

Pupil Premium Strategy Statement Mill Dam School

Summary information					
School	Mill Dam				
Academic Year	2020-21	Total PP budget	£26,485	Date of most recent PP Review	26.6.19
Total number of pupils	197	Number of pupils eligible for PP	31 (incl EYPP) 16%	Date for next internal review of this strategy	Reviewed summer 21

School context

Mill Dam is a small school serving an area of low to moderate social disadvantage. The PAN for the school has just increased to 30 but the school still operates mixed classes in KS2 due to space constraints. An extension programme is currently underway and the school will be fully 1 form entry from September 2021. There is a nursery provision from 3 years onwards which offers 15 and 30 hours places. The deprivation indicator for the school is low and most families include at least one working parent. Within the three primary schools in the village of Ackworth Mill Dam has the highest proportion of pupils eligible for disadvantaged funding and this is now just below the national average of 17.7%. 16% of children are eligible for this funding and this has increased by 3% from last year which is more quickly than the national average increase.

The school is graded Good by Ofsted and was last inspected in February 2017.

Current attainment EYFS (figures from 2019 as no assessments took place during summer 2020)					
Total number of pupils	23	Number of pupils eligible for PP	1	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD				0%	72%
% achieving all learning goals				0%	70%
% achieving all prime areas of learning				0%	86%
% achieving all specific areas of learning				0%	74%

Current % achieving the expected standard in phonics at KS1 (figures from 2019 as no assessments took place during summer 2020)					
% achieving the expected standard at Y1				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	19	Number of pupils eligible for PP	3	0%	82%
% achieving the expected standard at Y2				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	4	Number of pupils eligible for PP	0	N/A	92%
% achieving the expected standard at the end of KS1				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	17	Number of pupils eligible for PP	5	40%	92%

Current attainment KS1 (figures from 2019 as no assessments took place during summer 2020)					
Total number of pupils	17	Number of pupils eligible for PP	2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				50%	65%

Current attainment KS2 (figures from 2019 as no assessments took place during summer 2020)			
Total number of pupils	12	Number of pupils eligible for PP	3
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths		33%	65%
Progress score in reading		-2.6	0
Progress score in writing		0.1	0
Progress score in maths		-1.1	0

Quality First Teaching (Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching)			
		Person/Team Responsible	Cost
A	Feedback is not always effective in helping children know how to improve their work and therefore does not maximise progress. (continuation from 2019-20 due to the disruptions of Covid 19)	SLT, ST and AS as lead practitioners.	£4205 – training and release for collaboration
B	Expectations of all teachers, for all children at all times can vary and need to be consistently maintained at the highest levels for all children. This includes the small number of children with social, emotional and behavioural barriers to learning, higher attaining pupils and those with special educational needs. (continuation from 2019-20 due to the disruptions of Covid 19)	SLT, CS as lead practitioner	£4205 – training and release for collaboration
C	Teaching of phonics and early reading requires further development and rigour. (continuation from 2019-20 due to the disruptions of Covid 19)	ST and OA	£1000.00 resources + £2660 training
D	Teaching across all curriculum areas requires further depth and development to ensure that high levels of knowledge and understanding are attained by all children in all subjects.	ST and RW	£2000 release for collaboration

Targeted Academic Support (Structured interventions - small group tuition, one-to-one support)			
		Person/Team Responsible	Cost
E	One to one and small group support is required for children in KS2 who haven't met the phonics screening standard and for children in KS1 at risk of not meeting this. This is an essential requirement to enable them to develop as readers and promote access to the full curriculum. (continuation from 2019-20 due to the disruptions of Covid 19)	OA and CS	£200 resources + £160 training + £1710 staffing

Wider Strategies (issues which also require action such as low attendance, behaviour, parental engagement)			
		Person/Team Responsible	Cost
F	Social, emotional and behavioural interventions require further development to address the range of vulnerabilities that some children within this group present and to remove these as barriers towards their learning. Additional social and emotional support is required in EYFS for children who have not had the usual transition support and who have a range of BESD needs (1x 1 to 1 TA needed in addition to EHCP needs). These are particularly pertinent following the Covid 19	ST and CS	£200 training + £8145 staffing +£2000 subsidy towards visits.

	partial closure and will be focused towards any findings from this (partial continuation from 2019-20 with additional focus following Covid 19 disruptions). Financial support to enable all children to attend all school visits including residential will also be part of this strategy.		
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A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Feedback is not always effective in helping children know how to improve their work and therefore does not maximise progress. EEF toolkit effective feedback has a positive impact of +8 months</p> <p>Staff workload- teachers are spending too much time marking and this is not having a proportional impact on learning.</p> <p>Pupils do not have sufficient opportunities to collaborate with their peers. EEF toolkit – collaborative learning has a positive impact of +5 months.</p> <p>Pupils are not developing a clear understanding of what they need to do to improve their learning and therefore aren't improving their metacognition. EEF toolkit – metacognition has a positive impact of + 7 months.</p>	<p>Active Ingredient 1- Feedback policy will be discussed and reviewed with amendments in light of Covid 19 risk assessment.</p> <p>Active Ingredient 2- Opportunities will be given for staff to feedback verbally to groups, individuals or the whole class at the beginning of lessons as required. These should be maximised as a result of Covid 19 policy changes.</p> <p>Active Ingredient 3- Staff will create opportunities to actively mark in consultation with children during the lesson as frequently as possible.</p> <p>Active Ingredient 4- Pupils will be given regular opportunities to discuss their work with their peers and feedback to each other.</p> <p>Active Ingredient 5- Pupils will be given the opportunity to redraft their work in response to feedback/critique received from peers and from staff.</p>	<p>CPD will be given to all staff around effective feedback and all staff will be involved in evaluating and reviewing practice.</p> <p>Opportunities for staff to collaborate, watch and share practice and develop feedback will be planned into the timetable. Joint book scrutinies with peers will also become a regular part of staff meetings to allow sharing of good practice. Formal communication will take place through staff meetings, EFs and nudge emails. Staff will be encouraged to communicate informally to maintain momentum.</p> <p>Follow up support in terms of coaching will be provided by SLT and trust maths and writing leads as required.</p>	<p>Short term:</p> <p>Fidelity: All staff are able to clearly articulate the principles of effective feedback and the active ingredients. Staff are incorporating active marking and verbal feedback into their pedagogy.</p> <p>Acceptability: The majority of staff experience a growing confidence in planning and delivering active feedback and staff feedback is positive.</p> <p>Medium term</p> <p>Fidelity: There is a body of evidence in terms of pupils work and monitoring activities that active marking and verbal feedback is being used on a daily basis to improve feedback.</p> <p>Pupils and staff are clearly able to articulate the pedagogy of active marking to others.</p> <p>Reach:</p> <p>All Staff and pupils are confident in terms of giving effective feedback that enables peers to improve their work.</p>	<p>Short term.</p> <p>Staff and Pupils will gain a greater understanding of how to give effective feedback to move learning on.</p> <p>Teacher workload will reduce as feedback at the point of delivery becomes the norm.</p> <p>Medium term- The quality of pupil's work will improve as a result of effective feedback from peers and from staff.</p> <p>Pupil's ability to collaborate and communicate effectively will improve as they become more confident with peer critique.</p> <p>Long term- Outcomes for pupils will increase as collaborative ways of working become the norm.</p>
Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term		
<p>Verbal feedback has been prioritised during the autumn term to avoid potential cross contamination and this has been having positive impacts on progress. To be developed further as the year progresses.</p>	<p>Due to additional Covid lockdowns further development of this is still required.</p>	<p>Progress has been far more clear where more structured written feedback has been redeveloped. The school will move away from the verbal feedback model next year and re-introduce a more structured feedback system including more written feedback</p>		

again to fully assess the impact of this on progress and learning.

B. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Expectations for all children at all times during the school day are not consistently high enough and so, though outcomes are strong overall, books, learning environments and behaviour for learning don't always fully reflect these. Following Covid 19 partial closure greater consistency and high expectations are required in line with increased support and positivity.</p> <p>Staff The fast pace of lessons and enthusiasm of staff delivery sometimes means that attention to detail lapses and 'good enough' expectations are applied to the quality and quantity of work and to behaviour for some groups of children.</p> <p>Pupils do not always give their full effort to written tasks. Pupils do not always treat books and some areas of learning environments with pride, care and respect. Pupils can sometimes be accepting of 'good enough' work and don't always challenge themselves to exceed their own expectations.</p>	<p>Active Ingredient 1- Expectations will be discussed and clarified with all staff.</p> <p>Active ingredient 2 – All staff will model high expectations through their own presentation, dress, learning environments, classroom tidiness, communication with each other and with children etc.</p> <p>Active Ingredient 3- Children will remain fully aware of the expectations for their work and conduct through assemblies as well as in class reinforcement from teachers.</p> <p>Active Ingredient 4- Staff will create opportunities to actively notice and positively reward high expectations from children in terms of presentation, uniform, respect and behaviour for learning.</p> <p>Active Ingredient 5- Pupils will be encouraged to notice and praise high expectations in each other.</p> <p>Active Ingredient 6- Support staff will have the same high expectations of children.</p> <p>Active ingredient 7 – Support staff will actively notice and praise high expectations in children.</p> <p>Active ingredient 8 – Parents will be informed of the expectations through regular letters, texts, social media and discussions at parent voice sessions.</p>	<p>CPD will be given to all staff around expectations and how to maintain and achieve these. Further CPD will be given to support staff to ensure that they model and expect positive behaviours and attitudes towards learning.</p> <p>Collaboration opportunities will be made available so that staff can observe good practice. Staff meetings sessions to share good practice in books from within our school and across the academy trust will take place regularly.</p> <p>Communication will take place through staff meetings, support staff meetings, staffroom noticeboards and emails where needed.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p>	<p>Short term: Fidelity: All staff understand the expectations of the school and begin to show evidence of modelling these. Acceptability: The majority of staff demonstrate this and expectations across school can be seen to be more consistent. Medium term Fidelity: Evidence in books shows consistency of high expectations from staff and children. The learning environments show continual promotion of respect for school and expectations for excellence. Children's uniform and behaviour around school personify these expectations. Reach: All staff and pupils are consistent in their demonstration of high expectations for all.</p>	<p>Short term – the quality of work in children's books will improve without compromising quantity. The positive 'feel' of the school will be further evident through the presentation, behaviour and attitudes of the children.</p> <p>Medium term – children from all abilities and from all groups will feel a greater sense of pride in their work and their school engendering further improvement of positive attitudes and learning behaviours.</p> <p>Long term – expectations and behaviours will be established. Outcomes will show that all groups achieve their full potential.</p>

Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term
Clear progress has been made here during the autumn term. To continue to develop within the bubble framework.	Due to additional Covid lockdowns further development of this is still required.	In some classes and phases of school there has been significant and clear improvement but this is not always as consistent and strong in all classes. New staff and a changed staffing and class structure next year will necessitate further focus on this as part of the school improvement plan and specific disadvantaged strategies.

C. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Teaching of early reading and phonics is not fully consistent or as robust as it could be to enable that all children enter KS2 able to fully access the curriculum. Improvements had begun to be seen before lockdown but gaps have widened in some cases during home learning and partial closure. New staff have also been appointed.</p> <p>Staff teach phonics daily but their in depth understanding of the most effective methods for this is variable and requires development.</p> <p>Pupils a good number of pupils reach the necessary standard to pass the phonics screening check and this is improving however, this alone does not enable full access to the range of reading within the KS2 curriculum. Some pupils don't reach the phonics screening standard by the end of Y2</p>	<p>Active ingredient 1 – The system and expectations for phonics teaching from N to Y2 will be clarified.</p> <p>Active ingredient 2 – resources will be purchased to ensure delivery of the improved lessons.</p> <p>Active ingredient 3 – phonics sessions will be delivered daily in the same time slot as previously and in addition to other reading activities but they will follow the new strategy.</p> <p>Active ingredient 4 – one to one and small group intervention will be delivered to those children at risk of not attaining as required (see element D below)</p> <p>Active ingredient 5 – parents will be informed about the changes through letters and meeting and given access to the online support materials.</p>	<p>CPD core staff will attend full. 2 day RWI phonics training externally and the reading lead will attend full one day reading lead training. All other staff in school will receive CPD from training sessions led by the head teacher and reading lead, interventions from the development day lead and peer collaboration / observation etc. Staff will collaborate with planning and the preparation of resources as well as team teaching and modelled lessons to share good practice.</p> <p>Communication will take place through staff meetings, parents' meetings, newsletters and emails. Informal discussions between staff in different classes will also be facilitated by the reading lead.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p>	<p>Short term: Fidelity: All staff follow the RWI format and teach the lessons as planned and as needed by their group</p> <p>Medium term Fidelity: All RWI sessions are delivered consistently and accurately with clear routines established. Additional support, pinny words and one to one catch up activities are in place. Development day evaluations show good progress.</p> <p>Reach: All staff are consistent in their teaching of phonics and early reading.</p>	<p>Short term – pupils show more confidence when reading and blending sounds and show engagement with the system.</p> <p>Medium term – Progress through the RWI levels is established and maintained with evidence of children applying these skills in reading and writing activities throughout the school day.</p> <p>Long term – attainment at Y1 in the phonics screening check and at Y2 in reading continues to improve. Attainment and progress in KS2 across the curriculum continues to improve and children are more able to effectively access the curriculum leading to improved attainment in all subjects.</p>

<p>or the KS1 expectations for reading and so are disadvantaged when entering KS2. Some pupils often, but not always, those from disadvantaged backgrounds, enter school with lower literacy levels and so require additional support. EEF toolkit has a positive impact of +4 months.</p>				
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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term
<p>Training has been given and the phonics lead has worked with support from RWI. Intervention has also been used and a very positive impact was seen on Y2 phonics screening results.</p>	<p>Due to additional Covid lockdowns further development of this is still required.</p>	<p>Very clear progress has been made and there is marked improvement in the teaching of phonics and early reading. Further development of support staff within this and continued improvement of pace and structure within phonics sessions and application across school will continue to be further development foci next year.</p>

D Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Teaching of all subjects across the primary curriculum requires further depth and consolidation to ensure that standards attained in all subjects match those in the core subject areas. Pupils require consistent depth in learning through well planned and structured activities. Staff need to work together to share</p>	<p>Active ingredient 1 The provision maps for learning expectations in all subjects will be completed, evaluated and improved. Active ingredient 2 Time will be given to subject leaders to support staff with following these maps. Active ingredient 3 Subject leaders will review the progression of their subject areas and the attainment and progress of children. Active ingredient 4 Class teachers will plan and implement</p>	<p>CPD led by subject leaders within school to ensure that all teacher subject knowledge is at appropriate levels. Collaboration between subject leaders and class teachers and between teachers in phase groups to ensure that strengths are shared and good practice is built upon. Follow up support from subject leaders and from the trust school improvement team.</p>	<p>Short term: Fidelity: All staff follow the provision maps and cover the key, sequential learning within the curriculum. Medium term Fidelity: Monitoring shows that coverage is clear with appropriate depth. Review of assessments (quizzes) shows that knowledge is being retained. Reach: Monitoring shows that prior learning is being deepened and built upon subsequently.</p>	<p>Short term Pupils will increase their awareness and basic knowledge of all subjects. Teacher subject knowledge will improve. Medium term Pupils will begin to build links between knowledge gained and develop a deeper and wider field of knowledge and experience. Long term Pupils will develop a love for learning in a range of</p>

<p>strengths in teaching pedagogy and subject knowledge and to develop consistent strong teaching in all subjects.</p> <p>Pupils enjoy these lessons but don't always accumulate knowledge at sufficient depth to enable them to apply this to new learning.</p>	<p>the provision maps and ensure that high quality, consistent learning takes place.</p>			<p>subjects, achieve highly and be able to use this basis for more in depth study at higher levels of education.</p>
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<p>Provision maps are clear and have been reviewed and refined in response to changes under Covid 19. Ongoing monitoring shows positive developments in a range of subject areas.</p>	<p>Due to additional Covid lockdowns further development of this is still required.</p>	<p>Review of each subject has shown that there are strengths in each one but areas for development remain. Plans for next year will include specific subject focuses where needed.</p>
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E. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>One to one and small group support is required in EYFS for pupils who enter the school with language deficit, in Y1 for children at risk of not meeting the phonics screening threshold and in Y2 and KS2 for those who have gaps and barriers in their phonics knowledge or early reading skills. The difference in EYFS is more marked than normal due to a lack of transition during Covid 19 partial closures.</p>	<p>Active ingredient 1 – one to one sessions will be delivered during assembly times by trained staff.</p> <p>Active ingredient 2 – small group intervention sessions will be delivered during afternoons led by trained support staff and after school led by the reading lead.</p> <p>Active ingredient 3 – Ongoing, on the spot one to one catch up sessions will happen with all staff using 'pinny time' for this.</p> <p>Active ingredient 4 – clear communication between the teacher who leads the main phonics session for these children, the class teacher and</p>	<p>CPD for teaching staff and for the support staff leading the intervention. This will be delivered by the school reading lead and the development day lead from RWI.</p> <p>Collaboration between the staff working with these individuals in class, groups and individually leading to improved communication.</p> <p>Follow up support from SENCO, reading lead and development day lead as required.</p>	<p>Short term Fidelity: teachers ensure that children are able to consistently attend the intervention sessions and relate the learning from these to class and group teaching. Medium term: Fidelity: All sessions are delivered and fully followed up by teaching staff. Children progress through the sessions and improve their phonics knowledge and understanding.</p>	<p>Short term: Pupils feel more confident and more able to access phonics teaching. Medium term: Pupils make sufficient progress to return to class and group phonics teaching without the need for further intervention. Long term: Pupils reach their full potential in terms of phonics and reading assessments and are able to fully access the KS2 curriculum.</p>

<p>Staff require training, support and resources to deliver this. EEF toolkit – phonics has a positive impact of +4 months, small group tuition has a positive impact of +4 months and one to one tuition has a positive impact of +5 months.</p>	<p>the intervention lead must be established and maintained.</p>			
<p>Review Progress at the end of the autumn term An additional adult in nursery has begun to support with this but Covid restrictions have hampered this to some degree. To continue as a priority.</p>	<p>Review Progress at the end of the spring term Due to additional Covid lockdowns further development of this is still required.</p>	<p>Review Progress at the end of the summer term There has been clear progress here. As the EYFS will be working as a unit next year this will continue to be an area of focus to ensure that the progress from this year is maximised and built upon.</p>		

F. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Some children have social circumstances or emotional / behavioural needs which impact on their ability to attain their full potential. This includes some children with diagnosed communication and interaction conditions and low self confidence as well as those whose emotional and behavioural needs result from home circumstances. This will also include children whose social and emotional health have been impacted by Covid 19 restrictions. Staff need support to raise the aspirations of these children and ensure that they account for these</p>	<p>Active ingredient 1 – staff need training to ensure that the needs of these children are met. Active ingredient 2 – specific, focused, short term interventions need to be established according to need and to be followed up within class. These will happen at least once per week during afternoon sessions on the timetable and more frequently according to need. They will be delivered by trained support staff. Active ingredient 3 – provision needs to be subsidised to ensure that these children are fully able to access extra curricular provision and, for</p>	<p>CPD for staff working with these groups and individuals. Collaboration between these staff, SENCo and class teachers to ensure that the needs of these children are fully met. Collaborate with parents to promote attendance at extra curricular clubs and events such as residential visits. This will also ensure they are fully informed of the financial support that school will offer for these. Collaborate with other schools who have shown progress and improvements in this area of work.</p>	<p>Short term Fidelity: staff will ensure that the emotional needs of these children are considered and actively planned for. Interventions, where needed, will be in place. Medium term Fidelity: All staff will demonstrate effective provision to cater for the emotional and behavioural needs of the children. Reach: the number of children with these needs and from disadvantaged backgrounds attending clubs and residential will continue to grow.</p>	<p>Short term Pupil self confidence and awareness will increase. Medium term Attendance at additional activities will improve and confidence and self control will be managed individually with less need for intervention. Long term Positive impact on social and emotional welfare will be evident through improved outcomes. Improved self esteem and confidence leading to improved academic outcomes and a greater ability to access</p>

needs when planning and delivering teaching. Teachers will develop programmes to focus on specific need where applicable which will be led by support staff . Pupils need to believe in themselves and develop strategies to manage their emotions, behaviour or confidence levels. EEF toolkit – behaviour interventions have a positive impact of +3 months.	example, residential visits which will all support their personal and social development thus improving their engagement with the full curriculum within school.			secondary school provision effectively.
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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term
Limited progress has been able to be made here due to Covid restrictions.	Due to additional Covid lockdowns further development of this is still required.	Progress has been made with specific individuals who present with some social and emotional needs. Further development across school will continue to be a focus next year.

Review of Expenditure

Previous Academic Year	
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Problem	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Feedback is not always effective in helping children know how to improve their work and therefore does not maximise progress.	Quality first teaching with peer support and CPD.	We began to make an impact on the success criteria but Covid partial closures impacted on this.	This approach was proving successful but further work is needed. This will remain a priority for development next year.	£4205 – training and release for collaboration
Problem	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Expectations of all teachers, for all children at all times can vary and need to be consistently maintained at the highest levels for all children. This includes the small number of children with social, emotional and behavioural barriers to learning, higher attaining pupils and those with special educational needs</p>	<p>Quality first teaching, support for staff at all levels.</p>	<p>There was an initial strong impact but, during the partial closure with staff / child groupings and relationships changing some of this impact was lost and it is clear on returning to school in September 20 that further embedding and consolidation is needed.</p>	<p>This approach was proving successful but further work is needed. This will remain a priority for development next year.</p>	<p>£4205 – training and release for collaboration</p>
<p>Problem</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Teaching of phonics and early reading requires further development and rigour.</p>	<p>Training and resources</p>	<p>There was an excellent initial impact. The resources were used to support home learning as well.</p>	<p>This approach was proving successful but further work is needed. This will remain a priority for development next year.</p>	<p>£3140.00 resources + £2660 training</p>
<p>Problem</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>One to one and small group support is required for children in KS2 who haven't met the phonics screening standard and for children in KS1 at risk of not meeting this. This is an essential requirement to enable them to develop as readers and promote access to the full curriculum.</p>	<p>Training and resources</p>	<p>There was an excellent initial impact. The resources were used to support home learning as well.</p>	<p>This approach was proving successful but further work is needed. This will remain a priority for development next year.</p>	<p>£410 resources + £160 training + £1710 staffing</p>
<p>Problem</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Social, emotional and behavioural interventions require further development to address the range of vulnerabilities that some children within this group present and to remove these as barriers towards their learning. This includes promoting and subsidising attendance at clubs, on residential etc.</p>	<p>Interventions and financial support.</p>	<p>Some early impact was seen but this requires further development. The range of support here will be extended next year to address further need identified from Covid 19 restrictions. The visits and planned residential have not all taken place due to the restrictions but we do believe that these are still a priority and they will be targeted next year.</p>	<p>This approach was proving successful but further work is needed. This will remain a priority for development next year.</p>	<p>£200 training + £1710 staffing +£2000 subsidy</p>

Additional Information

