



**Inspiring Futures  
through Learning**

Inspiring Futures through Learning

**Pupil Premium**

September 2023 to September 2025



<b>Policy name:</b>	IFtL Pupil Premium Policy
<b>Version:</b>	V5
<b>Date relevant from:</b>	September 2023
<b>Date to be reviewed:</b>	September 2025 <i>This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
<b>Role of reviewer:</b>	IFtL Pupil Support Specialist Advisor
<b>Statutory (Y/N):</b>	Y
<b>Published on website*:</b>	1A

<b>Policy level**:</b>	1 (PP statement for each school)
<b>Relevant to:</b>	All employees through all IFtL schools and departments
<b>Bodies consulted:</b>	Employees Trade unions School / department governance bodies
<b>Approved by:</b>	IFtL Board of Trustees
<b>Approval date:</b>	1 September 2023

### Key:

#### \* **Publication on website:**

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

#### \*\* **Policy level:**

1. Trust wide:
  - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
    - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
  - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
    - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*



- *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
- These are defined independently by schools / departments as appropriate
    - *Approved by school / department governance bodies.*

## **Vision**

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We use Pupil Premium funding effectively to raise the attainment of disadvantaged pupils of all abilities and minimise any barriers that are impacting on their progress.

## **Aspirations**

We strive to promote and create environments in which we close the gap between disadvantaged pupils and their peers, ensuring accelerated progress. We also aim to ensure we use funding effectively and purposefully to offer exciting, innovative provision that has the maximum impact on the pupils within our schools.

## **Core Values**

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high-quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

## **The Curriculum Impact for all children, including those who may be disadvantaged is:**

- that all schools within the Trust, through their curriculum, aim to enable children to become:

**High achievers & successful learners** who have a passion for learning, make progress and achieve

- Have essential skills of English, maths, communication and technology;
- Enjoy and are motivated and determined to reach their full potential, now and in the future;
- Are open to new thinking and ideas;
- Able to learn independently and collaboratively, as part of a team;
- Communicate effectively in a variety of ways;
- Have enquiring minds and think for themselves to process information, reason, question and evaluate;
- Are creative, innovative and resourceful, able to identify and solve problems in ways that draw upon a range of learning areas;
- Know about big ideas and events that shape our world.



**Confident individuals** who are equipped with the skills to contribute to an ever-changing world

- Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing;
- Relate well to others and maintain good relationships;
- Become increasingly independent and are able to take the initiative;
- Make healthy lifestyle choices;
- Take managed risks and stay safe;
- Are willing to try new things and make the most of opportunities;
- Have a sense of optimism about their lives and the future;
- Develop personal values and attributes such as honesty, empathy and respect for others.

**Responsible citizens** who make a positive contribution to society

- Are prepared for their role as a family member, in their community and life in modern Britain;
- Have secure values and beliefs and have principles to distinguish right from wrong;
- Understand their own and others' cultures and traditions within British Heritage, and have a strong sense of their own place in the world;
- Co-operate with others;
- Respect others and act with integrity;
- Appreciate diversity;
- Sustain and improve the environment, locally and globally.

All IFtL schools are committed to ensure all our children are:

**Ready for learning** at each stage of their education and beyond

- Embrace learning and achieving the very best they can be;
- Are fully and well prepared for the next stage in their school journey;
- Understand their own and others contributions to ensure they are best prepared for all aspects of their learning and journey throughout their education;
- Take ownership of their own learning and development;
- Understand what helps them learn and what prevents them developing strategies to overcome barriers.

**Purposeful learning experiences** provided and embraced throughout all areas of the school curriculum

- Positively respond to high expectations and opportunities provided them;
- Celebrate the unique school and local communities;
- Embrace purposeful learning that challenges and fulfils every individual;
- Are reflective learners who aspire to improve and develop, learning from mistakes;
- Are nurtured, challenged and inspired to achieve their full potential.

**Engaged Individuals** who are persistent, persevere, creative and are dynamic

- Have a determination to learn and overcome obstacles;
- Embrace challenge and the learning opportunities offered them;
- Mutually respect and trust themselves and others;
- Collaboratively pursue excellence;



- Actively involve and immerse themselves in school and community life;
- Celebrate uniqueness and being part of one school and Trust family;
- Are intrinsically motivated to be the best they can be.

### **Success indicators**

All schools within the trust will implement the following indicators:

- 1) We use a range of whole school, small group and individual provision to ensure the specific needs of our disadvantaged pupils may be met.
- 2) Our schools all publish a comprehensive strategy report for their current and previous academic year as well as a broader 3-year plan, detailing the barriers they are facing, how funding has been spent and the specific impact it has had on their disadvantaged pupils in order to produce best practice moving forward.
- 3) Our schools publish a comprehensive strategy report for their spending of PE and Sport Premium funding evaluating the effectiveness of the impact and using this to produce best practice moving forward.
- 4) Disadvantaged pupils thrive in our schools when considering the development of the whole child.
- 5) Provision is constantly reviewed, and the effectiveness measured in order to ensure that it is always improving outcomes for our pupils.
- 6) The gap between the attainment of disadvantaged pupils compared to their peers will be reduced and disadvantaged pupils will be making accelerated progress.

### **Pupil Premium Funding**

For the academic year 2023-2024, each school will receive £1455 (updated for each child registered as eligible for free school meals at any point in the last six years for children in reception class to Year 6. Each school also receives £2530 for each child that has left Local Authority care because of adoption, special guardianship order, child arrangements order or residence order.

Each of the schools in our trust then decide how the funding will be spent within their school to best impact their children and remove the barriers that the specific school faces. The funding is always used for its intended purpose and directly benefits all our disadvantaged pupils, regardless of ability. Details of their funding amounts and a full report of how this has been spent is available on each school's website.

### **Service Pupil Premium**

Service Premium may also be funding that is received by some of our schools to assist in the additional pastoral support that pupils may need. This academic year the funding is for £335 per service child who meets the eligibility criteria. Even though separate to Pupil Premium Funding and protected to have a direct impact on the individual pupil, our schools still plan and monitor and evaluate its use for impact in the same way.

### **Sports Premium**



Our IFtL schools also may receive Sports Premium funding to make additional and sustainable improvements to the quality of PE and Sports they offer. In the same way of Pupil Premium funding, a report is published on each school's website detailing the amount of funding received, how it has been spent, a detailed measure of impact on pupil's PE and sport participation and attainment as well as the sustainability of these improvements. How the sports premium can be utilised to support all groups of children, including those who receive Pupil Premium funding, will also be carefully considered.

### **Barriers to Educational Achievement**

All our schools are aware that the disadvantaged pupils within their schools may face different barriers to their learning which may stem from home circumstances, gaps in their learning, attendance, undiagnosed special needs, exclusion, or their social and emotional wellbeing. Our IFtL schools identify any underlying issue and use the funding to remove this barrier alongside raising their educational attainment.

### **Provision**

All of our staff within our schools are empowered to be accountable for the progress of the disadvantaged pupils within their care. This ensures a whole school as well as a whole trust approach to supporting our disadvantaged pupils. Each of our schools may offer slightly different provision in their use of the pupil premium funding as it is bespoke to the needs of the pupils in their school and also the barriers that those pupils are facing. In every school, however, the provision will be planned, encompass a whole school and a personalised approach if required and be directly related to the outcomes it is set to achieve. Quality first teaching is key as the first step for additional provision to then be built upon.

### **Evaluation and Impact**

In order to create centres of excellence for our pupils, IFtL understands the importance of continual evaluation and review as well as research into new initiatives and ideas. Our schools therefore use a range of data to evaluate the effectiveness of their pupil premium provision to ensure that the approach offers the most impact. Impact on our disadvantaged pupils will be measured in terms of their personal growth as well as through academic attainment in order to improve outcomes for the child's development as a whole.

All of our schools will measure the impact of their provision and detail this within their Pupil Premium Strategy for the current and previous academic year, which will be published on their websites. Each year the effectiveness of the funding will be evaluated allowing for an ongoing development of best practice to emerge in response to the needs of the cohorts of disadvantaged pupils within the schools. Schools will also consider which of their provisions have the most impact on their pupils and evaluate this alongside financial costs, ensuring value for money.

### **Safeguarding Statement**



Safeguarding is everyone's business. IFtL is committed to ensuring that all our children, young people and adults are safe and feel safe.

If you have any concerns at all, raise them **immediately** with the local DSL or IFtL's Head of Safeguarding, Health, Children and Families: [vblackmore@iftl.co.uk](mailto:vblackmore@iftl.co.uk)

For further contact details, see:

- IFtL Child Protection and Safeguarding policy
- IFtL Whistleblowing policy

<https://www.iftl.co.uk/policies/>

IFtL fully adheres to all Safeguarding and child protection legislation and MK Together Partnership/ Northamptonshire Safeguarding requirements, including the Milton Keynes/ Northamptonshire Whistleblowing Policy and procedures and all requirements within KSCIE 2023 and Working Together 2018.

## **Appendix 1 – IFtL Pupil Premium Statement Template**





Inspiring Futures  
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Priors Hall- a learning community.

Pupil Premium Strategy Statement 2023 to 2025

*‘Ready for Learning, Ready for Life’*





## 1.0 Our School Ethos for Pupil Premium

We believe that all children should thrive and flourish at Priors Hall – a learning community through high expectations, excellent quality first teaching and a range of enriching learning opportunities. We utilise Pupil Premium funding effectively to ensure our children’s needs are met and they make accelerated progress both academically and holistically. We value the importance of understanding the potential vulnerability amongst some of our children, focusing on the development of the whole child when planning both whole school and personalised provision to widen their experiences. We believe all barriers should be broken down so that all children have equal and fair access to a high quality education and learning opportunities.

## 2.0 School Contextual Overview

	Priors Hall- a learning community		
Academic Year	2023 - 2024	2024- 2025	2025- 2026
Number of Pupils in school	459	460	460
Number and Proportion of disadvantaged pupils	49 (11%)	47 (10%)	45 (10%)
Total Pupil premium allocation (£)	£67,755 Recovery Premium: £6670	£62,695	£59,785
Academic year or years covered by statement	September 2023 to July 2024		
Publish date	September 2023	September 2024	September 2025



Review date	July 2024	July 2025	July 2026
Statement authorised by	Mrs Tess McQuade	Mrs Tess McQuade	Mrs Tess McQuade
Pupil Premium lead	Mrs Jacqueline White	Mrs Jacqueline White	Mrs Jacqueline White
Governor Pupil Premium lead	Mrs Michelle Morrison	Mrs Michelle Morrison	Mrs Michelle Morrison

### 3.0 Strategic Vision: Long Term Desired Priority and Outcomes

<p><b>Three-year Priorities:</b></p> <ul style="list-style-type: none"> <li>• Narrowing the attainment gap for PP pupils</li> <li>• Cultural Capital for all inclusive of PP pupils</li> </ul>	<p><b>End of three Year outcomes:</b></p> <ul style="list-style-type: none"> <li>• To provide the highest quality teaching and learning to enable PP children to succeed and narrow the attainment gap.</li> <li>• Provide high quality enrichment and cultural capital activities to support PP children’s well-being.</li> </ul>	<p><b>Link(s) to SDP:</b></p> <p><b>Priority 1 &amp; 3</b></p>
<p><b>Planned Impact/ Targets Towards Long Term Outcomes 2023 – 2024</b></p> <p><b><u>To provide the highest quality teaching and learning to enable PP children to succeed and narrow the attainment gap</u></b></p> <p>★ <b>Reading:</b> Maintain the current whole school approach of Whole Class Reading, ensuring all children are exposed to current, high quality reading materials. Reading skills practice across the curriculum will continue to be a focus in teachers’ planning.</p>		



- ★ **Maths:** Continue the drive to promote the whole school approach of Numbots and TTRS so that there is high engagement with all children (including inclusion category children). Cultural capital opportunities will be built into this to ensure children can apply fluently their arithmetic skills (e.g. attend inter-school competitions and national events).
- ★ **Writing:** Maintain the focus on closing the attainment gap between Pupil Premium children and their peers. Build on increasing the additional enrichment and academic support offered to all Pupil Premium children to allow for practical opportunities to apply writing skills and see writing skills with real life applications such as in/with authors, story tellers.
- ★ **Wider curriculum:** Maintain the whole school focus on enhancing enriching experiences throughout the wider curriculum will continue so that there are planned and high-quality experiences, such as visitors coming into school and educational visits in all subject areas. This will be further pushed through whole school events, such as STEAM week, Black History month and LGBT+ History month.

**To provide high quality enrichment and cultural capital activities to support pupil premium children's learning and well-being.**

- ★ Continue to develop further the range of high-quality, diversity rich, reading texts used within the school-wide whole class reading approach to teaching reading.
- ★ Continue to expand and develop the school's range of reading books so that children are able to access a diverse and high-quality range of contemporary and classic fiction texts, non-fiction resources and poetry.
- ★ Ensure that all learning environments have a vocab rich focus to develop children's understanding through carefully planned sequences of learning that are progressive from year to year.
- ★ Embed the new writing approach- Pathways to Write. The approach uses stimuli for writing rooted in cultural capital and protected characteristics that aim to enrich the learning of all pupils at Priors including those within susceptible groups such as our Pupil Premium children. Having a grounded understanding of the different protected characteristics helps our children



to feel included and represented but then teaches our pupils to advocate and respect wider protected characteristics as members of their local communities by being 'ready for life'.

- ★ Embed the new whole school implementation of 'My Happy mind', designed to allow time and space within our weekly timetable to learn about how our brain works and how that in turn effects our feelings and wellbeing. If our children understand their feelings and the way that their brain works they will be more secure in their wellbeing and so 'ready to learn'.

**Planned Impact/ Targets Towards Long Term Outcomes 2024 - 2025**

**Planned Impact/ Targets Towards Long Term Outcomes 2025 - 2026**

#### 4.0 Pupil Outcomes

Disadvantaged Progress Scores				
		2022	2023	2024
End of KS2	Reading	68%	71%	
	Writing	62%	72%	
	Maths	62%	72%	



### Disadvantaged Pupil Performance Overview

			2022			2023			2024		
			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
End of KS2	Combined	Expected	20%	40%	-20%	36%	57%	-19%			
		Greater Depth	10%	20%	-10%	0%	2%	-2%			
	Reading	Expected	50%	60%	-10%	55%	43%	+12%			
		Greater Depth	10%	22%	-12%	18%	28%	-10%			
	Writing	Expected	40%	65.3%	-25.3%	55%	76%	-21%			
		Greater Depth									



		Greater Depth	12.5%	6.12%	+6.38	0%	2%	-2%			
	Maths	Expected	30%	57%	-27%	45%	50%	-5%			
		Greater Depth	10%	10%	0%	9%	28%	-21%			



## Disadvantaged Pupil Performance Overview

			2022			2023			2024		
			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
<b>End of KS1</b>	Reading	Expected	78%	64%	+14%	40%	71%	-31%			
		Greater Depth	0	10%	-10%	0%	2%	-2%			
	Writing	Expected	67%	56%	+11%	20%	65%	-45%			
		Greater Depth	0	2%	-2%	0%	4%	-4%			
	Maths	Expected	78%	70%	+8%	40%	79%	-39%			
		Greater Depth	0	8%	-8%	0%	15%	-15%			
	Phonics Year 2			86%	94%	-8%	100%	100%	+8%		
<b>End of Year 1</b>	Phonics Year 1		40%	83.3%	-43.3%	100%	100%	+10%			
			(2/5)	(35/42)							
<b>End of EYFS</b>	GLD		66%	73%	-7%	33%	33%	-40%			



2023-2024:

## 5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2023-2024

### **Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).**

- Weekly staff CPD sessions focusing on quality of education for all.
- Training for Support Staff
- Quality First Teaching in practise CPD with targeted follow up support/mentoring
- Team around the child meetings with PP focus within our Phases
- Subject Leader training (ongoing)

### **Approach B: Academic support (targeted academic support – whole school, group and personalised)**

- Small Phonics groupings
- 1:1 reading with targeted children
- Pre-teach groups for closing gaps in knowledge and/or to stretch more able children (including PP)
- Small group activities to supplement in class learning and support in addressing gaps in PP pupil knowledge
- Whole Class Reading approach embedded throughout school
- High quality live feedback coupled with whole class feedback

### **Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).**

- The Spot (Pastoral and SEMH Provision)
- Restorative justice approach as main focus of our positive relationships policy
- Forest school taking place on site for focused groups
- Subsidised educational visits to support cultural capital





- Pastoral support for families experiencing difficulties
- EHA lead working on school lead early help and working with outside agencies to support our families

## 6.0 Strategy Approaches for disadvantaged pupils 2023 to 2024



## 6.1 Research – led evidence and rationale for approaches

### Approach A

#### **Quality First Teaching & Talk Less Teaching**

- ★ Department for Children, Schools and Families (DCSF), corp creator. (2008) *Personalised learning : a practical guide*
- ★ Claire Sealy, Third Space Learning; Learning and memory in the classroom: what teachers should know 6<sup>th</sup> November 2020, viewed 19/06/2021 <<https://thirdspacelearning.com/blog/science-memory-forgetting-beat-summer-brain-drain-primary-school/>>
- ★ Education Endowment Foundation, Practical Tools; Metacognition and self-regulated learning, 27 April 2018, viewed 22/08/-2021 <<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/#recommendation-1>>
- ★ Sobel, D (2018) *Narrowing the attainment gap: A handbook for schools*. London: Bloomsbury Education
- ★ Rowland, M (2015) *An updated practical guide to Pupil Premium*, London: John Catt Education Ltd

### Approach B

#### **Early reading, phonics and Whole Class Reading**

- ★ Quigley, A (2018). *Closing the vocabulary gap*. 1<sup>st</sup> Ed. London: Routledge
- ★ Education Endowment Foundation, Teaching and Learning Toolkit 10<sup>th</sup> October 2018, Collaborative Learning, Social and Emotional Learning, viewed 27/08/2021 <<https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf>>



- ★ Education Endowment Foundation , Peer tutoring Teaching and Learning Toolkit, 13<sup>th</sup> November 2018, viewed 18/07/2021<<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=140&t=Teaching%20and%20Learning%20Toolkit&e=140&s=>>
- ★ Department for Education, The reading framework Teaching the foundations of literacy, July 2021, viewed 31 July 2021 <[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1000986/Reading framework Teaching the foundations of literacy - July-2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)>

### **Live Feedback coupled with whole class feedback**

- ★ Oxford University, Department for education and Education Endowment Foundation, A marked improvement? A review of the evidence on written marking, April 2016, viewed 03/06/2021 <[https://www.teachertoolkit.co.uk/wp-content/uploads/2016/10/EEF Marking Review April 2016.pdf](https://www.teachertoolkit.co.uk/wp-content/uploads/2016/10/EEF_Marking_Review_April_2016.pdf)>
- ★ Myatt, M (2020) Back on track: Fewer things, greater depth. London: John Catt Educational Ltd
- ★ Department for Education, Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group, March 2016, viewed 15/04/2020 <[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)>

### **Approach C**

#### **Educational visits, residential and outdoor learning**

- Education Endowment Foundation, Evidence Summaries: Outdoor Adventure Learning, viewed 27/08/2021 <[https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/?utm\\_source=site&utm\\_medium=search](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/?utm_source=site&utm_medium=search)>



- Education Endowment Foundation, Outdoor Adventure Learning Toolkit 30<sup>th</sup> August 2018, viewed 17/08/2021  
<<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=157&t=Teaching%20and%20Learning%20Toolkit&e=157&s=>>>

Education Endowment Foundation, Teaching and Learning Toolkit 10<sup>th</sup> October 2018, viewed 27/08/2021  
<<https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf>>

## 6.2 Approaches to Achieve Outcomes

Approach A – Teaching and Professional Development for Teachers (to support and improve teaching and learning)

Teaching and Professional Development	Pupil Premium barrier addressing	Activities/ Actions	Success Measure	Criteria/ Challenge to implementation and Mitigation action
External and internal CPD -Quality First Teaching -Curriculum Teaching and Learning -TA CPD	Lower attainment than their peers and therefore low starting points with rapid progress targeted.  Staff knowledge to address barriers	Quality First Teaching, curriculum and teaching and learning CPD sessions •	- Weekly CPD sessions for staff Evidence of new strategies/expectations following CPD recorded in book scrutiny and/or learning walks.	New staff starting and missing previous weekly targeted CPD. -New starter packs created by subject leads to ensure key research, lesson design and



				strategies (QFT) shared.
<p>CPD linked with ongoing subscriptions to enhance teaching and learning</p> <p>Subscriptions include;</p> <p>Avantis VR Headsets</p> <p>Jane Considine</p> <p>Kapow (Wider Curriculum)</p> <p>Phonics (Little Wandl)</p> <p>Parental Support with learning at home;</p> <p>Edshed</p> <p>Numbots/TTR</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Phonics being the basis to early reading- prevalent gaps can hinder progression through primary early reading.</p> <p>Staff making effective use of online tools to enhance learning (CPD addressed)</p>	<p>Use of Jane Considine approach and planning to enhance writing</p> <p>Use of Spelling Shed to support home learning of spellings.</p> <p>Access to Literacy Shed to enhance in class resources.</p>	<p>-Book scrutiny and learning walks will evidence Jane Considine approach</p> <ul style="list-style-type: none"> <li>- Writing attainment will improve as spelling gaps are addressed and engaging content utilised for writing</li> <li>- Maths attainment will improve as key skills gaps are addressed</li> </ul> <p>Star of the week assembly incentivises engagement in Numbots/TTRS and Spelling shed with</p>	<p>Access for pupils to online resources when at home depends on access to devices.</p> <p>-Class Teacher to ensure access is provided at school for pupils as required</p> <p>-Class Teachers to monitor access and engagement</p>



	Parental/home supplementing learning effectively		certificates awarded weekly.	
Cornerstones (Subscription- partial payment) Used to plan an enriched curriculum and support accurate attainment assessment.	Lower attainment than their peers and therefore low starting points with rapid progress targeted.  Cultural Capital and understanding of the wider world is addressed through a broad and engaging curriculum.	Quality topic taught across the curriculum  Accurate formal summative assessment formed across the school.	Subject Leaders to observe on learning walks and within book scrutiny  Assessment lead reviews during pupil progress meetings.  SLT to analyse data and trends evident.	
Whole Class Reading in house CPD delivered. Wide range of texts available and utilised.	Lower attainment than their peers and therefore low starting points with rapid progress targeted.	Daily WCR lessons for all pupils  Access to quality texts to enjoy and learn	Increased reading at home.  Wider range of texts explored.	



	Cultural Capital opportunities.			
<b>Projected spending</b>	Total: £6672.7			

Approach B – Academic support (targeted academic support – whole school, group and personalised)

<b>Academic support</b>	<b>Pupil Premium barrier addressing</b>	<b>Activities/ Actions</b>	<b>Success Criteria/ Measure</b>	<b>Challenge to implementation and Mitigation action</b>
<p>Subscriptions to enhance pupil experience and provide specific support. Subscriptions include</p> <ul style="list-style-type: none"> <li>-Times Table Rock Stars (50%- App.A)</li> <li>-Numbots (50%- Approach A)</li> <li>-Spelling Shed (50%- Approach A)</li> <li>-Twinkl (25%)</li> <li>-Purple Mash (50%)</li> </ul>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Core subject specific support i.e. maths key skills, spelling.</p> <p>Engagement through enhanced resources across the curriculum.</p>	<p>Spelling/TTR/Numbots online resource utilised as home learning opportunity</p> <p>Spelling/TTR/Numbots online resource utilised to supplement and support targeted children in school</p> <ul style="list-style-type: none"> <li>• Online engagement through</li> </ul>	<p>- Pupils will engage at home and at school- tracked by subject leads and /or class teachers using online tools</p> <p>Attainment for arithmetic in maths and spelling will improve</p>	<p>Access for pupils to online resources when at home depends on access to devices.</p> <p>-Class Teacher to ensure access is provided at school for pupils as required</p> <p>-Class Teachers to monitor access and engagement</p>



		competition in school and at home to improve maths and spelling attainment.		
Pastoral Support Lead Will run 'The Spot' providing targeted support for children and families (25%)	Wellbeing Mind-set Relationship with learning, peers and school adults.	Pastoral support across all areas of child development and learning.	PP pupils access pastoral support available	
Small group working, small phonics groups  1TA x2PM sessions (Equivalent) 1TA x2PM sessions (Equivalent)	Lower attainment than their peers and therefore low starting points with rapid progress targeted.  Small group interventions to support attainment across the curriculum	Daily phonics in smaller groups for higher quality input and personalised support.	Early reading outcomes and phonics screening	





	as directed by teachers providing QFT			
Reading TA (25%) Keep up and catch up group workings- phonics focus	Phonics being the basis to early reading-prevalent gaps can hinder progression through primary early reading.	Class Teachers assess and identify gaps, children attend small group with reading TA to quickly keep up and/or catch up	PP groups phonics pass rate will be high working towards being in line with national data	
Reading Incentive launched with prizes	Reading incentivised to increase engagement and broaden reading opportunities	Weekly charts updated and rewards given for reaching reading milestones	Increase reading at home and general engagement with frequency of reading	
Core subject additional funding; maths, English and science	Lower attainment than their peers and therefore low starting points with rapid progress targeted.	Enhanced learning environments and resources to engage.	Improved outcomes for PP children	
Year group recommended texts	Access to a wide range of classic and modern	Each year group will have access to 50	-More regular reading at home	The number of texts initially



reading challenge texts, a reading tree in each year group and additional texts to supplement free/choice reading in the library,	age related and recommended texts. Reading engagement.	recommended read texts. Each child will have a challenge card to track their progress.  A wider range of age appropriate free choice library texts will be available to supplement reading.	recorded in planners -Improved engagement with reading and discussing texts -Children completing the challenge proving access to the wider text range	available within a two-form entry setting. Once the initial reaction/access has been assessed we can invest in a set of challenge books per class next academic year (September 2024).
<b>Projected spending</b>	Total: 3898.74			

Approach C - Wider strategies (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision)

<b>Wider strategies</b>	<b>Pupil Premium barrier addressing</b>	<b>Activities/ Actions</b>	<b>Success Measure</b>	<b>Criteria/ Challenge to implementation and Mitigation action</b>
Picture News 50% subscription	Access and understanding of the wider world.	- Weekly Picture news session	- Displayed in classroom with pupil	



	Gaps in cultural awareness (cultural capital)	Pupils talking point accessed independently throughout the week	participation evident Pupil voice would evidence	
Bush craft Y3-5 residential and Y6 Isle of Wight residential opportunities subsidised Out of the Enrichment allocation	Income barriers to wider school / external opportunities.	-Outdoor learning opportunities	- uptake support by subsidising	
Upkeep and extension of the onsite outdoor learning environment Out of the Enrichment allocation TA to lead and run outdoor learning for the whole school (25%)	Cultural capital and life experiences outside/ in the outdoors	Weekly lessons for all pupils	- Pupils access weekly sessions evidenced via floor books Pupil Voice	



Inclusion lead as dedicated PP Lead (25%)	PP being a focus identified group.	PP Strategy PP focus & drive in quality first teaching. Tracking of PP funding	Improved outcomes for PP children	
Individual Class Budgets	Low attainment	Enhanced learning environments and resources to engage.	Improved outcomes for PP children	
Discretionary PP fund available for class teachers to request specific resources for PP children at TAC meetings	Wider support for PP children- in additional to EHA access to resources, specific needs identified	Support children with specific need or requirements	Impact measures based on individual performance, engagement and wellbeing	Requests will need to be quality assured as not a wish list
<b>Projected spending</b>	£20503.45			

<b>2023 to 2024 Total Projected spend:</b>	67,990.86
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**7.0 Review of 2023 to 2024 aims and outcomes**



Priority	Impact/ Outcome Achieved	How is this informing 2024 to 2025?

