

# PUPIL PREMIUM STRATEGY

## 2020 – 2021



## Pupil premium strategy statement (Primary)

### School overview 2020-21

School name	Kingsmoor Academy
Pupils in school	290
Proportion of disadvantaged pupils	75/304 24%
Pupil premium allocation this academic year	£94,150
Academic year or years covered by statement	N-Y6
Publish date	
Review date	14.12.20 Autumn 2
Statement authorised by	Principal and Executive Principal
Pupil premium lead	Christine Demetriou
Governor lead	Melanie Scull

**Disadvantaged pupils' performance - progress overview for last academic year 2019/20**

Measure	Scaled Score	Score Value Added Progress (FFT TA)
Reading	103.9 103.4	+2.5 PP +2.7 Non-PP
Writing	102.8 103.2	+3.1 PP +4.5 Non-PP
Maths	104.4 103.1	+2.1 PP +1.3 Non-PP

**Disadvantaged pupils' performance – attainment overview for last academic year 2019-20**

Measure	Score (FFT TA)		Measure	Score (FFT TA)
Meeting expected standard at KS2 Combined	89%	+36% VA	Met expected standards at KS1 Combined	
Meeting expected standard at KS2 Reading	89%	+26% VA	Met expected standards at KS1 Reading	7/10
Meeting expected standard at KS2 Writing	89%	+20% VA	Met expected standards at KS1 Writing	6/10
Meeting expected standard at KS2 Maths	89%	+ 19% VA	Met expected standards at KS1 Maths	6/10
Meeting expected standard at KS2 SPAG	89%	+21% VA		
Achieving high standard at KS2 Combined	11%	+ 9% VA	Met high standards at KS1 Combined	
Achieving high standard at KS2 Reading	22%	+7% VA	Met high standards at KS1 Reading	1/10
Achieving high standard at KS2 Writing	11%	3% VA	Met high standards at KS1 Writing	1/10
Achieving high standard at KS2 Maths	11%	-7% VA	Met high standards at KS1 Maths	1/10
Achieving high standard at KS2 SPAG	11%	-12% VA		

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
<b>Curriculum Content amendment as a result of Covid19</b>  <b>KLI4</b>	Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.	Use of digital platforms to set HL and projects	£3,000	White Rose recovery curriculum. Address gaps in learning by teaching previous year group objectives/content.	£1,000	Focussed afterschool and before-school clubs	£6,000
	Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.	CPD for quality first T&L	£3,000		Facilitate tutoring for personalised 1:1 sessions to bridge gaps due to school closure.		
	Children in Y2/3 who didn't sit the phonics screening resit in Y2 – pass the screening.	Additional TA staffing in Y2/3 to support with content recovery from previous year	£8,006	Energiser program set a children individual ability level to re-visit taught content to support retention	£1,400	Additional concrete learning materials such as Advanced CGP texts	£600

<p><b>Low levels of language acquisition upon entry</b></p> <p><b>KLI5</b></p>	<p>Increase the language base in children’s long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>Ascertain children’s language proficiency assessment upon entry.</p> <p>Maintain the high proportion of pupils passing the phonics screening.</p> <p>Increase progress over time by increasing the percentage of children achieving a positive</p>	<p>Smaller groupings for phonics in EYFS&amp;KS1 using an additional staffing model</p> <p>Additional staff member to support smaller groupings</p> <p>Mentor to team teach in Aut1 with NQT to ensure a quality first teaching</p>	<p>Costed</p> <p>Costed</p>	<p>SLCN resources</p> <p>S&amp;L interventions such as talk boost etc by S&amp;L TA</p>	<p>Costed</p>	<p>School and classroom libraries updated to provide more genres and different text types.</p>	<p>Costed</p>

	progress score particularly in maths in Y6.	and learning approach is embedded.					
<b>Children entering Nursery are working below the national standard for reading, writing, speaking and Listening.</b> <b>KLI5</b>	To meet baseline expectations for reception of 30-50 secure/ 40-60 entering	Additional staffing model in EYFS to ensure smaller ratios enhancing quality first provision  The Associate AP to lead in room from September.	N/A  N/A	P3. S&L interventions such as Wellcomm, talk boost etc by S&L TA  EYFS teacher to support Y1 transition following COVID time lost to ensure GLD outcomes are secured during the Aut term.	Costed  Costed	Ensure local enrichment opportunities are utilised such as local pond and forest school area to ensure language opportunities are provided.	Costed
<b>Speech Language and Communication</b> <b>KLI8</b>	Reduce the % of pupils receiving S&L support by the end of EYFS.  Children with suspected language disorders, to be identified and receive targeted support no later than Spring 1 of Reception year.	QFT All staff to be trained in Word Aware.  SENCO to facilitate training for QFT	£800  £200	S,L&Q resources  P4:2 S&L interventions such as talk boost etc by S&L TA	Costed  Costed	Facilitate drama club, school shows and Kingsmoor got talent to give children out of classroom	£2000

		<p>teaching strategies for all staff.</p> <p>NQT mentor to support speaking and listening opportunities within planning</p>		SALT Interventions by S&L Therapist	Free	speaking an language opportunities	
<b>Attendance and PA</b> <b>KLI9</b>	<p>Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%)</p> <p>Monitor punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>Teachers use PSHE sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which entuses them to</p>	NA	<p>Attendance officer to conduct late gates, support parent meetings and conduct home visits</p> <p>Attendance lead &amp; deputy lead to promote and monitor whole school attendance through assemblies, displays and family support</p>	<p>Costed</p> <p>Costed</p>	<p>Rewards for improved attendance and 100% attendance.</p> <p>Enrol onto walk to school initiative and punctuality attendance.</p>	<p>Costed</p> <p>£500</p>

		want to come to school.					
<p><b>Low socio-economic demographic – limited Cultural Capital</b></p> <p><b>KLI2/3/4/5</b></p>	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p>	<p>Through quality first texts and teaching, ensure children have then opportunity to visit the theatre or are exposed to theatrical performances.</p>	Costed	<p>Residential experiences in year 6. Children develop and refine skills in specific areas promoting improved progress and attainment within the given area of the curriculum. Additionally subsidised through SP.</p> <p>Teach children how to ride a bike through Bike Ability and through playground activities with school brought bikes. Additionally subsidised through SP.</p>	<p>£1,000</p> <p>£1,000</p>	<p>Afterschool and lunch time linked to enriching the curriculum and children's lives.</p> <p>Lunch Time clubs to engage in sports.</p>	<p>Costed</p> <p>Costed</p>



	£14,806	£14,400	£9100
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### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) if not better	May 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) if not better	May 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0) if not better	May 2021
Phonics	Achieve national average expected standard in PSC if not better	June 2021
% of Children achieving GLD in EYFS	Increase the % of Children achieving GLD	June 2021
Other	<p>Improve attendance of disadvantaged pupils to LA average if not national</p> <p>Reduce the PA of disadvantaged pupils in-line with LA if not national</p> <p>Ensure PSHE curriculum is implemented with new changes post Covid-19 to support Loss, Anxiety and worry.</p>	July 2021

### Teaching strategies for current academic year

<b>Measure</b>	<b>Activity</b>	<b>Predicted cost</b>

<p><b>Priority 1:</b> Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p><i>Ensure spring/summer curriculum skills and knowledge gaps in reading, witing and maths, due to the academy clousure are identified, planned for and implemented for every pupil. (This would be supported through blended learning in the event if another closure) (KLI4)</i></p>	<p>P1. Use of digital platforms to set HL and projects on Purple mash, My maths, Timestable Rockstars, Classroom secrets (resources) White Rose and Spag.com. All can be used as intervention programs to supplement in-class teaching and for home learning.</p> <p>P1:2 CPD for quality first T&amp;L – Subject leads to support staff with planning and developing their schema of work to ensure the curriculum offing is broad and balanced. Leaders of learning to deliver subject knowledge CPD every half term. Mentor to team teach with NQT in the Autumn term to ensure a QFT model is embedded. EYFS Teacher to support a transition model in Y1 during the Autumn term.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p>	<p>£5,000</p> <p>£3,000</p>
<p><b>Priority 2:</b> Ensure that the Mental and Physical health and well being of pupils are identified and are catered for following the academy closure (Covid-19) in order to improve outcomes for all pupils including disadvantaged.</p>	<p>P2.1 PSHE lead to train all staff in Mental health recovery curriculum for autumn 1<sup>st</sup></p> <p>Mental health lead to go on mental health first aid course.</p> <p>Forest school leads to offer CPD to all staff to ensure children to become physically, mentally and emotionally healthier. As well as equip the children with the tools needed for adult life through increased communication, effectively working with peers and building up a feeling of independence. (Outdoor learning lead teacher)</p>	

	Order new books to support new units of mental health curriculum.	
<b>Priority 3:</b> To teach reading strategies and comprehension skills.	<p>P3.1 Continue to subscribe to reading A-Z for all year groups.</p> <p>P3.2 English lead to train NQTs to ensure high quality of teaching and consistency with the rest of the school.</p>	<p>£5500 (Including photocopying cost)</p>
<b>Priority 4:</b> To increase reading for pleasure and proficiency.	<p>P4.1 Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure and proficiency.</p> <p>P4.2 Deliver CPD to all teaching staff to facilitate the implementation of Accelerated Reader.</p> <p>P4.3 Complete a pupil voice questionnaire (children to share reading preferences) and an audit for the school library to ensure it is stocked with a range of modern and classic texts that will enable staff to immerse children in the love and passion of literature.</p> <p>P4.4 English lead to Audit classroom book corner and order age related and a range of genres to ensure a variety of texts are available.</p>	<p>£15,000</p> <p>£300</p> <p>£2,000</p> <p>£5,000</p>
Priority 5: Complete the implementation of the Maths mastery approach to mathematics, so that pupils fully understand important concepts.	<p>P5.1 To continue subscription for White Rose maths and access to their premium resources</p> <p>P5.2 To continue subscription for classroom secrets to help provide resources that offer support and challenge (differentiation)</p>	<p>£500</p> <p>£200</p> <p>£131</p>

<p>Continue to embed Maths mastery in EYFS, KS1 as well as year 3 and introduce and embed into year 4.</p> <p>To ensure challenge is provided for the more able learners. (KLI1)</p>	<p>P5.3 To continue subscription of Times table Rockstar's subscription to ensure accurate recall and fluency of all multiplication facts up to 12X12 by year 4.</p> <p>P5.4 Deliver CPD to all staff to ensure maths mastery is embedded and resources are best used to the children's needs.</p>	<p>£300</p>
<p><b>Priority 6:</b> Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P6.1 Teachers use PSH sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance. Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthuses them to want to come to school. Staff will use Jigsaw to meet the social and emotional needs of children whilst addressing possible mental health issues that may lead to poor attendance.</p> <p>The SMSC lead will deliver whole school assemblies addressing issues that relate to social emotional and mental health issue that relate to poor attendance.</p> <p>P6.2 Attendance officer to work with families to overcome any barriers to coming to school and on time.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p>	<p>NA</p>
<p>Priority 7: Complete and implement the comprehensive plans/ schemes to improve the sequencing of knowledge and skills across the wider curriculum. (KLI2)</p>	<p>P7.1 Leaders of learning to be given time to create in depth planning to create a broad curriculum within enrichment opportunities encompassed.</p> <p>P7.2 Subsidise educational visits and visitors to ensure ALL children have an enrichment opportunities.</p>	<p>£2,000</p> <p>£5000</p>

Barriers to learning addressed by priorities above	<ul style="list-style-type: none"> <li>• Low levels of language acquisition upon entry.</li> <li>• Children entering Nursery are working below the national standard for reading, writing, speaking and listening.</li> <li>• Speech Language and Communication</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
Projected cumulative spending		£43,931

### Phonics Strategies to ensure pupils reach the expected standard in phonics check at end of Y1

Measure	Activity	Predicted cost
<b>Priority 1:</b> Children in Y2/3 who didn't sit the phonics screening test or the resit in Y1/2 – pass the screening.	P1. Use of digital platforms to set HL	
	P1:2 CPD for quality first T&L	£6,000
	P1:3 TA staffing in Y2/3 to support with phonics content recovery from previous year. This will ensure a small ratio enabling all children a greater proportion of small group teaching and 1:1 support.	£3,000 £8,000
<b>Priority 2:</b> To ensure application of phonics is embedded.	P2:1 <i>Purchase phonics resources (CGP Books) to support application of phonics.</i>	£225
	P2.2 <i>To ensure CPD is provided for NQTs and any new staff to provide well planned lessons which are consistent within the school.</i>	£300

<b>Priority 3:</b> Develop phonics intervention groups for support and challenge to ensure all children make accelerated progress.	P3.1 Phonics lead to support with planning of the intervention.	£300
	P3.2 identify gaps in learning through assessment as a result of Covid-19	
	P3.3 Employ intervention teacher to ensure 82% of children including disadvantage children pass the phonics screening.	£15,000
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>• Curriculum Content amendment as a result of Covid19</li> <li>• Low levels of language acquisition upon entry</li> <li>• Speech Language and Communication</li> </ul>	
Projected cumulative spending		£ 32,825

#### Targeted academic support for current academic year

Measure	Activity	Predicted cost
<b>Priority 1:</b> To ensure Speech and language is prioritised.	P1.1 To train all new staff on the assessment and intervention of Wellcomm in early years.	£200
	P1.2 Ensure all resources are photocopied and laminated for use.	£200
	P1.3 TA allocated to whole school Speech and language 1:1 interventions such as Talk boost, Elklan, Spring into speech and Leap into language.	£14,000
	Senco to revise SALT targets set by the S&L Therapist, to be delivered by S&L TA	£2000
<b>Priority 2:</b> Increase the language base in children's long term memory – closing the	P2.1 Train new staff in memory fix intervention.	£1,000
	P2.2 TA to administer memory fix intervention daily.	£2,600

<p>language gap between children in the top and bottom quartiles.</p> <p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p>		
<p><b>Priority 3:</b> Close gap with low attainers in English</p>	<p>P3.1 Train and monitor TA in interventions (5 minute box, toe by toe, Finger gym)</p> <p>p.3.2 half termly moderation sessions held to analyse and discuss impact</p>	<p>£1,000</p> <p>£500</p>
<p><b>Priority 4: To ensure mental health is prioritised as a result of Covid-19</b></p>	<p>P4.1 Mental health lead to complete training regarding bereavement.</p> <p>P4.2 New bereavement intervention developed and administered by Mental Health lead</p>	<p>£1250</p> <p>£3000</p>
<p><b>Priority 5:</b> Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive</p>	<p>P4. Attendance office to conduct late gates, support parent meetings and conduct home visits. To take cases to prosecution and fining if necessary.</p> <p>P5:2 Attendance lead &amp; deputy lead to promote and monitor whole school attendance through assemblies, displays and family support and rewards.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p>	<p>£3,000</p> <p>£3,000</p>



attitudes and commitment to their education.		
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>• Curriculum Content amendment as a result of Covid19</li> <li>• Low levels of language acquisition upon entry</li> <li>• Children entering Nursery are working well below the national standard for reading, writing, speaking and listening</li> <li>• Speech Language and Communication</li> <li>• Attendance and PA</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
Projected cumulative spending		£31,750

#### Wider strategies for current academic year

Measure	Activity	Predicted cost
<b>Priority 1:</b> To ensure children with low socio-economic background are prioritised and financially supported.	<p>P1. Subsidise focussed afterschool and breakfast club with the aim of at least 50% of PP children per club.</p> <p>P1:2 Subsidise educational visits and visitors to ensure ALL children have an enrichment opportunities.</p>	<p>£3000</p> <p>(Cost above)</p>

<p><b>Priority 2:</b> Ensure NQTS are developed to continue a consistently high standard of teaching and learning.</p>	<p>P2.1. safeguard NQT time and ensure quality training is provided. P2.2 provide a mentor to facilitate weekly mentor meetings.</p>	<p>£5000</p>
<p><b>Priority 3:</b> Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P3.1 Rewards for improved attendance and 100% attendance. Certificates and pencils 96%.</p> <p>P3:2 Offer a subsidised Breakfast club to support both punctuality and attendance.</p>	<p>£400</p> <p>£1000</p>
<p><b>Priority 4:</b> Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p>	<p>P4. Afterschool and lunch time clubs linked to enriching the curriculum and children's lives. Clubs to offer a broad and balanced view of enrichment from academic, to sports and creative.</p> <p>P4:2 Lunch Time clubs to engage in sports.</p> <p>P4:3 Improve Out of the classroom learning such as school trips and enrichment opportunities. Offering sports that may not appear on the traditional curriculum such as judo which is substituted for PP children.</p>	<p>£3000</p> <p>£3000</p> <p>£1500</p>

Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.		
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>• New staff starting Kingsmoor</li> <li>• Attendance and PA</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
Projected cumulative spending		£16,900

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Engaging staff in pedagogy that will support their own CPD</p> <p>Cost of quality first CPD</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Signpost staff to relevant pedagogy that as an SLT team we engage with and implement with in school.</p> <p>Utilise the ATT Institute &amp; the Apprenticeship Levey for CPD.</p>
Targeted support	Ensuring enough time for school leaders to support small groups including energiser, phonic and catch up group.	The 75% of the SLT team do not have full class responsibility but all have a teaching commitment.

	<p>Ensure interventions are purposeful and led by the appropriately trained members of staff</p> <p>Timetabling issues</p>	<p>SENCO to ensure all TA's are appropriately trained and equipped to facilitate high quality interventions.</p> <p>Recruit new member of staff to support speech and language groups.</p> <p>SL &amp; MLs work together to create whole school and intervention timetables.</p>
<p>Wider strategies</p>	<p>Engaging the families facing most challenges</p> <p>Cost implications for families and the academy.</p> <p>Enrichment lead having the time to monitor and improve this area of development.</p>	<p>Work closely with parents to ensure barriers are identified and challenges supported.</p> <p>Utilise new digital platforms to support communication with parents following the COVID19 communication successes.</p> <p>Appoint a new parent governor.</p> <p>Utilise various avenues to income such as PP, SP and grants to subsidise enrichment opportunities for families</p> <p>Generate additional revenue for the academy through leadership expertise such as LA moderation etc.</p> <p>Principal to liaise with enrichment lead and deputy lead to ensure they have enough time and capacity to move this area forward.</p> <p>SLT to use government guidance to create logistical plans-fully risk assessed to ensure enrichment opportunities are created where possible.</p>

	Ability to carry-out enrichment opportunities during the Autumn term due to COVID restrictions.	
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**Review: last year's aims and outcomes**

Aim	Cost	Outcome	Evaluative Summary
Progress in Reading and Writing	Energisers tuition £14,000 Reading A-Z £5500 (Including photocopying costs) Spag.com £100 Purple mash £500 Booster groups £10,000	Reading: +2.09 Writing: +3.96 30,100	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics	Energisers tuition £7,000 Times Table Rockstar £131 My maths £339 Purple mash £500 Booster groups £10,000	Maths: +1.19 £17,970	Although progress is steady, it is still an area of development within the school. As a result, mastery will continue to be embedded across the school, to ensure we meet the aim.
Phonics	Training and CPD £1500 Resources £1000 £2500	Year 1 67% Year 2 100%	Where children did not pass their phonics screening in year 1, extra interventions were put in place to ensure they passed in year 2. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.

Other	<p><i>Attendance officer £2000</i></p> <p><i>Counselling session £2365</i></p> <p>Non class based Inclusion SENCO (x1 day PP, x2 days SEND) £10,000</p> <p>Subsidy and commission of off-site school trips and visits. £6,000</p> <p>*Early years language development package 'WellComm' £320</p> <p>*Wellcomm implementation £8000</p> <p>*LSA delivery of sessions including 5 minute box, Well Comm &amp; Talk Boost £6,279</p> <p>Learning Mentor £11,000</p> <p>LSA additional Early Years (x3 days) £13,000</p> <p>Home school support (2 hours x38 weeks) £3,990</p>	95.1%	<p>We are continuing to maintain an above national attendance.</p> <p>Interventions were a strength this year and as a result the impact reflected this, unfortunately due to covid-19 it wasn't completed however 73% of children were on track to make excelled progress.</p>
<b>Cumulative Cost</b>			