

Pupil Premium Strategy



Document template to outline use and expected impact of the funding for 2022-2023

E-ACT requires all academies to publish their Pupil Premium Strategy on their own academy webpage.

The academy's Pupil Premium Strategy must set out the following:

- the amount of pupil premium money
- the main barriers to educational achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- the date of the academies' next review of the strategy.

E-ACT's Pupil Premium Strategy: Mansfield Green E-ACT Primary Academy 2022-2023

1) Barriers to educational achievement

Please explain below the precise barriers to learning. This may for example include: spelling ages, reading ages, those below -9 months reading age, those 12 months below their chronological age, no place for children to work at home or lack of time if they are carers at home, those pupils who are pupil premium who are most able but who are only attaining at expected levels rather than greater depth, barriers related to attendance and persistent absence.

- 1) Pupils readiness for learning, including pupil health, well-being, the importance of regular routines, attendance and access to space and equipment for homework.
- 2) Gaps in prior learning, including skills needed to retain knowledge taught. (Recall link to cognitive load.)
- 3) Limited speech and language skills which impact on learning.
- 4) Parental engagement, including aspirations, role models and academic support at home.
- 5) Limited life experiences outside of the family home, few enrichment opportunities.
- 6) Attainment in English and Mathematics.

Pupil Premium Strategy (Primary) 2022-2023

2) Summary information					
Academy	Mansfield Green E-ACT Primary Academy				
Academic Year	2022-2023	Total PP budget	£305,287	Date of most recent PP Review	July 2023
Total number of pupils	417	Number of pupils eligible for PP	233	Date for next internal review of this strategy	July 2023

3) Desired outcomes		
Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>
1 Pupils' readiness for learning, including pupil health, well-being, the importance of regular routines, attendance and access to space and equipment for homework.	Pupils will demonstrate a love of learning and will have access to resources and a high quality support system, in and around school, as well as support for attendance.	<p>All children - specifically PP children will be 'ready to learn' and enthusiastic about coming to school.</p> <p>Pupils will have access to a well-rounded curriculum and pastoral support, where pupils have all the necessary knowledge and skills to manage health and wellbeing, as well as safeguarding themselves.</p> <p>PP children will attend homework clubs on a regular basis.</p> <p>Attendance of PP children will be in line with, or better than, the national average.</p>
2 Gaps in prior learning, including skills needed to retain knowledge taught.	Gaps are identified early and teachers put in specific deliberate practice, keep up sessions and timely interventions in order to close gaps.	Data analysis of regular assessments and knowledge checks will show good or better progress over time and that gaps are closing.

(Recall link to cognitive load.)		
3 Limited speech and language skills which impact on learning.	Pupils have a good grasp of the English language and can communicate effectively using speech and language skills that are reflective of their stage of development.	All stakeholders correctly use, model and insist upon standard English. Speech and language interventions / support will be put into place for anyone whose skills are not at an age appropriate level.
4 Parental engagement, including aspirations, role models and academic support at home.	Parents take a keen interest in school life, are involved and engaged with workshops and events and feel empowered to support children at home. Pupils aim high and have high aspirations for their future.	Attendance at parent events and workshops is high. Children will participate in a wealth of experiences and opportunities (including links with local secondary schools and careers) to raise aspirations.
5 Limited life experiences outside of the family home, few enrichment opportunities.	Pupils are provided with regular opportunities to partake in enrichment activities. PP children and families are provided with support for educational visits, as well as support with uniform, PE kits etc. Due to the rising cost of living.	Pupils attend various social, cultural, sporting and educational visits that they may not usually be exposed to. PP children and families are given support financially with the cost of uniform and educational visits etc.
6 Attainment in English and Mathematics.	Attainment of pupils with PP is in line with non PP in English and Mathematics.	End of Key Stage assessments, phonic screening checks and multiplication checks show that attainment of PP children at ARE is in line with or better than those who are non PP.

4) Planned expenditure					
Academic year	2022-2023				
Barrier					
1. Pupils' readiness for learning, including pupil health, well-being, the importance of regular routines, attendance and access to space and equipment for homework.					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation? Autumn End Spring End Summer End	Staff lead
Weekly homework club/tutoring	Teaching staff – Target in class support and before/after school interventions/tutoring for PP children. These include specific homework clubs and gap getting sessions.	Many of our disadvantaged children lack a suitable environment to study independently at home, many do not have the support they need at home. Homework clubs are also offered to enable learners to gain help with homework and to provide an environment where homework can be undertaken and completed. In addition, gaps in learning are identified and these are focused on in these after school sessions.	Learning walks each half term will ensure the quality of the provision.	Learning walk this half term showed the sessions are enabling PP children to access new content and take an active part in lessons. 75 chn attend 48 of which are PP children. All children attending PP club are actively taking part in lessons. 72 chn attend 51 of which are PP children. All children that are attending PP club are continuing to actively take part. 52 chn attend 18 of which are PP children. Tuition sessions are also in place on Mondays/Wednesday. Half termly	PS

<p>To ensure that all PP children have good mental health, high self-esteem and confidence and are able to function in school and their everyday life.</p>	<p>Learning mentors - x3 - to provide emotional support in class and on an individual/group basis.</p>	<p>By identifying children whose emotional well-being and/or mental health needs support early on, ensures that issues can be addressed and do not impact on learning.</p>	<p>Weekly pastoral team meetings.</p>	<p>All children have regular PSHE sessions and are able to articulate who to talk to / turn to if in need. We have also introduced a chance for children to write down anything that they need to talk about. ("If only my teacher knew..") During the weekly pastoral meeting, key children are discussed and their interventions/progress is reviewed. All children complete a 'if only my teacher knew..' to maintain good mental health. Any key children are discussed and identified. Interventions are put into place/reviewed. Where necessary information is logged on CPOMs. These timely interventions have allowed these children to work on their mental health and have enabled them to use strategies learnt to cope with issues that arise. Key Children identified</p>	<p>GC</p>
---	--	--	---------------------------------------	--	-----------

				and logged on CPOMS- timely interventions are happening and evidence has been logged on CPOMS. Interventions have taken place within the week for those particular children. Half termly	
	Quality first teaching to include effective feedback for pupils that makes clear exactly what they need to do to improve their work	The effective inclusion of all pupils in everyday high-quality teaching will ensure that children have raised self-esteem and grow in confidence as individuals and learners.	Regular learning walks	Regular learning walks and book monitoring shows that in all subjects, there is both verbal and written feedback given. This allows children to move on in their learning. Ongoing learning walks and book monitoring have shown across all subjects there is good feedback given that allows children to move learning on. Ongoing monitoring has continued and teachers are taking feedback on board. Half termly	GC and AK
	Weekly Jigsaw PSHE lessons	Allows children to acquire the knowledge and skills they need to manage their lives now and in their future. The curriculum develops the qualities and attributes pupils need to thrive as	Regular learning walks	Children are engaging well with Jigsaw lessons and there is increased participation. Jigsaw lessons are evidence in each class	PH and GC

		individuals, family members and members of society.		<p>book.</p> <p>Book monitoring has shown all classes are putting evidence in Jigsaw class books. These sessions and other isolated sessions have allowed teachers to address any concerns as a whole class to ensure the safety and wellbeing of the children.</p> <p>Monitoring of jigsaw lessons and jigsaw books has shown children have been engaging well and there is a range of evidence/support given to children as and when needed.</p> <p>Termly</p>	
<p>For all PP children to achieve at least 98% attendance.</p>	<p>Attendance lead to complete daily attendance monitoring: First day phone calls/ follow up calls monitoring/ home visits.</p> <p>Support plans for families and pupil/s.</p> <p>Letters home to parents – targeting Persistent Absentees.</p> <p>Signposting or support such as social, health and care.</p> <p>Fast track attendance programme.</p>	<p>Research shows that children eligible for PP are more likely to be persistent absentees.</p> <p>Supporting PP to attend school and reduce PA improves their attainment chances. Attendance assemblies and support for children with attendance concerns. Robust tracking of potential Persistent absentee children below 95%. Day 1 home visits for vulnerable Pupil Premium students.</p> <p>PA % and attendance % to be in</p>	<p>Weekly pastoral review meetings.</p> <p>Weekly attendance data analysis.</p> <p>Termly data analysis.</p>	<p>90.8 % whole school attendance.</p> <p>Meetings have been held with parents to ensure attendance percentages improved to at least 98%.</p> <p>92.2 % whole school attendance.</p> <p>Attendance meetings have continued where necessary to ensure there is improved attendance. (See CPOMs for specific children)</p>	<p>SJ, GC and JH</p>

	Daily/weekly/monthly attendance analysis. Attendance parent workshops. Children will be informed of their individual attendance every Friday, in order to maintain or improve it for the following week.	line with or better than national averages. Family support to remove barriers to learning – all children achieve and make progress		91.7 % whole school attendance. Attendance meetings have taken place and logged on CPOMS to ensure that attendance improves. Children who had at least 98% attendance attended the cinema trip. (169 pupils) Termly	
Total budgeted cost					£98,391
2. Gaps in prior learning, including skills needed to retain knowledge taught. (Recall link to cognitive load.)					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Gaps in prior learning, including skills needed to retain knowledge taught. (Recall link to cognitive load.)	Subject leads to work on an enriched curriculum across all subjects to ensure progression of key knowledge and skills throughout school.	A well-developed curriculum will explain how each subsequent curriculum choice promotes learning over time and the development of pupil's long-term schema. Learning is broken down into components and manageable steps so as not to overload.	Trust wide CPD on curriculum Trust wide collaboration for subject leads MGA specific CPD on curriculum Analysis by SLT around the substantive and disciplinary knowledge	Evidence from learning walks and book looks show that gap getting is being taught and there is regular retrieval practice. Learning walks and book looks show that there is retrieval practice in all lessons. This is helping children to retain key subject knowledge. Learning walks and book looks show that retrieval practice is ongoing in all lessons. Half Termly	SLT/ELG

<p>Children have increased recall of key knowledge identified in the National Curriculum – for all subject areas.</p>	<p>Quality first teaching to include effective feedback for pupils that makes clear exactly what they need to do to improve their work.</p>	<p>The effective inclusion of all pupils in everyday high-quality teaching will ensure that children through the small step teaching approach will be able to recall key points more efficiently due to preventing cognitive load.</p>	<p>Learning walks, book scrutiny, PAM observations. Training and refresher training for classroom expectations. Bespoke CPD program to address academy teaching and learning needs. Evaluation of the impact CPD has had is built into every half termly CPD cycle.</p>	<p>Monitoring shows that QFT is a strength and on the spot coaching is given where needed. Insight Data has shown children have made progress over time. Test scores, Hot Writes and end of unit quizzes all show that children have made progress over time. Insight data /scores have shown children have made progress. Half Termly</p>	<p>SLT/ELG</p>
	<p>Pre-teaching</p>	<p>Using support staff to pre-teach key individuals/groups will ensure that over learning takes place and children develop increased recall – keeping up with their peers, rather than having to catch up.</p>	<p>Regular learning walks, book monitoring, pupil voice and data analysis by SLT.</p>	<p>Assessment information shows pupils are learning the curriculum well. In classes where there are support staff, there are interventions put into place for key identified children to be exposed to upcoming material where necessary. All pupils are accessing and learning the curriculum well. Curriculum is modified for SEND pupils. Half Termly</p>	<p>SLT</p>
	<p>Effective use of support staff within lessons.</p>	<p>Ensuring that support staff have a positive impact on academic achievement – supplementing</p>	<p>Regular learning walks, book monitoring, pupil voice and data analysis by</p>	<p>Assessments and monitoring show that support staff are having a</p>	<p>SJ, GC, AK and BD</p>

		teaching.	SLT.	<p>positive impact on learning. Support staff carry out interventions at least x3 times a week.</p> <p>Learning walks show that support staff are being used effectively. During introductions to lessons, they can be seen working with individuals / groups to break down learning into smaller chunks.</p> <p>During independent work, support staff either helicopter with the teacher or work with specific children. This has allowed the teacher and TA to communicate effectively as well as address any misunderstandings etc.</p> <p>Half termly</p>	
	Effective use of support staff to deliver 'gap getting' sessions.	<p>Ensuring that support staff have a positive impact on academic achievement – supplementing teaching.</p> <p>As a result of targeted support on specific gaps in learning, PP children are at least in line with their peers.</p>	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	<p>Gap getting sessions are delivered on a regular basis and is evident in pupils books. These are timely and are helping to close the gaps.</p> <p>Class teachers have planned interventions for any children that need them and support staff are being utilised to work on these. Gap getting</p>	SJ, GC, COB, AK and BD

				<p>sessions have continued and have allowed for gaps to be closed in learning especially in reading, writing and maths.</p> <p>Insight has been used to identify which children are on track and then support staff have delivered effective 'gap getting' sessions.</p> <p>Half termly</p>	
	<p>Use of knowledge organisers and linked quizzes at the start and end of each Non-Core subject.</p>	<p>This approach clearly identifies what individuals know at the start of the topic. It enables them to learn key facts and then focus on key skills and knowledge in lessons.</p>	<p>Book monitoring by SLT</p>	<p>Retrieval practice is well embedded at the beginning of all lessons and these low stakes quizzes enable teachers to have an accurate understanding of who is learning the curriculum. Evidence from book monitoring shows that these are having a positive impact in helping pupils learn and remember more. (See end of unit essays/end of unit questionnaires.)</p> <p>All subjects have knowledge organizers that are catered for the needs of the children. Quizzes are completed at the end of a unit. All</p>	<p>Subject leads</p>

				<p>knowledge quizzes and essays completed by children show the progress they have made over the year.</p> <p>Book monitoring has shown progress in pupil's books over the year.</p> <p>Half termly</p>	
	Easter Revision Groups for Y6 and Y2 4 X teachers – 4 days	To increase the number of PP children achieving ARE at End of Y6 and Y2.	Data analysis by SLT	<p>Easter 2022</p> <p>Due to take place 4/5/6 April 2023.</p> <p>Easter revision took place - attendance was 100%.</p>	SLT
Total budgeted cost					£132,629
3. Limited speech and language skills which impact on learning.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Pupils have a good grasp of the English language and can communicate effectively using speech and language skills that are reflective of their stage of development.	Implementation of language intervention programme in EYFS. (NELI)	EEF toolkit suggests that studies of oral language interventions consistently show positive impact on learning.	Assessments and data analysis	<p>Training is underway and assessments have been carried out and all staff in the EYFS are due to begin once all staff had completed the training programmes.</p> <p>Phonics in early reading lead is attending oracy training.</p> <p>Most staff are NELI trained.</p> <p>Due to staff absences- NELI assessments have</p>	GC

				not been carried out. Half termly	
	Scaffolding in lessons where appropriate - use of word mats, visual aids (communication in print)	Where it is recognised that learners have emerging speech and language needs, scaffolding needs to be put into place to support learners. This will aid with comprehension of the English language.	Book monitoring and learning walks	Where it is necessary, teachers provide the right level of scaffolding. This is helping students to be more independent and achieve the learning objective without putting a ceiling to their learning. All children have the visual timetables up in classrooms. Book looks have shown that scaffolding is provided to those that need it and continue to allow children to move on independently. Book monitoring has shown that providing good scaffolding has allowed children to move their learning forward. In the case of non-verbal children- it has begun to help them develop some language. Half termly	Bi-lingual support staff/English Lead/AY
	All stakeholders utilise the correct use of standard English and encourage children to do so.	This is so children will be exposed to the correct manner of speaking and will develop high levels of articulation.	Learning walks	All children who struggle to use standard English are exposed to good modelling at all times. EAL carries out	SLT

				<p>interventions with EAL children. Academic mentor work with small groups.</p> <p>EAL lead has continued to work on EAL interventions. Academic mentor has continued to work with small groups and listens to reader 1-1 every morning.</p> <p>On-going</p>	
	<p>Emphasis on vocabulary through quality first teaching and daily word of the day teaching.</p>	<p>Vocabulary is critical to a child's success. Statistics show that there is a significant gap between the number of words known by a child who is disadvantaged compared to those who come from affluent backgrounds.</p>	<p>Learning walks</p>	<p>Pupils have engaged well with word of the day and have a broader understanding of vocabulary. The beginning of each English lesson focuses on any key vocabulary which children may not have been exposed to before.</p> <p>Vocabulary continues to be a focus in every lesson taught, allowing children to understand and use a plethora of words. Book looks show the use of subject specific vocabulary by children in their independent work.</p> <p>Pupils have an increased vocabulary, and are continuing to use these words throughout their</p>	<p>BD</p>

				work. All classrooms have a display which displays any new language learnt and the definition. On-going	
	Employment of SaLT – x half day per week – to support speech and language provision across the school.	Where it is recognised that learners have emerging speech and language needs, scaffolding needs to be put into place to support learners. Drawing on expertise from outside agencies (such as West Midlands Speech and Language Service) is crucial, to ensure that all pupils can communicate effectively.	Learning walks, assessment and data analysis	Teaching and support staff have a better understanding of how to support children in their classes with speech and language needs. Strategies have been modelled, team teaching has taken place and where needed 1:1/group interventions are carried out and regularly reviewed. This has continued in the Spring term and where applicable SaLT has carried out/modelled to staff strategies to be carried out regularly to support children. 16 children across the school receive SaLT interventions. 6 of which are PP. 7 PP and 9 non-PP children receive SaLT interventions across the whole school, which has had a positive impact on their communications	SENDCo, English Lead and SLT.

				skills. Half termly	
Total budgeted cost					£10,314
4. Parental engagement, including aspirations, role models and academic support at home.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
Parents take a keen interest in school life, are involved and engaged with workshops and events and feel empowered to support children at home. Pupils aim high and have high aspirations.	Regular parent workshops to support teaching and learning.	We want to share skills and expertise with parents on how they can support their children at home. This will include key areas such as reading, writing and mathematics, along with help in E-safety, attendance etc.	A clear programme of workshops is outlined at the start of the academic year. Parental attendance and engagement are monitored. Any e-safety issues are logged on CPOMS and parents are advised/given the opportunity to attend an e-safety workshop.	Termly Workshops have been offered to all parents to support both the teaching and learning of the children as well as their mental health. Verbal parent feedback has shown this has had a positive impact on children's learning. This term, workshops included attendance, behaviour, phonics and early reading. Parents have been invited to and have attended Makaton workshops and Mother's Day coffee morning. Parents have also had the opportunity to attend behaviour/ attendance	SJ, COB and JH

				<p>support in the community hub.</p> <p>A number of workshops/coffee mornings (SEND information/wellbeing/summer fair prep) have taken place over the term and we have had engagement from parents. The summer fair has also taken place this year, which had a very positive turn out as well as an increase in the number of parents volunteers who helped with the prep. £1337, which will go towards replenishing OPAL resources.</p>	
	Career links made with educational visits.	We want to promote the value of scholarship and nurture the love for subjects or specific areas.	Planning opportunities for looking at careers in extra detail through educational visits either in or out of school, using our secondary school links and working with external providers.	<p>Termly</p> <p>There is a clear plan in place for the academic year. There are clear links between topics and raising aspirations for our pupils.</p> <p>Each year group from Nursery- Year 6 has 4 careers and aspirations afternoons timetabled in, where children will be informed about different careers that</p>	BD

				are available to them All year groups have taken part in 4 careers and aspirations afternoons this academic year all focusing on different career options and what they involve.	
Total budgeted cost					£4,000
5. Limited life experiences outside of the family home, few enrichment opportunities.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
Pupils are provided with regular opportunities to partake in enrichment activities.	Educational visits - including transport and visitors into school. All PP children are provided with support for both educational visits due to the rising cost of living.	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. Children are able to draw on enrichment activities as a means of improving their imagination, creativity, vocabulary etc. To attempt to create a 'level playing field' in terms of life experiences.	All children have the opportunity to take part in a termly educational visit or experience a visitor in school. All PP children will have this opportunity subsidised.	Termly There is a clear plan in place for the academic year. Swimming has continued in the Autumn term and there have been a number of visitors in school. Some year groups have carried out local walks too. Reception have had the chicks in school. Y2 visited Barry Island. Yr 1 and 2 have had Anti-bullying workshops.	AK

				<p>Y4 visited the National Space Centre. Y5 visited Twycross Zoo.</p> <p>All year groups have had the opportunity to visit the Immersive Space in Nursery.</p> <p>Year 6 residential to Swandlicote.</p> <p>Reception visited Dudley Zoo. Nursery visited Ash End Farm.</p> <p>Choir performed at Symphony Hall. Year 6 visited the conservation park.</p>	
	<p>Artist in residence - 1 x day a week - 39 days in total, including materials and planning time. Includes an after-school club for targeted children from each year group</p>	<p>All children from Reception to 6 have ½ term working 1 day a week with the artist on enrichment projects that add to enjoyment and widen experiences for different mediums in art.</p> <p>Years 5/6 are given the opportunity to take part in art club on Wednesday after school.</p>	<p>There will be a clear timetable of dates and year groups.</p> <p>The quality of artwork in the gallery and around school will showcase what has been successful.</p>	<p>Termly</p> <p>The artist in residence has worked with children in two year groups during the Autumn term. The work produced is on display in the art gallery.</p> <p>The artist in residence has continued to work with children in year groups during the Spring term. The learning is centred around various artists and have allowed children to experience different mediums in</p>	<p>SJ and Art Lead</p>

				<p>art.</p> <p>The artist in residence has continued to work with other year groups in school to produce work which has been displayed in the art gallery.</p>	
	<p>Music provision</p> <p>Violin teacher - Year 2 recorder, Year 4 violin & Years 5 & 6 electives</p> <p>Vocal teacher – KS2 Choir, class vocal lessons.</p>	<p>Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. Raised self-esteem. To broaden horizons and increased exposure to different types of music.</p> <p>Through learning to play an instrument/sing as part of a group to develop resilience.</p>	<p>There will be a clear timetable of dates and year groups.</p> <p>Teaching and learning will be monitored by both school and Birmingham Music Service.</p>	<p>Termly</p> <p>All music lessons have taken place on a weekly basis.</p> <p>A violin ensemble has started this term.</p> <p>The KS2 children performed an end of term concert to parents.</p> <p>These have continued and many of our children have had the opportunity to think big for themselves by learning a new skill.</p> <p>Y5/6 pupils are due to attend a Gala Concert with a violin ensemble.</p> <p>These have continued and the choir and violin children attended an area Gala concert.</p>	<p>SJ, GC and Music Lead</p>
	<p>Swimming provision</p> <p>Children in Y3 and Y4 /5 and 6 additional swimmers do</p>	<p>All Y3 pupils attend swimming lessons on a weekly basis throughout the academic year.</p>	<p>A clearly structured timetable of groups is in place and teaching is by</p>	<p>Termly</p> <p>Pupils in Year 5 and 6 attended weekly</p>	<p>SJ, BD, Sports coaches and PE Lead</p>

	not have any charge for this provision.	Those children in Y4/ 5 / 6 who cannot swim 25m at the end of Y3 continue with this provision. This ensures that PP children leave MGA with this important life skill.	both school staff and swimming instructors.	<p>swimming lessons in the Autumn term. Lessons were for 1 hour.</p> <p>Swimming lessons have continued in the Spring term.</p> <p>Pupils in year 3 and 4 continued their weekly swimming lessons.</p>	
Total budgeted cost					£30,453

6. Attainment in English and Mathematics.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Attainment of pupils with PP is in line with non PP in English and Mathematics.	Quality first teaching to include effective feedback for pupils that makes clear exactly what they need to do to improve their work.	The effective inclusion of all pupils in everyday high-quality teaching will ensure that children through the small step teaching approach will be able to recall key points more efficiently due to preventing cognitive load.	Regular learning walks, book monitoring, pupil voice and data analysis by SLT.	Half termly Coaching has focused on effective feedback during book monitoring, as a result the gap between PP and non-PP children has narrowed. Teacher assessments show that combined attainment of children working at ARE in Reading, Writing and Maths for PP children is 51%.	SLT/ELG
	Pre-teaching	Using graduate teaching assistants and support staff to pre-teach key individuals/groups will ensure that children are given personalised opportunities to access new learning. The emphasis is on keep up rather than catch up.	Regular learning walks, book monitoring, pupil voice and data analysis by SLT.	Half termly PP children have accessed pre-teaching for specific topic areas, e.g. sending model texts home, resulting in improved hot writes and phonics assessments.	SLT

				This has continued into the Spring Term. Ongoing into the Summer Term.	
	Effective use of support staff in lessons.	Ensuring that support staff have a positive impact on academic achievement – supplementing teaching.	Regular learning walks, book monitoring, pupil voice and data analysis by SLT.	On-going Monitoring/learning walks show that support staff are having an effective contribution in narrowing the gap between PP and non-PP. This has allowed the teacher and TA to communicate effectively as well as support key children to address gaps in learning and misconceptions etc. Effective communication has enabled support of key children to address gaps in learning.	SLT
	EAL teacher to support new arrivals to the academy.	To ensure that newly arrived pupils who are PP make the best possible start to their education via an intensive and very specific programme of support.	Regular learning walks, book monitoring, pupil voice and data analysis by SLT.	Half termly Interventions are in place for newly arrived pupils and EAL pupils requiring language acquisition support. Children	SLT/AY

				<p>new to the academy are receiving time out of class/support on closing the gaps in their learning.</p> <p>Assessments have taken place and children new to the academy are receiving time out of class to work/receive support on closing the gaps in their learning.</p> <p>Assessments have taken place and children new to the academy are receiving time out of class to work/receive support on closing the gaps in their learning. EAL teacher reviews the progress of children who have had the interventions and regularly changes the groups/children that she works with.</p>	
	Targeted 'teaching reading comprehension' Intervention for KS1 and KS2 - 30 mins x 5 days a week - all support staff.	Focusing on reading opens the doors into other subjects and will impact the children's life chances.	Regular learning walks and data analysis.	Half termly Support staff are focusing on providing support particularly for PP	SLT

				<p>children. This can be seen through data and regular monitoring.</p> <p>Teachers have raised the profile of reading and targeted daily teaching has allowed teachers to identify key areas where children need to develop further. These have informed targeted interventions with support staff and quality first teaching. Academic mentor has worked with children reading on a 1:1 every morning, which has allowed children to develop. Reception and year 1 have had a big focus on reading with Phonics being taught twice daily.</p>	
	Support staff delivering daily 'gap getting' sessions.	As a result of targeted support on specific gaps in learning, PP children will be at least in line with their peers in reading, writing, GPS and phonics.	Regular learning walks, book monitoring, pupil voice and data analysis by SLT.	<p>Half termly</p> <p>Support staff are carrying out daily gap getting sessions. (See data)</p> <p>These continue to take place and are</p>	SLT, COB

				<p>informed by afl as well as assessments of learning.</p> <p>These have continued as well as assessments of learning.</p>	
	<p>Effective use of the on-site librarian (TA) – 5 hours per week.</p>	<p>Children will have extended opportunities to access a wide variety of books outside of school, close gap between PP and Non-PP children through targeted access. (Including the Authorfy Club.)</p>	<p>Data analysis by SLT</p>	<p>Half termly</p> <p>Pupils are timetabled to use the library, and are able to access the library at lunchtimes to choose books. Pupils know a range of authors and genres and enjoy reading a wide range of books to widen their vocabulary, which can be seen through the language they use in their hot writes.</p> <p>The Authorfy club is aimed at Year 4 pupils – after school, once per week.</p> <p>The children have access to and are encouraged to use the library / reading pods. All children take home a reading book at their level as</p>	<p>BD</p>

				<p>well as a choice book regularly.</p> <p>Authorfy club is in progress and all children take home a reading book of their level as well as a choice book on a weekly basis.</p>	
				Total budgeted cost	£24,500

	Total budgeted cost	£300,944
5. Additional detail		
In this section you can annex or refer to additional information which you have used to inform the statement above.		

