

Pupil premium strategy statement – Chaddesden Park Primary School

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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	Chaddesden Park Primary School
Number of pupils in school	299 (29 Nursery)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	June 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Helina Kirkup
Pupil premium lead	Tom Smith
Governor / Trustee lead	Lisa Whiteley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,901
Recovery premium funding allocation this academic year	£15,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£169,561

Part A: Pupil premium strategy plan

Statement of intent

The main aims of the school are to make sure that all children are happy, that they enjoy coming to school and that their achievements are acknowledged, their efforts rewarded and to provide the highest standards of education. The focus of our pupil premium strategy is to support all pupils, including those with barriers linked to their disadvantage, to achieve the best that they can be. We aim to support children who need it whilst also enabling progress in high attainers.

We aim to develop confident individuals, successful learners and responsible citizens.

Parents/carers and the wider family are a child's first teachers. At Chaddesden Park Primary school we aim to work with children and families to provide the best level of support for all. Support and encouragement from home continues to be very important throughout a child's learning journey, including early intervention, and targeted support as part of the wider strategy. We aim to work closely with families and the local community.

Chaddesden Park Primary School takes a tiered approach to Pupil Premium spending in line with the EEF recommendations. High quality teaching is at the heart of our approach, including the professional development of all staff to be able to support children to be the best that they can be. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit all children.

Targeted support for struggling pupils is also a key component of our effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

We pride ourselves on being a caring, ACE aware and trauma sensitive school.

Challenges

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

Challenge number	Detail of challenge
1	Changes in family circumstances
2	Welfare file in place
3	Low self esteem
4	Does not complete home learning
5	Not on track for age related expectation
6	Frequently coming to school without breakfast
7	Target nurture child
8	Acrimonious split between family members

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
<p>Children have the emotional wellbeing and are supported to be READY to learn</p> <p>(Changes in family circumstances)</p>	<ul style="list-style-type: none"> - Impact of universal credit reduction will be counter acted by a discreet CPPS food bank - Emergency fund budgeted - Learning mentors continue to be available to support children through changes through 1:1 sessions, targeted support and daily check ins - Learning mentors continue to be available to support families through changes through 1:1 sessions, targeted support and daily check ins
<p>Children and families have the emotional well being to be able to support children in being READY to learn</p> <p>(Welfare file in place)</p>	<ul style="list-style-type: none"> - Families are willing and regularly engage with school staff to be signposted to a range of external agencies - Referrals are made by DSL and learning mentors to available service for both adults and children - All staff are aware of the needs of our individual families and children where appropriate - School provides a community support service
<p>Children are confident individuals and successful learners in their time at CPPS</p> <p>(Low self esteem)</p>	<ul style="list-style-type: none"> - School will continue to provide a nurturing environment where every child matters - Positive play and nurture groups will be in place

	<ul style="list-style-type: none"> - A peer mentoring scheme will be implemented to identify and support children who need this - A peer mentoring training programme will be delivered to prospective peer mentors - Find the glow workshops in place
<p>Children are able to access the extra curricular support that they need both at school and at home</p> <p>(Has difficulty or reluctance to complete home learning)</p>	<ul style="list-style-type: none"> - School will continue to provide a nurturing environment where every child matters - School will continue to work towards 'Poverty Proof Schooling' - School will provide discreet support for children who are unable to complete extra curricular learning - School will continue to provide a rewarding and engaging culture encouraging children to extend their learning
<p>All children are making accelerated progress towards the expected standard and beyond</p> <p>(Not on track to meet age related expectations)</p>	<ul style="list-style-type: none"> - Children working below the expected standard for their age will be support in all lessons with high expectations - School works closely with a range of external agencies to identify and monitor children with additional educational needs - SEND children make accelerated progress - SEND children meet their MEP targets - SEND children report feeling calm, happy and settled at CPPS
<p>Children have the emotional well being and are supported to be READY to learn</p> <p>(Frequently coming to school without breakfast)</p>	<ul style="list-style-type: none"> - All children are provided with a breakfast in school - Children requiring additional food or time to be READY to learn will be provided this in discreet ways
<p>Children have the emotional well being and are supported to be READY to learn</p> <p>(Child identified as requiring additional nurture)</p>	<ul style="list-style-type: none"> - School will continue to provide a nurturing environment where every child matters - A peer mentoring scheme will be implemented to identify and support children who need this - A peer mentoring training programme will be delivered to prospective peer mentors - Guardian Angels scheme in place
<p>Children have the emotional well being and are supported to be READY to learn</p> <p>(Acrimonious split between family members)</p>	<ul style="list-style-type: none"> - Learning mentors continue to be available to support children through changes through 1:1 sessions, targeted support and daily check ins - Learning mentors continue to be available to support families through

	changes through 1:1 sessions, targeted support and daily check ins - ACES
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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: £ [118692]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a percentage of LSA salary to ensure Learning Support Assistants available in all year groups	Direct.gov – effective use of pupil premium to fund existing and new staff LSA used to reinforce instruction whilst promoting confidence and self esteem in order for successful engagement with learning	1, 2, 3, 4, 5, 6, 7, 8
LELI programme implemented in EYFS	EEF – improving language skills in young children around the time that they start school Delivered by teacher and LSAs to support language development	4, 5
Speech and language training provided for LSAs	Research school – accountability with a purpose. Targeting spending based on needs. LSAs working with SALT programmes in school	4, 5
Talk for Learning refresher training	EEF – cost effective strategies SecEd – levelling the playing field Talk for learning strategy used throughout school to support the language and vocabulary gap	5
Closing the vocabulary gap	SecEd – cultural capital – closing the vocabulary gap	5
How to guides	Research school – Walk thrus	5
Barriers to learning	Identifying barriers to learning for Pupil Premium children on entry to school. Using this to support in planning provision.	1, 2, 3, 4, 5, 6, 7, 8
Pupil Premium child for a day (learning walk)	Shadowing a Pupil premium child to identify individual experiences and potential barriers to learning	1, 2, 3, 4, 5, 6, 7, 8

Data analysis / Book scrutiny	Ensure PP children are making progress in line with peers	5
Pupil progress meetings highlight PP	PP children are highlighted on credible plans to monitor the impact of interventions (shown on PP provision maps)	5
Attendance officer in place	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance	1, 2, 3, 5

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

Budgeted cost: £ [33912]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision maps	Tracking progress over the year allowing leaders to evaluate the impact of interventions and support	1, 2, 3, 4, 5, 6, 7, 8
Physical Literacy	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance	5
Target reading support additional adults	https://literacytrust.org.uk/blog/reading-children-so-powerful-so-simple-and-yet-so-misunderstood/#:~:text=It%20has%20astonishing%20benefits%20for,even%20improves%20their%20sleeping%20patterns.	1, 2, 3, 4, 5, 7, 8
Lego therapy training	Dr J Songara – How effective is the lego therapy intervention to support children	5, 6
Forest schools	https://www.forestschooltraining.co.uk/forest-school/research/	1, 2, 3, 4, 7, 8

Discreet reading support for parents	A. Menheere & E. Hooge. 2010 – Parental involvement in children’s education: A review study about the effect of parental involvement on children’s education with a focus on the position of illiterate parents	2, 3, 7, 8
1:1 support	Direct.gov – effective use of pupil premium to fund existing and new staff EEF – Supporting SEND in mainstream schools	5, 7
Additional 1:1 support	Direct.gov – effective use of pupil premium to fund existing and new staff EEF – Supporting SEND in mainstream schools	2, 5, 7
Well being / key groups	A Kellock 2020 – Children’s wellbeing in the primary school: A capability approach and community psychology perspective	1, 2, 3, 6, 7, 8
Learning mentors	RBKC Professional Frameworks: Care, Advice and Guidance/LM practice/ Guide for New Learning Mentors and New Line Managers.	1, 2, 3, 4, 6, 7, 8
Sensory rooms	J. Anderson 2016 – The impact of sensory based movement on students in general education	1, 2, 3, 7, 8
Attendance officer in place	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance	1, 2, 3, 5

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

Budgeted cost: £ [16956]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Magic breakfasts	EEF – Magic breakfast	1, 2, 6, 7, 8
Providing appropriate clothing and shoes	PP case studies – YS, KW	1, 2, 3, 7, 8
Providing PE kits	PP case studies – YS, KW	1, 2, 3, 7, 8
Fund experiences	PP case studies – YS	1, 2, 3, 7, 8

Provide water bottles		1, 2, 3, 7, 8
Forest school	https://www.forestschoolltraining.co.uk/forest-school/research/	1, 2, 3, 7, 8
Poverty proof schooling	https://www.tes.com/magazine/archived/how-poverty-proof-your-school	1, 2, 3, 7, 8
Emergency fund in place	School champions meetings and discussions – VC inclusion lead, AE – parent champion	1, 2, 6, 7, 8
Business administrator facilitates FSM vouchers during non term time	https://educationhub.blog.gov.uk/2022/10/26/how-to-access-support-for-food-during-the-half-term/	1, 2, 6, 7

Total budgeted cost: £ [169561]

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 2022 to 2023 academic year.

At Chaddesden Park Primary we are proud of our aspirational, caring and welcoming school where our children are happy and safe (Ofsted, 2022). Our previous Pupil Premium strategy enabled us to teach enjoyable lessons with well behaved, motivated children. This recognition reinforced what we had seen in school through monitoring the barriers that our children may face.

Pupil attainment is monitored through Integris, Hello data and pupil progress meetings, highlighting those off track but also those achieving accelerated progress. This is then linked back the school's assessment overview with the Senior Leadership Team. These systems highlight children working on track, those to monitor on watch and those requiring urgent intervention.

Our internal assessments suggest that the performance of Pupil Premium children is slightly lower in most cohorts than all children but is still improving. Due to our robust systems, we are able to monitor occasions where higher attaining pupils are affecting percentage outcomes and to plan accordingly. We acknowledge the impact that COVID-19 lockdowns have had on our learners, particularly those with Pupil Premium, but also recognise the positive impact that the limited school places available to vulnerable children during this time had on those families.

Our most recent assessments in terms of pupil well-being and resilience, through the JIGSAW scheme, have indicated that pupil behaviour, wellbeing and mental health have improved significantly since the return to school.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	School does not receive service funding
What was the impact of that spending on service pupil premium eligible pupils?	N/A



Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with universal catch-up premium funding for the 2020/2021 academic year. Across LEARNERS' Trust primary schools this amounts to £266k. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months and minimise any potential loss due to further COVID related individual absences and closures.

The Education Endowment Foundation (EEF) has released its ['School Planning Guide 2020-21'](#), which schools within the LEARNERS' Trust have used to develop a strategic response for use of the premium.

This plan outlines how schools within the LEARNERS' Trust have used a community funding model to invest in Trust-wide resources that match the areas identified in the EEF school planning guide. Collectively we have identified and gained a 'robust average' of opinions on where to invest funding for all schools. The central team of the Trust, on behalf of schools, have completed research, gaining quotes, arranging training and collation of information. This has created significant capacity for schools enabling them to deal with the significant disruption they face dealing with the full reopening of schools and ongoing pandemic.

Using a process of critique schools have remained fully informed of developments and have given their approval to the strategy before implementation.

The plan contains a summary overview that outlines the overall focus of spending. Each section of the plan outlines 'why' (main reasons for taking action), the 'How' (strategies to be used), and the 'What' (the actions to be taken).

Intervention costings, Trust-wide and individual schools, are detailed within. There is also a section of the plan that outlines the spending schools have identified that suit their local and individual circumstances.

Additionally, we have created a number of useful documents around remote learning that schools are utilising that help support and explain the strategies we are employing. The links to these resources are below.

- [Remote Learning – guidance for schools](#)
- [Remote Learning – policy](#)
- [Remote Learning – 'Always-on' learning for individual absences – model document](#)
- [Remote Learning – 'Remote Learning' for whole bubble and school closures – model document](#)
- [Remote Learning – Parent's Guide](#)
- [Remote Learning – Letter to parents](#)

This plan should be shared with all relevant stakeholders. And colleagues where they may benefit from the information it contains.

Recovery Curriculum/ Support strategies – Teaching 2021-2022

Macro (Focus)		Micro (S2S)	Minuscule (Resources)
Teaching	High quality teaching for all	<ul style="list-style-type: none"> Professional development programme Logical well sequenced plan to support and sustain high quality teaching 	Teacher Walkthrus – 3yr. subscription, books, implementation, ongoing network and collaborative support
		<ul style="list-style-type: none"> Follow on support (instructional/ peer coaching model) (ADAPT – teacher Walkthrus) Include the supporting of early career teachers 	BASIC Coaching – Andy Buck – Books, implementation training, coaching qualification for all middle and senior leaders
		<ul style="list-style-type: none"> Upfront training (high quality INSET) 	At the point of need resources: Whole class marking Policy and Practice
			Focused training on effective use of technology - Daisy Christodoulou – Teachers Vs Tech
	Support Remote learning	<ul style="list-style-type: none"> Teaching quality is more important than how lessons are delivered 	Adapt Remote Learning teaching to follow ‘Lecture → Seminar → Assignment → Feedback’ model to avoid ‘live teaching’ but provide an interactive, reactive offer for pupils
			Distance Learning good practice guide
			Implement ‘Always-on’ learning strategy for isolating pupils to meet DfE requirements and avoid increasing teacher workload
		<ul style="list-style-type: none"> Ensuring access to technology is key 	Ensure enough iPads are available for isolating pupils: Each school to receive 5% of pupil numbers worth of iPads
			Ensure schools are aware of barrier for families regarding devices and access, utilise Covid and community funding to correct where necessary
		<ul style="list-style-type: none"> Peer interactions can provide motivation 	Ensure Microsoft Teams is set up for all schools, classes and pupils ensuring safeguarding settings and training is fully implemented
		<ul style="list-style-type: none"> Supporting pupils to work independently can improve learning outcomes 	Offer/ organise Metacognition training via Reflect Ed for staff and pupils where no strategy is in place
		<ul style="list-style-type: none"> Different approaches to remote learning suit different tasks and types of content 	Purchase the following Trust-wide resources <ul style="list-style-type: none"> Seesaw: Electronic learning journal and communication app with parents – essential for submitting work electronically and feedback Literary Curriculum (High quality book led distance learning videos for each year group) LEARNERS’ Trust Online Library (Online reading provision for all schools, bespoke online library with all the latest titles)

			<ul style="list-style-type: none"> • Bug Club Phonics: Phonics scheme to support remote and whole class teaching – support recording teacher input • Rapid Phonics: Phonics catch up resources for in school and at home interventions (TA using Teams) • Bug Club: Online reading scheme with interactive comprehension activities – whole school • Rapid Reading: Reading Phonics catch up resources for in school and at home interventions (TA using Teams) • Doodle English and Doodle Spell: Adaptive intelligent software to support interventions and remote learning • Doodle Maths and Doodle Tables: Adaptive intelligent software to support interventions and remote learning • POWRKIDZ: Online health and fitness programmes linked to school MIS to track and feedback on activity levels
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Recovery Curriculum/ Support strategies – Targeted Academic Support			
Macro (Focus)		Micro (S2S)	Minuscule (Resources)
Targeted Academic support	Assessment and Structured interventions	Effective diagnostic assessment <ul style="list-style-type: none"> • Balance between standardised and diagnostic? • What learning has been lost? • What do we need to re-teach 	<ul style="list-style-type: none"> • Purchase PIRA and PUMA standardised assessments for low stakes assessment, to identify gaps only – no SLT assessment of scores/ numbers/ percentages - on pain of death! • Assess after four weeks in school to ascertain gaps and plan responsive teaching • Train staff in the use of Snapgrade to support efficient assessment
		Structured Interventions <ul style="list-style-type: none"> • TAs supplement, not replace, the teacher • Avoid assigning TAs to ‘low prior attaining’ groups • 15-45 mins, 3-5 times per week for 8-20 weeks • Extensive training • Structured supporting resources and plan • Consistent with and extends work inside the classroom • Pupils should understand the links between intervention and classroom learning 	Provide intervention programmes that support in school and home learning, and Trust collaboration on training, implementation and ongoing networking <ul style="list-style-type: none"> • Behaviour and aspirations: Jigsaw REST • Speaking and Listening: Nuffield Early Language: (EYFS) and Voice 21: (KS1 & 2) • Phonics: Rapid Phonics • Reading: Rapid Reading • Writing: IPEEL & NLT – In-school intervention based on real experiences followed by writing • Maths: Doodle Maths: • SPaG: Doodle English and Doodle Spell
	Academic Tutoring <ul style="list-style-type: none"> • Shorter and more frequent sessions • Best in reading and maths • Three-way relationship between tutor, teacher and pupils • Tuition guided and influenced by the school, linked to the curriculum, based on gap analysis • Tuition delivered by qualified teachers likely to have highest impact • Small group is effective • Focus on lower attaining and disadvantaged pupils 	Eligible schools to engage with National Tutoring Programme , paying oncosts (£6,266)	

Recovery Curriculum/ Support strategies – Wider Strategies

Macro (Focus)		Micro (S2S)	Minuscule (Resources)
Wider strategies	Planning carefully for adopting a SEL curriculum	<ul style="list-style-type: none"> • Timetabled sessions (Tribe Time) • Define and target specific social and emotional regulation skills • New skills/ methods need to be broken down into clear steps • Role play and behaviour rehearsal opportunities • Regular SLT check-ins with team and mentors 	<ul style="list-style-type: none"> • Jigsaw (Trust-wide): Whole school resources • Votes for schools: Assembly and PSHCE resources for schools – weekly voting
	Supporting parents with pupils of different ages	<ul style="list-style-type: none"> • Audit what has worked well (include hard to reach families) • Develop a clear plan for communications and streams • Try to personalise messages • Reinforce simple, encouraging messages – celebrate success • Avoid complex communication – focus on self-regulation, organisation, routines and habits 	<ul style="list-style-type: none"> • Seesaw to specifically praise the ‘how’ of parents’ work during remote/ home learning • Trust Attendance Policy (nudging strategy)
	Adapting the curriculum to reflect gaps in learning	<ul style="list-style-type: none"> • Breakfast Clubs 	<ul style="list-style-type: none"> • Magic Breakfast funding (35%+ pupil premium)
		<ul style="list-style-type: none"> • Increasing reading across the curriculum 	<ul style="list-style-type: none"> • Literary Curriculum (High quality book led distance learning videos for each year group)



Costings for the use of the Catch-up Premium

The table below shows the list of high impact resources that will be purchased Trust-wide. Where a costing is green it has already been implemented in all schools and required no further funding from the catch-up funds.

Where resources require annual subscriptions or ongoing investment, this will be discussed by schools and a decision made on community curriculum resources beyond the lifespan of the catch-up funding.

Trust-wide costings	Costs
Total Catch-up allocation	266210
Teacher Walkthrus - subscription	Implemented
Teacher Walkthrus - book copies	760.00
Basic Coaching - copies HT/ SLT	590.70
Basic Coaching - training	10005.00
Running the room - copies	464.00
Teachers vs Tech - copies	812.00



SeeSaw	Implemented
Literary Curriculum	10000.00
Learners' Trust Library	20000.00
Bug Club/ Oxford Owl	18583.00
Phonics Bug	7345.00
Rapid Phonics	7179.95
Rapid Reading	8156.00
Doodle English/ Doodle Spell	Implemented
Doodle Maths/ Doodle Tables	Implemented
Jigsaw/ One Decision	Implemented
POWRKIDZ	Implemented
Online Safety Software	8105.00
Snap Grade Training	0.00
Whole Class marking	0.00



Training for effective use of TAs – LF Teaching School	0.00
iPads 5%	39049.00
Total Costings for Trust-wide support	135160.35
Per Pupil remaining balance	£42.45



School Specific Spending

Remaining school allocation following Trust wide strategies: (Y2-28, Y1-20, Rec-28-76) £3226.20

Area of focus	Identified strategies (S2S)	Identified Resources	Cost	Staff lead	Intended Impact
Teaching	Nuffield Early Language Intervention	Resources supplied by NELI. Training for 2 staff members.	£1670	KD (additional trained member of staff) RC(Trained to deliver)	Children are more confident with their speaking and listening as they move in to KS1. Language screen to be completed with 21/22 cohort if 20/21 cohort complete the programme and gains are seen.
	Whole school focus on phonics and reading. Prioritising phonics as the main strategy to teach reading Agreed approach to shared reading Support	Decodable reading books matched closely to Letters and Sounds phases English Hub audits/ Liz Kenny to audit reading provision	£1000 (decodable reading books)	KD AK (Creative team lead)	Children are getting through the phonic phases as planned by the English Hub. Phase 2,3,4 in Rec. Ready to start Phase 5 in Y1. Children's books are matched accurately to their phonic phase.

	<p>parents / carers to help their child's communication , language and reading</p>	<p>Totally Pawsome gang sets of posters/ bookmarks.</p>			<p>As children move in to Y2, they are becoming confident and fluent readers. Most move off decodable books on to the colour scheme- aligned with BJS.</p>
	<p>Whole school approach to writing: Provide a wide range of opportunities to communicate through writing and develop children's motivation to write.</p>	<p>Use of Talk for Writing across school- consistent use of story mapping and progression across maps. 'Closing the Gap' programme used in Y2. Feedback on how it could be used in KS1</p>	<p>n/a</p>	<p>KD AK (Creative team lead)</p>	<p>Children approach writing with a 'can do' attitude. They use the resources available to them to support them (words mats, phonic knowledge) Spelling becomes increasingly accurate as children are taught spelling rules in KS1. Doodle spell is used to support this alongside quality first teaching.</p>
	<p>Whole school approach to Maths</p>	<p>Engagement with Maths Hub White Rose Maths (including 'catch up'/ where they may be gaps modules.</p>	<p>£200 (supply cover cost/ majority to be covered by KD)</p>	<p>KD AC/PH (STEM team)</p>	<p>Children are using White Rose across school. They are developing fluency and reasoning by their increased confidence in the subject. A calculation policy is developed and adhered to.</p>

					A scheme is implemented with the money given to us from the Hub after working with them.
	Teacher Walkthrus	Use of Walkthrus to reflect on own teaching. Focus on core 10 (Inset day) and move to chapter on retrieval practice in 21/22 year.	n/a	KD	Teachers can work in teams or triads to reflect on and improve their own practice. The school has an open door policy which teachers are confident and happy with
Targeted academic support	<p>Intervention around Gaps</p> <p>Trained and experienced TAs are able to deliver targeted intervention and one to one support to improve children's speech, language, reading and writing, additional phonics, reading, gross motor & fine motor programmes, and handwriting</p>	<p>Programs already in school such as Jungle Journeys.</p> <p>Precision teach around phonic gaps (grid intervention)</p>	£488 (30 additional TA hours costed for delivery of intervention)	KD PH (SENCO)	<p>Children are benefitting from high quality intervention across core skills.</p> <p>They are making gains when assessments are tracked.</p> <p>Intervention is never static and ever evolving as children's targets move on. It is evidenced on Seesaw and on cohort tracking grids. Teachers and TAs have regular conversations about what is needed and why. Next steps are always thought of.</p>

	<p>Writing</p> <p>Y2 'closing the Gap' writing intervention</p>	<p>Learners' First closing the gap course (runs from March 21 to Sept 21)</p>	<p>£200 (supply cover as 6 x afternoon sessions/ KD to cover the majority)</p>	<p>VN (on the course)</p> <p>KD</p>	<p>Children in Y2 are using a range of strategies to improve their writing. They are developing their genre writing. Y1 benefit from some of the strategies shown to VN as she leads a staff meeting on it.</p>
<p>Wider academic support</p>	<p>Ready to learn</p> <p>Support for children who are not emotionally or socially ready to learn</p> <p>Regular, consistent routine and boundaries</p> <p>Attachment issues</p> <p>Delayed personal, social & emotional development</p> <p>Parental confidence with supporting speech and language, reading and writing at home.</p>	<p>New programs such as Jigsaw Rest.</p> <p>Lego Therpay</p> <p>Anxiety/ angry gremlin</p>	<p>n/a</p> <p>Already costed above in Trust model.</p>	<p>KD</p>	<p>Children are ready to move from EYFS to KS1 with their learning behaviors.</p> <p>Continuous provision is carefully thought out and pitched correctly as children move in to Y1.</p> <p>Children still have regular social interaction opportunities as they moved through KS1 (i.e. investment in board games to encourage turn taking)</p> <p>The Learners' code is fully embedded across school and children understand each of the values.</p>
	<p>Social skills Social etiquette Social interaction skills Conflict and resolution</p>	<p>As above</p>	<p>n/a</p>	<p>KD</p>	



Total spend: £3558