

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Sun Academy Bradwell
Number of pupils in school	185 15 Nursery
Proportion (%) of pupil premium eligible pupils	35.64%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Niemczyk Principal
Pupil premium lead	Laura Niemczyk Principal
Governor / Trustee lead	Gemma Beckett (Governor) Natalie Hawkins (Trust Lead)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,115

Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,120

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim at Sun Academy Bradwell is to use Pupil Premium & Recovery funding to help us improve and sustain higher attainment for disadvantaged pupils, through rapid progress, which results in attainment data comparable for all pupils. This strategy represents a three-year plan, during this period of time the strategy will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, gaps in curriculum knowledge, attendance and punctuality and unmet social-emotional needs that are displayed as disruptive and attention seeking behaviour.

Our approach will be responsive to both whole school challenges as well as individual pupil needs, rooted in robust diagnostic assessment and underpinned by educational research to inform planned interventions. This approach is supported by the National Tutoring Programme, with the aim to provide timely intervention to our pupils within this period and beyond.

Within the academy, we have high of expectations of all pupils, irrespective of background or the challenges they face. This is focuses on all aspects of academy life including behaviour, teaching, learning and pedagogical approaches. Our Building Blocks curriculum radiates throughout the academy and focuses on developing the skills, knowledge and experiences of our pupils, regardless of background. Within the curriculum, we look to provide children with regular experiences that can support their learning and enhance their cultural capital.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work and build experiences to enhance pupil's knowledge
- act early to intervene at the point when a need is identified and engage with outside agencies where needed
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

## Challenges

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

Challenge number	Detail of challenge																																							
1	Diagnostic assessment data shows that children have gaps in their vocabulary throughout the academy. This is evident within the children's reading and writing and is more prevalent in our disadvantaged learners.																																							
2	<p>Formative and summative assessment shows that attainment of disadvantaged children have lower attainment within their maths than that of their peers. This is validated using NTS standardised assessment scores carried out within Summer 2021.</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td><i>Year 1</i></td> <td>57%</td> <td>61%</td> </tr> <tr> <td><i>Year 2</i></td> <td>42%</td> <td>93%</td> </tr> <tr> <td><i>Year 3</i></td> <td>55%</td> <td>82%</td> </tr> <tr> <td><i>Year 4</i></td> <td>40%</td> <td>64%</td> </tr> <tr> <td><i>Year 5</i></td> <td>78%</td> <td>75%</td> </tr> <tr> <td><i>Year 6</i></td> <td>50%</td> <td>56%</td> </tr> </tbody> </table>		PP	Non-PP	<i>Year 1</i>	57%	61%	<i>Year 2</i>	42%	93%	<i>Year 3</i>	55%	82%	<i>Year 4</i>	40%	64%	<i>Year 5</i>	78%	75%	<i>Year 6</i>	50%	56%																		
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3	<p>Diagnostic assessments show that disadvantaged children have lower attainment than that of their peers within the subject of English. When arriving in EYFS over the past 2 years, children have had lower than expected standards for reading and writing, with a significant difference in their listening and attention skills. This gap continues within Key Stage 1 and Key Stage 2.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Writing</th> <th colspan="2">Reading</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td><i>Year 1</i></td> <td>20%</td> <td>59%</td> <td>29%</td> <td>56%</td> </tr> <tr> <td><i>Year 2</i></td> <td>33%</td> <td>79%</td> <td>42%</td> <td>86%</td> </tr> <tr> <td><i>Year 3</i></td> <td>45%</td> <td>72%</td> <td>45%</td> <td>65%</td> </tr> <tr> <td><i>Year 4</i></td> <td>67%</td> <td>75%</td> <td>40%</td> <td>57%</td> </tr> <tr> <td><i>Year 5</i></td> <td>67%</td> <td>75%</td> <td>56%</td> <td>65%</td> </tr> <tr> <td><i>Year 6</i></td> <td>83%</td> <td>72%</td> <td>83%</td> <td>72%</td> </tr> </tbody> </table>		Writing		Reading		PP	Non-PP	PP	Non-PP	<i>Year 1</i>	20%	59%	29%	56%	<i>Year 2</i>	33%	79%	42%	86%	<i>Year 3</i>	45%	72%	45%	65%	<i>Year 4</i>	67%	75%	40%	57%	<i>Year 5</i>	67%	75%	56%	65%	<i>Year 6</i>	83%	72%	83%	72%
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4	Observations within the school show that a proportion of disadvantaged children have regressed within their social and emotional needs, mostly following the return from the partial closure from national lockdowns. This is due to the lack of adult and child interaction as well as being part of a small group within a significant change in the amount of attention received.																																							

	Teacher have referred 26 (21 of these were disadvantaged) children to our in school nurture following the full opening of the academy with 12 (children receiving external support from different agencies).
5	Attendance within the academy is an area of focus. The attendance for the year for PP was 93.5% compared to 97.8% for non-PP.  Attendance from autumn 1 shows 91% for PP children and 86% for non-PP. Persistent absentee show as 7% for PP and 6.9% for non-PP.
6	Historical Socio-cultural & economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.  Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are further supported by a number of national studies on partial school closures.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children will have a wider range of vocabulary linked to tier 2 and tier 3; this will be evidenced within reading and writing	Teacher assessment of planned vocabulary will show the increase in the words that the children recognise and use within their own learning (word aware sessions, reading and writing) External school improvement support will recognise how vocabulary is incorporated in each lesson and as part of our overall curriculum
Children will consolidate and build upon their current mathematical understanding; applying their skills to problem solving and reasoning situations	Children are able to apply their learning to problem solving situations which is shown through access to standardised assessments. Within lessons, children display resilience and calculation methods to improve their attainment. Target children will be invited into the academy before or after school for targeted tuition.
Children will have greater consistent access to reading content for in and out of school. This included embedding a new phonics scheme and this builds into the whole school approach for reading.	Increased scores within phonics and reading show that children can read fluently and explain what they have read linking to retrieval and recall, summarising, inferring a predicting. This

	<p>is evidence through formative and summative assessment.</p> <p>Target children will be invited into the academy before or after school for targeted tuition.</p>
<p>Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. Leading to reduced behaviour incidents, and better outcomes across all subjects.</p>	<p>Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.</p> <p>Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.</p>
<p>Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.</p>	<p>PA for disadvantaged pupils reduces every half term from Autumn 1. PP attendance YTD is above 95%.</p>
<p>Cultural capital experiences to be maximised through all aspects of the curriculum; exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p>	<p>Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.</p> <p>Discussions with pupils, teachers &amp; support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,429.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employing an additional teacher to allow subject specific teachers for Year 5 and 6 in the morning sessions</i></p> <p>£28,429.10</p>	<p>Reduction in class size +2 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>Mastery Learning +5 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1, 2, 3, 4

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

Budgeted cost: £16,836

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic tutor employed to support academic and emotional needs within key stage 1</p> <p>£6,650 (5% plus on costs)</p> <p>Children receive more intensive</p>	<p>1:1 tutoring proves highly effective progress +5 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tutoring proves highly effective progress +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p> <p>Behaviour interventions +4 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2, 3, 4,

feedback with adult ratios	Individualised instruction +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	
Use Of Online Platforms To Support Home Learning And Targeting Gaps In Learning Ten Towns- £126 (1 yr) Phonics Play- £60 (1 yr) Nessy- £1000 Purple Mash- Myon- £3000 (3yrs) Total- £4,186	Home Learning provision can provide +6 months of progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a> Individual instruction in through various mediums including digital can provide +4 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> Digital technology use in EYFS can provide +4 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</a>	1, 2, 3
School Led Tutoring Budgeted- £6,000	Extending school time +3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>  Small group tuition +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3

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

Budgeted cost: £51,309.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, behaviour and parent liaison lead in school to work with families on reducing PA and improve Whole school attendance.	The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.  Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and	4, 5



<p>£8,674</p> <p>Employ an attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding improved attendance</p> <p>£23,000</p>	<p>persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014.  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	
<p><i>Attendance awards – 100%, above 97%, improved- whole school and individuals</i></p> <p>£3000</p>	<p>The DFE published a report on the links between attendance and attainment in 2014.  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	<p>5</p>
<p>All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.</p> <p>£15,000</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. 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><a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/arts-participation/</a></p>	<p>1, 3, 6</p>
<p>Children are coming into the academy hungry and find it difficult to be ready for learning. Subsidise breakfast through National School</p>	<p><a href="https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R2_Kellogg_A_Lost_Education.pdf">https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R2_Kellogg_A_Lost_Education.pdf</a></p> <p><a href="https://blog.optimus-education.com/teaching-hungry-children-impact-food-insecurity">https://blog.optimus-education.com/teaching-hungry-children-impact-food-insecurity</a></p>	<p>1, 2, 3, 6</p> <p>If children are hungry, it is difficult to focus upon learning or regulate socially and emotionally</p>

Breakfast Programme £1,635.20 (April '22-July '23)		
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**Total budgeted cost: £96,574.30**

\*Remainder of spend will be allocated upon mid-point review to support any emerging needs

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

### Pupil premium strategy outcomes

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

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Below indicates the information gathered from standardised NTS tests carried out in June 2021.*

#### 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	PP 50% Non PP 50%	Met expected standard at KS1 Combined	PP 25% Non PP 79%
Meeting expected standard at KS2 Reading	PP 83% Non PP 72%	Met expected standard at KS1 Reading	PP 42% Non PP 82%
Meeting expected standard at KS2 Writing	PP 83% Non PP 72%	Met expected standard at KS1 Writing	PP 33% Non PP 79%
Meeting expected standard at KS2 Maths	PP 50% Non PP 56%	Met expected standard at KS1 Maths	PP 42% Non PP 93%
Achieving high standard at KS2 Combined	PP 0% Non PP 6%	Achieved high standard at KS1 Combined	PP 0% Non PP 7%
Achieving high standard at KS2 Reading	PP 17% Non PP 22%	Achieved high standard at KS1 Reading	PP 8% Non PP 14%
Achieving high standard at KS2 Writing	PP 17% Non PP 6%	Achieved high standard at KS1 Writing	PP 0% Non PP 14%

Achieving high standard at KS2 Maths

PP 0%  
Non PP 22%

Achieved high standard at KS1 Maths

PP 0%  
Non PP 21%

### 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</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</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>

	development time	number and place value including base ten, place value counters, numicon.																																	
			<p>Summer term NTS tests for the relevant year group shows scores as follow:</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
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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</p>	<p>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.</p> <p>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</p>																																

<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>tables for each individual child.</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.</p> <p>Ongoing assessment of the children's reading through star read tests and AR quizzes helps staff to use diagnostic assessment that can be fed into the reading lessons to address gaps.</p> <p>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</p> <p>Additional equipment was purchased to support speed reading such as stop watched and voice recorders.</p> <p>Book purchases have been made to expose children to high quality texts as part of their teaching and learning but also</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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		<p>to foster a love of reading. Children have access to these physical texts within the classroom</p> <p>Additional reading time has been built into class timetables to target progress in reading.</p>	
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	<i>7 children have received uniform support throughout the academic</i>

		with uniform, food and essentials throughout lockdown and since returning to school	<i>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. Attendance rewards from pupil voice have been purchased to reward children with positive and improving 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>
<b>Cumulative Cost</b>	<i>£61,525.88</i>		

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
FFT Lightning Squad Tutoring	FFT



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None applicable
What was the impact of that spending on service pupil premium eligible pupils?	None applicable



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*