



Pupil premium strategy statement (Primary)

School overview

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| School name | Sun Academy Bradwell |
| Pupils in school | 192 (as of last census) |
| Proportion of disadvantaged pupils | 26.04% (as of last census) |
| Pupil premium allocation this academic year | £67,250 |
| Academic year or years covered by statement | Reception – Year 6 |
| Publish date | September 2020 |
| Review date | December 2020 |
| Statement authorised by | Laura Niemczyk |
| Pupil premium lead | Laura Niemczyk |
| Governor lead | Surina Ainsworth/Kevan Ainsworth |

Disadvantaged pupils' performance - progress overview for last academic year

| Measure | Score (FFT TA) |
|---------|------------------------|
| Reading | -2.9 PP -4.1 Non-PP |
| Writing | -3.5 PP -4.6 Non-PP |
| Maths | -3.1 PP -3.4 Non-PP |

Disadvantaged pupils' performance – attainment overview for last academic year

| Measure | Score (FFT TA) | Measure | Score (FFT TA) |
|---|----------------|--|----------------|
| Meeting expected standard at KS2 Combined | 57% | Met expected standard at KS1 Combined | 60% |
| Meeting expected standard at KS2 Reading | 60% | Met expected standard at KS1 Reading | 70% |
| Meeting expected standard at KS2 Writing | 67% | Met expected standard at KS1 Writing | 67% |
| Meeting expected standard at KS2 Maths | 70% | Met expected standard at KS1 Maths | 70% |
| Meeting expected standard at KS2 SPAG | 67% | | |
| Achieving high standard at KS2 Combined | 3% | Achieved high standard at KS1 Combined | 20% |
| Achieving high standard at KS2 Reading | 23% | Achieved high standard at KS1 Reading | 27% |
| Achieving high standard at KS2 Writing | 10% | Achieved high standard at KS1 Writing | 23% |
| Achieving high standard at KS2 Maths | 20% | Achieved high standard at KS1 Maths | 27% |
| Achieving high standard at KS2 SPAG | 17% | | |

2020-21 Executive Summary

| Identified Barriers | Desired outcomes | Teaching Priorities | | Targeted Academic Support | | Wider Support | |
|---|--|--|-----------------|--|---|---|-------|
| | | Strategy Summary | Cost | Strategy Summary | Cost | Strategy Summary | Cost |
| Children entering EYFS are working below the national standard, particularly in speaking, PSED and maths | Increased proportion of children achieve GLD at the end of Reception Children are confident in speaking to other children and staff both socially and to explain their learning | Snack chat to be maintained with the daily timetable, planning focused opportunities for children to practice their speaking and listening skills. | £300- resources | Speech and language interventions such as Early Talk Boost and Wellcom Training unable to be delivered due to COVID | £900- training £500- resource pack | Provide children with the opportunity to talk and socialised with a wider range of people (within the local community and wider ATT family) | £1000 |
| | Children have the basic number knowledge setting the foundations for learning of other mathematical concepts | Concept Cat used in addition to word aware strategies | £200- resources | | | Unable to access due to COVID | |
| | | CPD- Early Numeracy Approaches (EEF) | £147 | Covered through EYFS SDG and dedicated PD time during lockdown | | Maths- ten towns parent login allocated to each child | £75 |

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| <p>Children find application of maths skills to worded problems difficult, especially in tests</p> <p>Children find abstract concepts difficult to understand in maths.</p> | <p>Children are able to apply their maths skills to test situations using their understanding of taught methods.</p> <p>Children have a clear understanding of mathematical concepts, working through the concrete, pictorial and abstract approach to maths.</p> | <p>Guided maths sessions are planned into the timetable providing children with sessions where approaches to problem solving are taught.</p> <p>Classes have the appropriate resources to support the CPA approach to teaching.</p> | <p>£5,908.50</p> <p>Resource purchase- £755</p> <p>Costed above in resources</p> | <p>Magical maths days are planned into the academy terms, providing children with real life opportunities to problem solve.</p> <p>Staff training on the concrete, pictorial, abstract approach to maths.</p> | <p>£200- resources</p> <p>£400</p> | <p>Parent workshops to show the approach to maths teaching to support at home.</p> <p>Unable to carry out due to COVID</p> | <p>£300</p> |
| <p>Curriculum content gaps as a result of COVID-19</p> | <p>Aspects of the curriculum that need to be practiced or taught will be supported through a blended learning approach</p> | <p>Blended learning platform to support homework including purple mash, active learn, phonics play, myon</p> | <p>£6,000</p> | <p>Times table rockstars subscription purchased for children- specific times tables assigned to each child.</p> | <p>£114</p> | <p>Focused before and after school clubs</p> <p>Underspent</p> | <p>£5000</p> |
| <p>Engagement with home reading</p> | <p>Parents have a wide range of resources to support with home</p> | | | <p>Accelerated reader and Myon are purchased to support</p> | <p>£13,100</p> | <p>Reading workshops are provided to parents along with</p> | <p>£500</p> |

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| <p>throughout the academic year</p> <p>Children need to develop their reading speed and fluency</p> | <p>reading using a range of different media.</p> <p>Children have the reading skills needed for their year group which can be practiced at home.</p> | <p>Dedicated reading sessions within the teaching timetable</p> | <p>£23,478</p> | <p>reading within the academy</p> <p>Purchase additional resources to support with fluency and speed- stop watches, recording devices</p> | <p>£100</p> | <p>resource pack that will support with home reading</p> <p>Unable to carry out due to COVID</p> <p>Purchase of reading books to support curriculum blocks and to promote the love of reading culture</p> | <p>£5000</p> |
| <p>Subject specific vocabulary is needs to be developed</p> | <p>Children have tier 2 and 3 vocabulary that they can apply to conversations. This is subject specific and supports their understanding when reading.</p> | | | <p>Word Aware training and resources</p> <p>Resources to support teaching, in house training, dedicated PD time</p> | <p>£1500</p> | | |
| <p>Social and emotional needs- increased with COVID</p> | <p>Children's social and emotional needs are met whilst they are in the academy so that they feel safe, happy and ready to learn</p> | <p>Nurture provision for children that require additional support</p> | <p>£6,907.68</p> | | | <p>Parent have access to support and advice from the home school link worker</p> | <p>£5478</p> |

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| <p>Social disadvantage within the local area</p> | <p>Children will have access to the cultural capital to attend all extra-curricular activities and educational visits</p> <p>Uniform support will be given to parents to ensure that children have required clothing to attend school and have the uniform the same as their peers</p> | | | <p>Subsidy for educational visits, residential and extra-curricular clubs</p> <p>No educational visits due to COVID restrictions</p> | <p>£2200-residential</p> <p>£1000-educational visits</p> <p>£1000-extra curricular</p> | <p>Uniform support for families</p> | <p>£1000</p> |
| <p>Attendance and persistent absence</p> | <p>Whole school attendance to be in line with national if not better (96%)</p> <p>PA to decrease from last year and be close to the national average (10.9%)</p> <p>Children work hard to maintain positive attendance and can talk about the importance of this on their current and future life.</p> | <p>Taught sessions/assemblies highlight the importance of regular attendance</p> | <p>N/A</p> | <p>Attendance team monitor attendance and challenge non-attendance. Letters are sent to parents every half term.</p> <p>Home school link worker to provide support for parents on positive attendance</p> | <p>£3000- VIP education SLA</p> <p>Costed in social and emotional priority</p> | <p>Attendance rewards for children with exceptional attendance</p> | <p>£3000</p> |
| | | | | | | <p>£89, 163.18</p> | |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | <p>Achieve above national average progress scores in KS2 Reading (+ progress score)</p> <p>Increase the percentage of children achieving expected standard at the end of KS2 in reading (in line or above national)</p> <p>Increase the percentage of children achieving greater depth at the end of KS2 in reading</p> | May 2021 |
| Progress in Writing | <p>Achieve national average progress scores in KS2 writing (0 or above)</p> <p>Increase the percentage of children achieving expected standard at the end of KS2 in writing (in line or above national)</p> <p>Increase the percentage of children achieving greater depth at the end of KS2 in writing</p> | May 2021 |
| Progress in Mathematics | <p>Achieve national average progress scores in KS2 maths (0 or above)</p> <p>Increase the percentage of children achieving expected standard at the end of KS2 in maths (in line or above national)</p> <p>Increase the percentage of children achieving greater depth at the end of KS2 in maths</p> | May 2021 |
| Phonics | Achieve above national average for children passing the phonics screen at the end of Year 1 | June 2021 |
| GLD | Increase the percentage of children achieving a good level of development at the end of Reception with scores in line or above national. | June 2021 |
| Other | Improve attendance of disadvantaged pupils to LA average if not national | July 2021 |

Teaching Strategies for current academic year

| Measure | Activity | Predicted Cost |
|--|--|-------------------------|
| <p>Priority 1: Children in EYFS make accelerated progress from low starting points. The percentage of children achieving GLD is at least in line with national.</p> | <p>Snack chat activities to be maintained, planning opportunities for children to develop their communication skills and language.</p> <p>Concept cat and word aware will be used to teach children concepts and vocabulary throughout the curriculum</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p> | <p>£300</p> <p>£200</p> |
| | <p>Staff have training in early numeracy approaches to support the children in making accelerated progress in maths, giving them a firm basis for learning in KS1.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-numeracy-approaches/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ block approach to teaching concepts across the curriculum</p> | <p>£147</p> |
| | <p>Guided maths sessions are used to teach children how to approach worded problems using test questions. Strategies are discussed and compared looking at their efficiency.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> | <p>£5908.50</p> |
| <p>Children are able to apply their knowledge of mathematical concepts to problem solving situations, especially in tests.</p> <p>Children are able to approach abstract concepts in maths using the concrete and pictorial approach that has previously being taught.</p> | <p>Children are taught mathematical concepts using a concrete, pictorial and abstract approach. This will help to support them when applying skills to problems.</p> | <p>£755</p> |
| <p>Priority 3: Aspects of the curriculum that have not been covered due to</p> | <p>Use of digital platform (including purple mash, active learn, phonics play and myon) to set targeted work for the children. These can be used both as part of teaching and learning at school as well as at home.</p> | <p>£6000</p> |

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| <p>COVID-19 are addressed through a blended learning approach. Children have the opportunity to practise these skills so that they become embedded.</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ block approach to teaching concepts across the curriculum</p> | |
| <p>Priority 4: Reading Parents engage with home reading to support their children’s progress</p> <p>Reading speed and fluency is developed when children are reading.</p> <p>Children will develop a love of reading</p> | <p>Weekly sessions are included within the academy timetable to teach children reading skills. Speed and fluency are a particular focus to support children showing their comprehension knowledge as they will be able to progress further through test papers.</p> <p>Coaching and CPD focused upon developing staff knowledge of how to teaching speed reading and fluency correctly.</p> | <p>£23,478</p> |
| <p>Priority 6: Children’s social and emotional needs are met whilst they are in the academy so that they feel safe, happy and ready to learn.</p> | <p>Nurture provision is provided for children that require additional support in managing their social and emotional needs. They will be taught a range of strategies to support them. Support will also be provided to classroom staff if required.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> | <p>£6907.68</p> |
| <p>Priority 8: Whole school attendance to be in line with national if not better (96%)</p> | <p>Taught sessions and assemblies outline the importance of regular attendance.</p> <p>School council meetings to generate rewards and capture pupil voice around impact</p> <p>Home School Link worker to support families with attendance and chasing up non-attendance within school</p> | <p>N/A</p> <p>£306</p> |

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| PA to decrease from last year and be close to the national average (10.9%) Children work hard to maintain positive attendance and can talk about the importance of this on their current and future life. | | Costed in wider support section |
| Barriers to learning addressed by priorities above | <ul style="list-style-type: none"> • Children enter EYFS working below the national average for speaking, PSED and maths • Maths skill understanding and application • Curriculum gaps due to COVID-19 • Reading- engagement in home reading, speed and fluency • Social and Emotional need • Attendance and PA | |
| Projected cumulative spending | | £43,696.18 |

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

| Measure | Activity | Predicted cost |
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| Priority 1 Increase the number of children that require speech and language support to support them in accessing phonics | Speech and language interventions started as soon as need is identified Staff word aware, wellcomm and talk boost trained | £1400 |
| | Staff use concept cat and word aware as part of quality first teaching | £1700 |
| Priority 2 Decrease the gaps in knowledge due to the COVID pandemic | Learning platform used to support phonics teaching both in school and at home | £6000 |

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| Barriers to learning address by priorities above | <ul style="list-style-type: none"> • Children enter EYFS working below the national average for speaking, PSED and maths • Curriculum gaps due to COVID | |
| Projected cumulative spending | | £9100 |

Targeted academic support for current academic year

| Measure | Activity | Predicted cost |
|---|--|-------------------------|
| <p>Priority 1:</p> <p>Children in EYFS make accelerated progress from low starting points. The percentage of children achieving GLD is at least in line with national.</p> | <p>Speech and language support is provided for children that require additional support. Wellcomm and early talk boost will be used to support this.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p> | £1400 |
| <p>Priority 2:</p> <p>Children are able to apply their knowledge of mathematical concepts to problem solving situations, especially in tests.</p> <p>Children are able to approach abstract concepts in maths using the concrete and pictorial approach that has previously being taught.</p> | <p>Magical maths sessions are planned every half term to allow children opportunity to practice problem solving of concepts taught in maths. This is additional to the daily problem solving opportunities in maths. These will be real life situations where maths needs to be used to solve the problem with peers.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>Staff will receive training on teaching children maths using a concrete, pictorial and abstract approach. This can then be applied to maths lessons.</p> | <p>£200</p> <p>£500</p> |
| Priority 3: | <p>Timestable rock stars to be purchased to support the learning of timestable knowledge and potential gaps that may need to be practiced. This will support fluency in number facts which can then be applied to calculations.</p> | £114 |

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| <p>Aspects of the curriculum that have not been covered due to COVID-19 are addressed through a blended learning approach. Children have the opportunity to practise these skills so that they become embedded.</p> | | |
| <p>Priority 4: Reading Parents engage with home reading to support their children's progress</p> <p>Reading speed and fluency is developed when children are reading.</p> <p>Children will develop a love of reading</p> | <p>Dedicated resources are available to parents to practise reading with this children. This may be through books or online platforms. Parents can track the progress of the children in Accelerated Reader quizzes using the online system. Accelerated reader provides quizzes to test the children's understanding of texts, ensuring they are at the correct banding.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=accelerated%20reader</p> <p>Purchase additional resources to support the practise of speed and fluency when reading. These will be used during the dedicated reading sessions.</p> | <p>£13,100</p> <p>£100</p> |
| <p>Priority 5: Children have tier 2 and 3 vocabulary that they can apply to conversations. This is subject specific and supports their understanding when reading.</p> | <p>Word Aware approach will teach specific vocabulary to the children. This will be done daily as a structured teach.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p> | <p>£1500</p> |
| <p>Priority 7:</p> | <p>Subsidy for residential, school trips and extra-curricular activities to widen their experiences of places and experiences that will support their learning.</p> | <p>£4200</p> |

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| <p>Children will have access to the cultural capital to attend all extra-curricular activities and educational visits</p> <p>Uniform support will be given to parents</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p> | |
| <p>Priority 8: Whole school attendance to be in line with national if not better (96%)</p> <p>PA to decrease from last year and be close to the national average (10.9%)</p> <p>Children work hard to maintain positive attendance and can talk about the importance of this on their current and future life.</p> | <p>Attendance team monitor attendance and challenge non-attendance. Letters are sent to parents every half term.</p> <p>Home school link worker to provide support for parents on positive attendance.</p> | <p>£3000</p> <p>Costed in P6</p> |
| <p>Barriers to learning address by priorities above</p> | <ul style="list-style-type: none"> • Children enter EYFS working below the national average for speaking, PSED and maths • Maths skill understanding and application • Curriculum gaps due to COVID-19 • Reading- engagement in home reading, speed and fluency • Children have limited subject specific vocabulary • Social deprivation • Attendance and PA | |

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| Projected cumulative spending | £24,114 |
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Wider strategies for current academic year

| Measure | Activity | Predicted cost |
|---|---|-------------------------|
| <p>Priority 1:</p> <p>Children in EYFS make accelerated progress from low starting points. The percentage of children achieving GLD is at least in line with national.</p> | <p>Children will have opportunities with the local community and wider ATT family to communicate with other children and develop their understanding of other areas and cultures.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p> <p>Maths ten towns parent log in will be purchased for all children in EYFS and Y1 to support and embed basic number recognition and skills.</p> | <p>£1000</p> <p>£75</p> |
| <p>Priority 2:</p> <p>Children are able to apply their knowledge of mathematical concepts to problem solving situations, especially in tests.</p> <p>Children are able to approach abstract concepts in maths using the concrete and pictorial approach that has previously being taught.</p> | <p>Parents are aware of how maths is taught at Sun Academy Bradwell including calculation approaches. Workshops are delivered to parents as well as seeing teacher teach these in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> | <p>£300</p> |
| <p>Priority 3:</p> <p>Aspects of the curriculum that have not been covered due to COVID-19 are addressed through a blended learning approach. Children</p> | <p>Focused before and after school clubs will provide support for children with gaps in knowledge due to the COVID situation.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> | <p>£5000</p> |

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| have the opportunity to practise these skills so that they become embedded. | | |
| <p>Priority 4: Reading</p> <p>Parents engage with home reading to support their children's progress</p> <p>Reading speed and fluency is developed when children are reading.</p> <p>Children will develop a love of reading</p> | <p>Reading workshops will be delivered in the academy showing parents how phonics and reading is taught. This will include workshops solely for parents as well as opportunities to observe these being taught within the classroom.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>Additional texts will be purchased to support blocks taught, exposing children to a wide range of texts.</p> | <p>£500</p> <p>£5000</p> |
| <p>Priority 6:</p> <p>Children's social and emotional needs are met whilst they are in the academy so that they feel safe, happy and ready to learn.</p> | <p>Parents have support for their own and their child's social and emotional well-being from the home school link worker. They can help to provide strategies to support at home, act as a communicator between home and school and support with external referrals if required.</p> | <p>£5478</p> |
| <p>Priority 7:</p> <p>Children will have access to the cultural capital to attend all extra-curricular activities and educational visits</p> <p>Uniform support will be given to parents to ensure children have the uniform needed alongside their peers</p> | <p>Support parents with purchasing school uniform where they request support due to low income.</p> | <p>£1000</p> |
| <p>Priority 8:</p> <p>Whole school attendance to be in line with national if not better (96%)</p> | <p>Attendance rewards for children with exceptional attendance. These will be chosen by the children through the school council.</p> | <p>£3000</p> |

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| PA to decrease from last year and be close to the national average (10.9%) Children work hard to maintain positive attendance and can talk about the importance of this on their current and future life. | | |
| Barriers to learning address by priorities above | <ul style="list-style-type: none"> • Children enter EYFS working below the national average for speaking, PSED and maths • Maths skill understanding and application • Curriculum gaps due to COVID-19 • Reading- engagement in home reading, speed and fluency • Social and Emotional need • Social deprivation • Attendance and PA | |
| Projected cumulative spending | | £21,353 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|----------|--|---|
| Teaching | <p>Ensuring enough time is given over to allow for staff professional development</p> <p>Ensuring staff engage with relevant CPD linked to their own professional development needs</p> <p>Cost of CPD</p> | <p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Signpost staff to the relevant CPD material. SLT to become role models and continue to foster a culture around the importance of regular CPD</p> <p>Utilise the ATT Institute and Apprenticeship Levey for CPD along with local authority offers.</p> |

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| <p>Targeted support</p> | <p>Interventions are led by the correct staff member that has had the appropriate training.</p> <p>Ensuring the timetable is balanced and includes all subjects.</p> | <p>Interventions are mapped out by the SLT and class teachers following pupil progress meetings. Staff are allocated to the correct intervention based on strength and CPD.</p> <p>Timetables are created by SLT. All staff are given the opportunity to outline what has worked and what could be better before new timetable is written.</p> |
| <p>Wider strategies</p> | <p>Engaging the families facing most challenges or those that are working parents.</p> <p>Enrichment opportunities available to the children due to the restrictions and safety relating to COVID-19</p> | <p>Close links with home school link worker, working closely with the local authority and local services to support families</p> <p>Utilising the communication avenues that have been strengthened during the COVID-19 pandemic.</p> <p>SLT to follow government advice and work with estates team to devise risk assessments where there may be local opportunities for enrichment.</p> |

Review of aims 2020-2021

| Aim | Cost | Outcome | Evaluative Summary |
|--|---|--|---|
| <p>Increase proportion of children at GLD</p> <p>Children are confident when speaking to different people</p> <p>Basic number concepts for mathematics</p> | <p>£300 snack chat resources</p> <p>£200 concept cat resources linked to word aware</p> <p>£126 used as cover to support CPD</p> | <p>Children were excited and enthusiastic to engage in snack chat and word aware sessions. They could speak confidently about the work that concept cat does and show the definition for new words</p> <p>Staff have more confidence is evidence based PD relating to mathematics and have utilised strategies in their teaching and continuous provision allowing continually access to number development.</p> | <p><i>53% of children reached age related expectations in speaking despite the distribution of partial closure where only 3 children had in person education delivered. 4 more children are predicted to reach end of reception expectation by the end of October totalling 68%.</i></p> <p><i>39% of children reached age related expectations in number with 6 additional children expected to reach this by the end of October half term totalling 68%</i></p> |
| <p>Application of maths skills to worded problems, especially in tests</p> <p>Professional development relating to concrete, pictorial and abstract</p> | <p>£3,939 allocated for adult support for guided maths sessions focused around approaches to tackling word problems</p> <p>£800 spent on maths resources for CPA approach</p> <p>As face to face training for CPA-dedicated 1.5 hours professional development time</p> | <p>All staff have received professional development relating to the concrete, pictorial and abstract concept used within The White Rose teaching scheme.</p> <p>Additional resources were purchase, particularly focusing on the support within number and place value including base ten, place value counters, numicon.</p> | <p><i>For year 6, 54% of children were reported as age related in maths via teacher assessment in July 2021. This included a progress score of -2.9 for PP and -3.4 for non PP.</i></p> <p><i>For year 2, 65% (42% PP, 85% non PP) of children were reported as age related in maths via teacher assessment in July 2021. This included a progress score of -2.7 for PP and -3.0 for non PP.</i></p> |

| | | | <p><i>Summer term NTS tests for the relevant year group shows scores as follow:</i></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>% ARE</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y1</td> <td>PP</td> <td>57%</td> <td>-5.4</td> </tr> <tr> <td>Non</td> <td>61%</td> <td>-3.9</td> </tr> <tr> <td rowspan="2">Y3</td> <td>PP</td> <td>55%</td> <td>-9.1</td> </tr> <tr> <td>Non</td> <td>82%</td> <td>-5.2</td> </tr> <tr> <td rowspan="2">Y4</td> <td>PP</td> <td>40%</td> <td>-8.9</td> </tr> <tr> <td>Non</td> <td>64%</td> <td>-7.6</td> </tr> <tr> <td rowspan="2">Y5</td> <td>PP</td> <td>78%</td> <td>-0.7</td> </tr> <tr> <td>Non</td> <td>75%</td> <td>-3.2</td> </tr> </tbody> </table> | | | % ARE | Progress | Y1 | PP | 57% | -5.4 | Non | 61% | -3.9 | Y3 | PP | 55% | -9.1 | Non | 82% | -5.2 | Y4 | PP | 40% | -8.9 | Non | 64% | -7.6 | Y5 | PP | 78% | -0.7 | Non | 75% | -3.2 |
|---------------------------------------|---|---|---|--|--|-------|----------|----|----|-----|------|-----|-----|------|----|----|-----|------|-----|-----|------|----|----|-----|------|-----|-----|------|----|----|-----|------|-----|-----|------|
| | | % ARE | Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 | PP | 57% | -5.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Non | 61% | -3.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | PP | 55% | -9.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Non | 82% | -5.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | PP | 40% | -8.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Non | 64% | -7.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 | PP | 78% | -0.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Non | 75% | -3.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Address curriculum gaps from COVID-19 | <p>Purple mash (including mini mash) was used as a resource for remote learning during partial closure which also supported children in receiving feedback to their learning. £950</p> <p>Times Table Rockstars was used for all children in KS2 which targeted each individual child's gaps from a baseline. This also supported in speed of facts £113.88</p> | <p>Purple Mash provided curriculum support and allowed staff to target areas of the curriculum e.g. computing that had been missed throughout the 2 partial closures. This also provided children with access to educational material for any subject area or topic linked to their own personal interest.</p> <p>TTRS has supported the children in developing speed recall and target tables for each individual child.</p> | <p><i>Assessment data shows that teaching since returning from lockdown in March 2021, teaching has addressed some of the gaps in learning. This is particularly evident in reading and wider curriculum subjects.</i></p> <p><i>Maths and writing still have some gaps which have been highlighted from summative assessment that have been built into the classes timetable for 2021-2022</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Engagement with home reading Children develop speed and fluency when reading</p> | <p>Resources to support with home reading Myon and Accelerated reader were purchased to help to support and address gaps in reading. £13,100 Resources to support with reading speed £100 Curriculum books- love of reading £5000 Dedicated teaching time £23,478</p> | <p>Myon platform and EPIC APP were used to support reading material through the partial lockdown providing staff with feedback on each individual child. Ongoing assessment of the children's reading through star read tests and AR quizzes helps staff to uses diagnostic assessment that can be fed into the reading lessons to address gaps. Myon gives access to a wide range of texts using the AR book level and for curriculum knowledge that helped to support the delivery of remote learning Additional equipment was purchased to support speed reading such as stop watched and voice recorders. Book purchases have been made to expose children to high quality texts as part of their teaching and learning but also to foster a love of reading. Children have access to these physical texts within the classroom Additional reading time has been built into class timetables to target progress in reading.</p> | <p><i>During lockdown, 79% of the children engaged in reading provision more than 3 times a week. This was the subject with the highest levels of engagement. Feedback from children and parents showed that myon was highly motivational in this. This platform will be used for 21-22 74% of children within the academy had a reading speed age at or above their chronological age. This was up 23% from the previous data.</i></p> |
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| Subject specific vocabulary | Introduction of word aware, concept cat and resources to support £479 | We are using word aware as an approach for teaching vocabulary within lesson. There is a set and consistent approach to teaching vocabulary which is used through the whole school. | <i>From the words taught, children have demonstrated that they are aware of more vocabulary than the start of the year.</i> |
| Increase in social and emotional needs | Supporting of children and family need linked to social and emotional needs Nurture £6,907.68 HSLW support £6291 | 23 children have benefited from 1:1 positive play or class nurture support this year which has taken place within afternoon sessions or part of a meet and greet. HSLW has supported 15 families throughout the year alongside early help services as well as supporting parents with uniform and financial advice | <i>23 children have received support relating to their social and emotional needs. This has helped to regulate them to access learning. 15 families have been able to access help both from school level and via Early Help. This mean that financial and parenting advice has been accessed to support families.</i> |
| Social disadvantage | Uniform support £1000 Trips | Families within our communities have accessed support with uniform, food and essentials throughout lockdown and since returning to school | <i>7 children have received uniform support throughout the academic year when new uniform was needed. Families were able to access meal and toiletry support during the pandemic to ensure that their needs are met,</i> |
| Attendance and PA | VIP- £2288 Attendance rewards- £954 | Pupil premium attendance including children who are PA have improved this year. EWO services through VIP are used to support families in having positive attendance. | <i>Attendance for the year for PP is 93.51% this compares to 91.4% at the point of lockdown the previous year.</i> |

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| | | Attendance rewards from pupil voice have been purchased to reward children with positive and improving attendance. | |
| Cumulative Cost | <i>£61,525.88</i> | | |