NA		NA		Purchase Social Games for older children	£50
<p><b>Review: R rarely falls out with other children and has learned to play with a wide variety of children rather than focus on 2 particular girls where the problem areas would begin. Very high marks in Y5 and early Y6 – a greater depth pupil. Hilltop paid for. Hilltop cost: £135</b></p>									
<b>Pupil C</b>	Y	A new child to us this September and high probability of low prior attainment.	See P1-5						
<p><b>Review: Reading, Writing and Maths were target areas for Pupil C; Biscuit Boosters were perhaps the most impactful for this pupil plus QFT with supporting TA. Residential paid for: £135</b></p>									
<b>Pupil D</b>	Y	Involvement of early help and current custody court case. Acrimonious.  Negatively impacted by lockdown mental	Good, positive mental health supporting Pupil D throughout the process.	Praise/zone board.	N/A	Spellings – see CPOMS regarding why we seek to support with these.	N/A	Pupil D has a go-to member of staff he is happy to talk to. Mum has established	

		health wise – recorded on CPOMS				Consider Spelling Wasp intervention	£20	private counsellor.  FSP started  Contour CMS  Boxall.	
<p><b>Review: far more positive Pupil D, and Mum is more positive too. EXS in all subjects at the end of Y5 and also GDS in Maths. FSP stopped by Mum. Spelling wasp wasn't needed. Hilltop paid for. Hilltop cost: £135.</b></p>									
<b>Pupil E</b>	Y and C	Low prior attainment, narrow experience of life outside of school and locality, low aspirations and expectations.  Suspected Dyslexia.	See P1-5 above						
<p><b>Review: Pupil E has made a lot of progress from her starting point and through a variety of embedded and established interventions from P1-5, she has made good progress with high frequency words and times tables. Barrington Stokes – 2 sets of 5 books for dyslexic children paid for: £135. Pupil E has a PLP. Hilltop paid for. Hilltop cost: £135</b></p>									
<b>Pupil F</b>	N	SEMH  Spelling	Good mental health and spelling gaps filled to reach ARE	As part of QFT, a personal spelling journal is being kept		Spelling Wasp  Precision spellings	£20	A go-to person to speak to if needed	

				alongside lessons					
<p><b>Review: spelling has improved without spelling wasp but all children now have personal spelling books. Pupil F has essentially been receiving more focused help from Dad with his homework and this has helped him; he remains a reluctant reader but subject leader to support and encourage/book recommend.</b></p>									
<b>Pupil G</b>	Y and C	Attendance and SEMH	No term time holidays See P1-5	QFT and AfL		Interventions		Cont. penalties for holiday absence	
<p><b>Review: Lexia intervention; biscuit boosters; maths with Joy. TTRS working well and so is Lexia. Great progress with his self-esteem from the first Boxall test.</b></p>									
<b>Pupil H</b>	Y	Y1 Phonics not passed yet Low prior attainment	See P1-6	Praise/zone board boost		On Provision Map and receiving targeted interventions		Invite to school clubs BEAR Project pre-learning books	
<p><b>Review: Lexia intervention; biscuit boosters; maths with TA. 1:1 reading during STAR time when in attendance</b></p>									
<b>Pupil J</b>	Y	A new child to us this September and high probability of low prior attainment.	See P1-5						

**Review: One biscuit booster towards the end of the Summer term. This was for up-leveiling sentences which has continued into this academic year and now her progress can be seen in her independent sentence writing in English.**

<b>Pupil K</b>	Unknown	EYFS – only just joined so will be monitored							
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**Review**

**L M N O - late additions/arrivals to PP**

<b>Pupils L-N Forces</b>		Dads are currently deployed.	Children are happy and settled in school, learning well, making progress and are able to talk things through with an adult. See P8.						
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**Review: ongoing – no specific issues. When parents are deployed, class teachers are informed and opportunities to talk are given.**

		Curriculum			£2k				
		Subscriptions			£1029.97				
		Teaching staff and TAs			£29173.60				

## Strategy aims for disadvantaged pupils 2020-2021

Measure	Activity	Predicted cost
Priority 1 – providing INSET to raise reading standards	<i>Bespoke for new TAs and those staff identified as needing it: phonics training, reading fluency, BEAR project book purchased, Lexia</i>	BEAR books £1000 INSET by ARi = 30mins of AP's week Lexia = £1029.97
<b>Review: extremely successful across the whole school as improving reading was a KLI – Assistant Principal's NPQSL project details the impact and is supported with a lot of data.</b>		Mathletics = 11% of 109 children's subscription TTRS = 11% of 109 children's subscription
Priority 2 – ensuring TAs are able to support with in class Maths and interventions	<i>Bespoke for new TAs and those staff identified as needing it: Rising Star interventions</i>	
<b>Review: bespoke interventions at the beginning of the year with 3 TAs who had previously not supported Maths and interventions with correct subject knowledge; in addition Rising Star SHINE interventions (paid for) are prescriptive.</b>		
Barriers to learning addressed by priorities above	<i>Children working below ARE will close gaps</i>	Curriculum spend for QFT = £2000
<b>Review: despite COVID and because of Biscuit Boosters and gap identification, pupil premium children reached where we expected them to be by July 2021. Data is available for this.</b>		
Projected cumulative spending		

## Teaching priorities for current academic year 2020-2021

Aim	Target	Target date
Progress in Reading (Priority 3)	<i>Achieve national average progress scores in KS2 Reading (0)</i>	<i>July 21</i>
<b>Review: 92% Reading</b>		
Progress in Writing (Priority 4)	<i>Achieve national average progress scores in KS2 Writing (0)</i>	<i>July 21</i>

<b>Review: 92%</b>		
Progress in Mathematics (Priority 5)	<i>Achieve average KS2 Mathematics progress score for our <u>Family of Schools</u>.</i>	July 21
<b>Review: 84%</b>		
Phonics (Priority 6)	<i>Achieve national average expected standard in PSC</i>	July 21
<b>Review: to be complete Nov 21 because of COVID</b>		
Other		

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

Measure	Activity	Predicted cost
Priority 1 and 6 – as above	<i>Ensure all relevant staff (including new staff) have received bespoke training to deliver the phonics scheme/reading fluency/BEAR project/Lexia effectively</i>	
<b>Review: completed but given new staff, we are going to do whole staff INSET/visit individuals in class in order to demonstrate</b>		

**Wider strategies for current academic year 2020-2021**

Measure	Activity	Predicted cost
Priority 7 and 8 – Pastoral	<i>Pastoral care available from Mental Health Champion as needed and Boxall for all children</i>	

**Review: completed and working really well. We have completed our second BOXALL review of whole school with individualised support ideas sent home and used in school. Children who need someone to talk to are also given that time on a weekly basis.**

### Monitoring and Implementation – 2020-2021

Area	Challenge	Mitigating action
Teaching	<i>Ensuring enough time is given over to allow for staff professional development</i>	<i>Use of INSET days and additional cover being provided by senior leaders and Lead Practitioner who is currently training (ARi)</i>
<b>Review: ongoing and successful; PD Lead is leading on IQ for performance management; training opportunities are now much more frequent and, in addition the TNGs where we share ideas and good practice are happening regularly and one of the most beneficial we have. One NQT passed her year.</b>		
Targeted support	<i>Ensuring enough time for school Principal/AP/Subject Leaders to spend doing bespoke INSET to support small groups of TAs/NQT</i>	<i>Principal/AP/Subject Leaders spend time on INSET days and as needed with TAs/NQT</i>
<b>Review: completed and continuing</b>		
Wider strategies	<i>Engaging the families facing most challenges, especially due to lockdown and a possible new lockdown/pupils isolation</i>	<i>Use of Blended Learning strategy, Mental Health Champions and Boxall</i>
<b>Review: ongoing and successful</b>		