



# Pupil Premium Policy

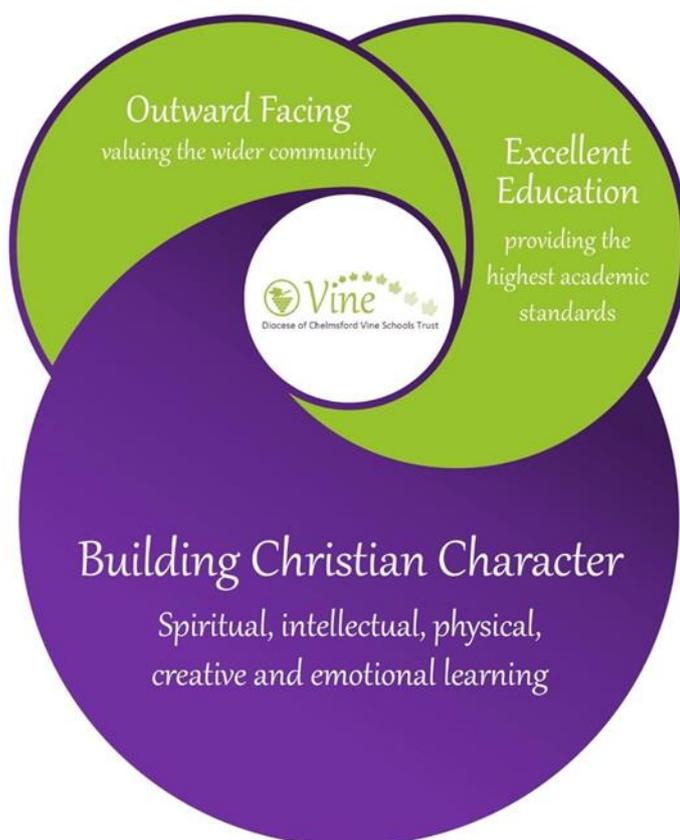
**"I am the vine; you are the branches.  
If you remain in me and I in you, you will bear much fruit"  
(John 15:5)**

This is a model policy for all Vine schools that has been reviewed and adapted for Great Clacton Church of England Junior School.

Policy Reference:	A018
Approved by Vine Schools Trust on:	Spring 22
Adopted by this school on:	Spring 22
Next review:	Summer 24

## Vision & Values

**V** **Valuing every person**  
**I** **Inspiring great teaching**  
**N** **Nurturing academic excellence and Christian Character**  
**E** **Excelling, unlocking great potential**



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## 1. Introduction

Our Vision for Great Clacton Church of England Junior School:

We aim at Great Clacton Church of England Junior School to provide a safe, secure and happy environment where every child is valued for their individuality. Through our shared commitment, enthusiasm and open mindedness, we aim to ensure:

- that all children in our care have the opportunity to achieve their potential
- that every child develops respect and an awareness of the needs of others
- that every child grows to be a caring individual, within a school community that reflects this

We believe that every child has a right to a comprehensive and interesting education related to personal abilities and talents, as well as an education that fulfils a child's curiosity to gain understanding and wonder of the human place in the world. We believe that children flourish where their views are respected, their abilities recognised and nurtured and their weaknesses understood and supported.

The attainment gap is the most stubborn test facing English schools and the Pupil Premium gives additional public funding to schools in order to close this gap. The idea that it can be solved simply by spending more is beguiling but unrealistic. If extra money is all the Pupil Premium is about, it is doomed to fail, particularly in a period of wider financial constraint.

The Pupil Premium represents much more. It provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority for our system. This clarity is the Pupil Premium's greatest strength.

Educational attainment is the best predictor that we have of a young person's long-term outcomes. The Premium can act as a focal point as schools plan and put in place the strategies that will help their students succeed. Used with care and commitment, the Pupil Premium is one of the best bets we have.

Sir Kevan Collins Chief Executive Education Endowment Foundation (EEF)

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to support schools in improving the attainment of disadvantaged children.

This is based on research showing that children from low income families perform less well at school than their peers.

Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality.

The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. The intended impact of this funding is to accelerate progress and raise attainment of these groups.

## 2. Eligibility

- Primary schools are given a pupil premium for children in Reception to Year 6 who are currently entitled to free school meals based on their family income.
- Children in Reception to Year 6 who were previously entitled to benefits-based free school meals, even if they're no longer eligible for six years after they stopped qualifying for free school meals
- Children in care
- Children previously in care who have been adopted, or who have a special guardianship order, a child - arrangements order or a residence order
- Children recorded as being from service families

### **3. School Responsibilities**

- Identifying the funding received through the Pupil Premium in the development and budget plans.
- Informing the Trust Board by reporting to the Local Schools Board (LSB) through termly reports of the Pupil Premium allocation, the proposed plans for and the impact of spending on children in receipt of PPG
- Publishing a Pupil Premium Strategy Statement within the given time frame on the VST school website. (see Appendix A)
- Ensuring that where there are children eligible for Pupil Premium who are not falling behind their peers, curriculum enrichment raises aspirations beyond age related expectations. (These children must be clearly identified on the school's tracking system so that evidence of their performance is clear).
- Closely analysing performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all children, including those entitled to benefit from the Pupil Premium.
- Evaluating and monitoring Pupil Premium spending to measure impact and spend it in ways shown to be most effective (with reference to EEF Teaching and Learning Toolkit which summarises the evidence for different approaches to raising attainment).

### **4. Priorities**

The key priority is to maximise achievement for children in receipt of Pupil Premium by identifying, implementing and evaluating strategies to support

- the development of strong learning skills
- personal wellbeing
- improving attainment
- reducing gaps
- accelerating progress
- improving attendance
- extending and enriching opportunities and experiences
- improving engagement with families
- removing barriers

### **5. Provision**

Each VST school will carefully consider the needs of the children who receive PPG funding, as they are best placed to identify what would be of most benefit to the children who are eligible. The resulting strategy for how the PPG funding is used is clearly documented and is regularly evaluated (at least termly) to ensure that the strategy is impacting positively on eligible children.

All VST schools consider a tiered approach to Pupil Premium spending in order to balance approaches to improving teaching, targeted academic support and wider strategies, as recommended by the EEF.

#### **Tier 1 – Teaching**

VST schools are committed to achieving consistently high quality of teaching. Ensuring effective teaching and opportunities to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. This might include professional development, training and support for early career teachers and recruitment and retention. Quality First Teaching and ensuring that the school has consistently inclusive classrooms supports Tier 1.

#### **Tier 2 - Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

#### **Tier 3 - Wider strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common

between schools, it is also likely that the specific features of the community each school serves will affect spending in this category

Strategies may include

- Extra one-to-one tuition or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions, for example for children who need extra help with maths or literacy.
- Running a school breakfast club to improve attendance.
- Providing extra tuition for able children.
- Providing music lessons for children
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Funding English classes for children who speak another language at home.
  
- Investing in resources that boost children's learning, such as laptops or tablets.
- Family Learning Projects
- Providing experiences to broaden horizons and raise aspirations
- Regular CPD for teachers and Teaching Assistants
- A curriculum, under constant review which is designed to offer maximum flexibility to meet the needs of individuals

## 6. Monitoring

- The Trust Board and Local Schools Boards (LSBs) have a monitoring oversight of the use of Pupil Premium funding and the provision it supports.
- PPG provision is monitored closely within each VST School. Regular pupil progress meetings support evaluation of impact of strategies on children's outcomes and wellbeing and identify where strategies may need adapting.
- External Pupil Premium reviews may be implemented but the VST or requested by schools that identify the need for further support.
- Individual Case Studies and work samples support evaluation of progress over time.

## 7. Reporting

- The Headteacher will produce regular reports/action plans for the LSB. These will include:
  - The progress made toward maximising achievement for children eligible for Pupil Premium.
  - An outline of the provision and the impact of this provision on maximising achievement.
  - Financial details of how pupil premium is/was spent and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support.
- The LSB will ensure that there is an annual Strategy statement (Appendix A) to parents on how the Pupil Premium funding has been used. This task will be carried out within the requirements and timescales published by the Department for Education and published on the school website. To comply with School Information regulations, schools are required to publish a pupil premium strategy statement annually, or if a multi-year strategy is used,(3 years is recommended), this must be reviewed annually before Dec 31<sup>st</sup>.
- All schools must use the template available on GOV.UK to publish their strategy statement.  
<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>
- Schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's pupil premium guide, activities should include those that:
  - support the quality of teaching, such as staff professional development;
  - provide targeted academic support, such as tutoring; and
  - tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

## **8. Covid Appendix**

In light of the impact of the Covid lockdown on the most vulnerable pupils specific planning has been focused on assessing the needs of these pupils after lockdown, and ensuring that additional measures to meet their needs are in place, emotionally, socially and academically (including planning for remote learning in the future). These plans have been closely linked to the school's plan for implementing the national 'Catch Up' funding provision in our whole school Learning Enhancement Plan.

## 1. Pupil premium strategy statement

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	Great Clacton Church of England Junior School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	40.9% (130 pupils)
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	31.12.21
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Karen Jones - Executive Headteacher
Pupil premium lead	Mrs Tara Finney - Head of School
Governor / Trustee lead	Miss Katie Siggery

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,228
Recovery premium funding allocation this academic year	£18,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£35,731
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£221,229

# Part A: Pupil premium strategy plan

## Statement of intent

At Great Clacton Church of England Junior School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible members of society and citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our overarching objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our aim is to ensure that effective teaching, learning and assessment meets the needs of all pupils through the analysis of both qualitative and quantitative data. Class teachers work alongside Senior Leaders, the SENCo, the pastoral team and other key members of school staff to identify specific intervention and support for pupils. This will be reviewed at least termly as part of termly Pupil Progress meetings and throughout each term through PPG Leader monitoring actions. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	High incidence of social, emotional and mental health issues in both children and their families leading to reduced focus, concentration and readiness to learn. Pupils have low self-esteem and lack resilience required to persevere when learning tasks are difficult.

2	Social factors (family break up, domestic violence, children services involvement, low attendance and narrow life experiences).
3	Less regular parental engagement means that some pupils lack support from home so that learning is not reinforced.
4	Lack of routines and boundaries in some home environments, impacting on home learning and behaviour.
5	Generationally low levels of academic attainment and aspiration in families.
6	Lack of equipment (Uniform, PE kit, technology) and access to resources.
7	Gaps in learning following two school years of Covid-related disruptions, remote learning barriers etc.
8	A high % of disadvantaged children also have a SEND. A significant proportion of disadvantaged children have a diagnosis of ASD, ADHD or a SEMH need. This leads to children not always being able to self-regulate and ready to access their learning.

## 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
Pupils are supported with their emotional and social difficulties so that they are ready to learn in school. (Data showing progress at expected or better.)	Data showing progress at more than expected. PPG Attendance data is improving towards 96%. Attendance of PPG pupils in line with all pupils. Pupil/parent voice demonstrates impact of pastoral team.
Staff across the school work to ensure equality of access to the curriculum across all subjects so that disadvantages are minimised and gaps between groups are reduced/closed.	Disadvantaged pupils are supported to overcome barriers thus enabling engagement across the curriculum. CPD is carefully planned so that all staff share an understanding of expectations of teaching and learning across the curriculum.
Increase the percentage of PPG children attaining ARE and GDS at the end of each Key Stage, as a result of effective class teaching and intervention teaching.	Percentage of children attaining ARE and GDS increases, for each cohort, compared to their respective starting points. Progress measures continue to show accelerated progress.
Pupils and their families can access affordable wrap around care (breakfast and after school club), where children receive nutritious food and have access to learning opportunities, support with their homework and social and emotional support.	Number of disadvantaged children attending wrap around care provision increases. Children attending report that they are happy in the provision and can access support for academic and social and emotional development.
Pupils have access to opportunities for enrichment, engagement and enjoyment in	Subsidised trips provided for all disadvantaged pupils, pupil voice demonstrates engagement

curriculum linked initiatives, through extra-curricular activities and to develop 'life skills' that will help them fulfil ambitions and raise aspirations.	and enjoyment of activities/initiatives offered and a wide range of extra-curricular clubs offered.
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## 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: £78,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils working below age related expectations and/or not making at least expected progress, to receive appropriate interventions and to receive appropriate support in class.</p> <p>HLTAs and LSAs lead evidence based intervention programs and support learning across the curriculum.</p> <p>(£77,081)</p>	<p><a href="#">EEF - Small group tuition</a></p> <p><a href="#">EEF - Teaching Assistant Intervention</a></p> <p><a href="#">Maximising the Impact of Teaching Assistants</a></p>	5, 7, 8
<p>Teaching of mechanics and maintenance for identified pupils to provide opportunities to develop life skills in a hands-on, small group context.</p> <p>(Staffing - covered in LSA spend Resources - £1000)</p>	<p><a href="#">EEF - Aspiration interventions</a></p>	1, 2, 5

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

Budgeted cost: £27,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase access to academic support, online learning resources available to pupils to use in school and at home. Apps, subscriptions and other digital technology provided to support students' learning.</p> <p>-100 Lexia intervention licences to be renewed. This will address gaps in reading and spelling and will raise literacy standards.</p> <p>-Widgit subscription to be renewed</p>	<p><a href="#">EEF - Using Digital Technology to Improve Learning</a></p> <p><a href="#">EEF - Lexia Reading Core 5</a></p>	5, 6, 7, 8

(Lexia - still in 3 year licence period - no cost this year Widgit - £500)		
Accelerated Reader program to ensure that children's reading levels are accurately assessed and children have access to a wide range of books within their identified ZPD.  (£2858 - Accelerated Reader subscription £1000 - AR books)	<a href="#">Evidence4Impact - Accelerated Reader</a> <a href="#">EEF - Accelerated Reader</a>	5, 6, 7, 8
Seesaw online platform to record and evidence high quality teaching and learning. This also provides the opportunity for alternative recording methods for children with writing barriers to demonstrate their learning.  (£1408)	<a href="#">Seesaw for Schools Efficacy Study</a>	5, 7, 8
One to One Tuition to close gaps in learning that have occurred as a result of Covid-related disruptions in the previous two academic years.  (£7320, including NTP subsidy)	<a href="#">EEF - One to One Tuition</a>  75 disadvantaged children currently working below ARE in Maths. 70 disadvantaged children currently working below ARE in Reading. 81 disadvantaged children currently working below ARE in Writing.	5, 7, 8
Weekly Class Teacher led intervention to address gaps in learning and accelerate attainment and progress.  (£7884)	<a href="#">EEF - One to One Tuition</a> <a href="#">EEF - Small group tuition</a>	5, 7, 8
Subsidy of all curriculum-based school trips for disadvantaged children to enable all pupils to access rich learning experiences.  (£6450)	<a href="#">Changing Minds: The Lasting Impact of School Trips</a>	2, 3, 5, 6, 7

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

Budgeted cost: £43,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Full time Learning Mentor to support Social Emotional wellbeing of pupils and deliver evidence based SEMH interventions</p> <p>(£6703)</p>	<p><a href="#">EEF - Social &amp; Emotional Learning</a></p>	<p>1, 2, 3, 4, 5, 8</p>
<p>Pastoral Lead (0.8) to coordinate pastoral provision, support families including those open to children's services, coordinate and lead TAF support etc</p> <p>(£10,706)</p>	<p><a href="#">EEF - Social &amp; Emotional Learning</a></p> <p><a href="#">Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners</a></p>	<p>1, 2, 3, 4, 5, 8</p>
<p>Children and Families worker (0.8) to support joined-up home/school pastoral intervention and deliver a range of evidence-based SEMH intervention programs including 'I am me'.</p> <p>(£6466)</p>	<p><a href="#">EEF - Social &amp; Emotional Learning</a></p> <p><a href="#">Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners</a></p>	<p>1, 2, 3, 4, 5, 8</p>
<p>Life Ed PSHE program to support the delivery of a high quality PSHE curriculum, increase pupil wellbeing and support social and emotional development.</p> <p>(£570)</p>	<p><a href="#">EEF - Social &amp; Emotional Learning</a></p>	<p>1, 5, 7, 8</p>
<p>Membership of Child First Trust to provide pupil counselling, external Family Worker, speech &amp; language support and pastoral services.</p> <p>(£5742)</p>	<p><a href="#">EEF - Social &amp; Emotional Learning</a></p> <p><a href="#">Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners</a></p>	<p>1, 2, 3, 4, 5, 8</p>
<p>Subsidy of wrap around care provision for disadvantaged pupils to ensure the services are affordable for families to access.</p> <p>(£3000)</p>	<p><a href="#">DfE - Impact of breakfast clubs in schools with high levels of deprivation</a></p> <p><a href="#">National School Breakfast Programme - Food for Thought</a></p>	<p>1, 2, 3, 6</p>
<p>Lease of a minibus to enable children to attend school where family circumstance is a major barrier resulting in absence and lateness. This will also be used to support academic enrichment and wellbeing development through sporting opportunities, fixtures etc, local visits, transport to external services eg counselling.</p>	<p><a href="#">DFE - Improving School Attendance</a></p> <p><a href="#">EEF -Rapid evidence assessment on attendance interventions for school aged pupils</a></p>	<p>1, 2, 3, 4, 5, 6</p>

(£2448 - leasing cost £3000 - associated costs -insurance etc.)		
Subsidised uniform and PE kit for disadvantaged pupils to ensure that all children are equipped and ready to learn. This will also improve the social and emotional wellbeing of children for whom this is a barrier. (£500)	<a href="#">EEF - School uniform</a>	2, 3, 6
Thrive social and emotional intervention program, including training of practitioners, online assessment program, staff CPD and initial resourcing. (£4500)	<a href="#">EEF - Social &amp; Emotional Learning</a>	1, 2, 3, 4, 5, 8

**Total budgeted cost: £149,136 as of 31.12.21.**

***£72,093 to be allocated by end of Spring term 2022 and report updated to reflect this.***

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.



PPG Data Analysis - Summer Term 2021.c

Academic Year 2020-2021				
Quality of Teaching for All				
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Review
High quality teaching of foundation subjects	Specialist, additional staff employed to deliver high quality PE and music lessons as well as targeted music and sports interventions to support disadvantaged pupils. Planned opportunities throughout the year for arts and sport enrichment projects.	Providing quality opportunities for disadvantaged pupils in areas other than core subjects. Identifying and nurturing non-academic talents where this has been previously under-identified.	<ul style="list-style-type: none"> <li>Observations of learning</li> <li>Pupil perception</li> <li>Wide range of sports and music clubs are offered throughout the year</li> </ul> <p><b>Music - £9776</b> <b>PE -£7673 (for clubs)</b> <b>Extended clubs resources - £500</b></p>	High impact seen with delivery of specialist sports coaches to deliver high quality PE lessons. Wide range of clubs offered throughout the year with priority being given to disadvantaged pupils. This is to continue next academic year. Specialist music teaching not continuing, however engagement and enjoyment from this action has been high.
Percentage of disadvantaged pupils achieving ARE is in line with non-disadvantaged pupils	Proportion of support staff salaries (in line with % of disadvantaged pupils) to support teaching and learning across the school.	High quality intervention program delivery will enable pupils to make accelerated progress.	Intervention and small group work support to continue. Reference to support for disadvantaged pupils during lesson dips/book looks to be evident.	Range of evidence based intervention programs have been delivered by support staff to support accelerated academic progress. Attainment gap between PPG and non-PPG pupils has narrowed and, in some cohorts, PPG pupils are exceeding their non-PPG peers.
			<b>HLTAs - £41500</b>	

			<b>LSAs - £38200</b>	To continue next year.
Disadvantaged pupils have access to the hardware needed to complete Lexia, other online intervention programs, and to enable participation in a rich and modern curriculum.	Purchase of 60 iPads (6 per class)	Pupil perception and staff feedback demonstrates the need for additional ICT resources to enable participation and engagement across the curriculum.	Ensure that disadvantaged pupils are prioritised. Lexia intervention to be monitored to ensure purchased hardware is being used for this purpose.  <b>£21000</b>	iPads not purchased due to receiving 54 iPads from the government's 'Get Help with Technology' scheme. Also received 34 laptops from the scheme and were given a further 20 from a national donation scheme. Allocated spend carried forward.
<b>Total Budget Cost</b>				<b>£118,649</b>
<b>Targeted Support</b>				
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Review
Disadvantaged pupils receive timely and well-targeted support for their social and emotional needs to improve wellbeing	Continue to employ a Learning Mentor and Family Support Worker to provide social and emotional support for identified pupils within the classroom both at play/lunch times, in small groups and individually. Pupils' families to be supported to access services to improve wellbeing.	Continued success of both members of staff in their roles in supporting identified children and their families. Their support is available to all - allowing an excellent resource to be utilised where it has been most needed.	Liaise with staff members to discuss current cases and ensure PPG children remain a priority. Perceptions from involved families/ children, if appropriate, to gauge impact.	Learning Mentor and Family Support Worker continue to work with a high volume of children and families (50+ children on LM caseload this year, FSW had a regular caseload of 20+ families and offered ad-hoc support and intervention to nearly 80 more). To continue next year.
Ensure disadvantaged pupils are given equal opportunities to experience a variety of educational visits and enrichment activities	Subsidising the cost of educational visits and trips for all disadvantaged pupils.	Impact of spend in this way has been particularly high in previous years. All children have equal	Monitor spending of designated budget. <b>£2330</b>  Pupil perceptions and feedback.	All educational visits that were able to go ahead (including year 6 residential visit) were subsidised for PPG children. To continue to

		opportunities to access a rich curriculum.		offer this subsidy next year.
Total Budget Cost				<b>£18,080</b>
<b>Other Approaches</b>				
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Review
Educational Supplies Provide a wider range of reading resources to engage children in reading and provide an online programme to develop children's comprehension skills.	Purchase of educational supplies – including new AR books to engage readers. Purchase of Accelerated Reader to enable pupils to develop their comprehension skills.	Will support whole school focus of improving Reading and reading for enjoyment. This will enable disadvantaged and non-disadvantaged pupils' access to quality reading materials leading to greater engagement and creating an ethos of valuing reading.	Reading resources to be purchased by English lead. <b>£1000</b> Engagement with Accelerated Reader to be monitored by English Lead. <b>£2895</b>	AR linked books purchased for the library. This has increased the availability of books across all ZPDs. AR continues to be used consistently in all classes. Star Reader assessments evidence the progress and attainment of all children. To continue next year.
Provide disadvantaged pupils with a high-quality intervention program to accelerate progress and attainment in reading and spelling.	Purchase of 100 Lexia licences.	High quality, evidence-based intervention program. Previous pupil perceptions show that pupils engage well with the program and demonstrate accelerated progress.	100 Lexia licences to be renewed. <b>£6910</b> Robust monitoring to ensure that pupils are identified and licences are accurately assigned for maximum impact.	Lexia intervention used effectively across the school. Further monitoring of impact to continue next academic year to ensure children are accurately identified and their progress tracked. Licences to be renewed next year.
Disadvantaged pupils have access to a high quality PHSE curriculum that supports their	Purchase of one-year access to SCARF PSHE planning resources	Pupil and staff feedback from previous year demonstrates positive impact of	Monitoring to ensure continued usage and impact.	Scarf PSHE lessons are delivered in all year groups. Staff CPD training means that staff are confident at

social and emotional needs		scheme of work. Pupils engage well with the scheme and teachers are able to deliver high quality lessons.	Learning dips, pupil perception, evidence on SeeSaw. <b>£1205</b>	delivering the materials and are using the program to its full potential. To continue next year.
Disadvantaged pupils to demonstrate a high level of engagement across the curriculum through, evidenced and recorded in a range of ways.	Purchase of SeeSaw resource to record pupils' work and evidence learning	Nature of the creative and diverse curriculum means that evidence is not always best recorded by paper-based, traditional means. SeeSaw enables pupil participation in recording own learning and is a platform through which they can share learning with their families.	Monitoring of usage across all classes. Ongoing training (internal) to ensure resource is able to be used by all staff. <b>£1280</b>	Seesaw resource purchased, training delivered and the platform is being used in all classes, by PE coaches and by the pastoral team. This has allowed for pupils the creativity of recording their own learning and has supported staff to deliver content that lends itself to be delivered in this way. High level of impact. To continue next year.
<b>Total Budget Cost</b>				<b>£13,290</b>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider