

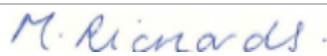




## Pupil premium strategy statement (Primary)

### School overview 2020-21

School name	North Walsall Primary Academy
Pupils in school	226 Inc Nursery (am) Sep 2020 236 Inc Nursery (am) Jan 2021
Proportion of disadvantaged pupils	95/242 based Jan 2020 Census 39.25% 87/226 based on SIMs September 2020 38.49% 106/236 based on the Jan 2021 Census 45% (49% without Nursery) National Average in 2020 - 21.13% in primary schools
Pupil premium allocation this academic year	£128,775
Academic year or years covered by statement	N-Y6
Publish date	07.09.20
Review date	14.12.20 Autumn 2 29.04.21 Spring 2 11.07.21 Summer 2 14.09.21 Final Review & Evaluation
Statement authorised by	Natalie Hawkins 

Pupil premium lead	Natalie Hawkins 
Governor lead	Marnie Richards 

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

Measure	Score Value Added Progress (FFT TA)
Reading	-0.1 PP +1.5 Non-PP
Writing	+ 0.5 PP +1.5 Non-PP
Maths	-3.6 PP -0.9 Non-PP

#### Disadvantaged pupils' performance – attainment overview for last academic year 2020-21

Measure	Score (FFT TA)		Measure	Score (FFT TA)
Meeting expected standard at KS2 Combined	NA	NA	Met expected standard at KS1 Combined	NA
Meeting expected standard at KS2 Reading	NA	NA	Met expected standard at KS1 Reading	NA
Meeting expected standard at KS2 Writing	NA	NA	Met expected standard at KS1 Writing	NA
Meeting expected standard at KS2 Maths	NA	NA	Met expected standard at KS1 Maths	NA
Meeting expected standard at KS2 SPAG	NA	NA		NA
Achieving high standard at KS2 Combined	NA	NA	Achieved high standard at KS1 Combined	NA
Achieving high standard at KS2 Reading	NA	NA	Achieved high standard at KS1 Reading	NA

Achieving high standard at KS2 Writing	NA	NA	Achieved high standard at KS1 Writing	NA
Achieving high standard at KS2 Maths	NA	NA	Achieved high standard at KS1 Maths	NA
Achieving high standard at KS2 SPAG	NA	NA		NA

## 2020-21 Executive Summary & Forecast

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
<b>Curriculum Content amendment as a result of Covid19</b>  <b>KLI2</b>	Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.	P1. Use of digital platforms to set HL and projects	£6,000	P1. Nessy Program to deliver T&L to address gaps in learning in Reading, Writing and Spelling	£1,000	P1. Focussed afterschool and before-school clubs	£6,000
	Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.	P1:2 CPD for quality first T&L	£3,000	P1:2 Mathematics program set a children individual ability level to re-visit taught content to support retention	£1,400	P1:2 Additional concrete learning materials such as Advanced CGP texts	£600
	Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.	P1:3 Additional TA staffing in Y3 to support with content recovery from previous year	£8,006				

<b>Low levels of language acquisition upon entry</b>  <b>KLI4</b>	<p>Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1</p> <p>Additional teacher in Y1 during the afternoon to support with small group provision of phonics £4,081.81</p> <p>Increase progress over time by increasing the percentage of children achieving a positive progress score in reading writing and maths in Y6.</p> <p>In place through the Autumn term and Sp1 during lockdown. Ended upon the end of lockdown -mid-sp2. Y6 had a teaching student for the</p>	<p>P2. Additional Staffing in Nursery to support small group sizes to enhance quality first provision</p> <p>P2:2 Smaller groupings for phonics in EYFS&amp;KS1 using an additional staffing model</p> <p>P2:3 Additional staffing in key year groups to support smaller groupings and streaming in Y6</p> <p>P2:3 T&amp;L lead to team teach in Aut1 with NQT to ensure a quality first teaching and learning approach is embedded. T&amp;L lead to cover PPA for</p>	<p>£8,006</p> <p>Costed in P2</p> <p>£23,000</p> <p>New spend £9,923</p>	<p>P2. S,L&amp;Q resources</p> <p>P2:2 S&amp;L interventions such as talk boost etc by S&amp;L TA</p>	<p>Costed in P4</p>	<p>P2. 1000 stories in Reception to engage parents in reading to their child</p>	<p>£100</p>

	remainder of sp2 and half of summer 1.	Y4,Y5 & Y6 to ensure quality first teaching.  The AP/SENCO to cover PPA in Nursery and Y3 to ensure Quality first teaching.					
<b>Children entering Nursery are working well below the national standard for reading, writing, speaking and Listening.</b>  <b>KLI3</b>	Increase the percentage of children achieving GLD.	P3:2 Additional staffing model in EYFS&KS1 to ensure smaller ratios enhancing quality first provision  P3:2 The AP/SENCO to cover PPA in Nursery in Sp and Sum terms.	Costed in P2  Costed in P2:3	P3. S&L interventions such as talk boost etc by S&L TA  P3:2 EYFS teacher to support Y1 transition following COVID time lost to ensure GLD outcomes are secured during the Aut term.	Costed in P4  Costed in P2:3	<del>P3. Create a collaborative linking program with a fellow cluster school to enhance children's opportunities to explore and communicate with a wider range of children in new surroundings.</del>  Did not take place due to COVID restrictions	<del>£1,000</del>

<b>Speech Language and Communication</b>  <b>KLI4</b>	<p>Reduce the % of pupils receiving S&amp;L support by the end of EYFS.</p> <p>Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1 &amp; resit in Y2.</p>	<p>P4. QFT All staff trained in Word Aware.</p> <p>P4:2 Y1 &amp; Y2 teacher both to receive phonics moderation training</p>	<p>£800</p> <p>Free</p>	<p>P4. S,L&amp;Q resources</p> <p>P4:2 S&amp;L interventions such as talk boost etc by S&amp;L TA</p> <p>SALT Interventions by S&amp;L Therapist</p>	<p>£1,500</p> <p>£7,600</p>	<p>P4. Nessy Program to deliver T&amp;L to address gaps in learning in Reading, Writing and Spelling</p>	<p>Costed in P1</p>
<b>Attendance and PA</b>  <b>KLI5/6</b>	<p>Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%) &amp; LA Walsall (8.5%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P5. Teachers use PSH sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance. Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthuses them to</p>	<p>NA</p>	<p>P5. Attendance office to conduct late gates, support parent meetings and conduct home visits</p> <p>P5:2 Attendance lead &amp; deputy lead to promote and monitor whole school attendance through assemblies, displays and family support</p>	<p>£5,000</p> <p>£5,800</p>	<p>P5. Rewards for improved attendance and 100% attendance</p> <p>P5:2 Offer a free Breakfast club to support both punctuality and attendance. Free Bagels and Fruit for all pupils and staff.</p>	<p>£3,000</p> <p>£3,000</p>

		want to come to school.					
<b>Low socio-economic demographic – limited Cultural Capital</b>  <b>KLI2/3/4/5</b>	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p>	<p>P6. Through quality first texts and teaching, <del>ensure children have then opportunity to visit the theatre or are exposed to theatrical performances.</del></p> <p>Due to COVID this could take place</p>	£3,000	<p>P6. Residential experiences in Y5/6. Children develop and refine skills in specific areas promoting improved progress and attainment within the given area of the curriculum. Additionally subsidised through SP.</p> <p>Due to COVID we have brought aspects of the residential into school</p>	£1,000	<p>P6. Afterschool, lunch time and before school clubs linked to enriching the curriculum and children's lives.</p> <p><del>P6:2 Lunch Time clubs to engage in sports. WFC</del></p> <p>Due to COVID this could not take place</p>	<p>Costed in P1</p> <p>£1,000</p> <p>£6,000</p>
				<p>P6:2 Teach children how to ride a bike through Bike Ability in Y5/Y6 and through playground activities with school brought</p>	£2,000	<p>P6:3 Improve Out of the classroom learning such as school trips and enrichment opportunities</p>	

				bikes. Additionally subsidies through SP.		All pupils are exposed to first-hand experience. Pupils are exposed to the outside world through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences.	
			£46,450		£22,600		£43,300

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) if not better Increase the % of Children achieving the Expected Standard in Reading closing the gap to national Increase the % of Children achieving the Combined Expected Standard in KS2	May 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) if not better Increase the % of Children Reaching the Expected & Higher Standard in SPAG Increase the % of Children achieving the Expected Standard in Writing closing the gap to national Increase the % of Children achieving the Combined Expected Standard in KS2	May 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0) if not better Increase the % of Children achieving the Expected Standard in Maths closing the gap to national Increase the % of Children achieving the Combined Expected Standard in KS2	May 2021
Phonics	Achieve national average expected standard in PSC if not better	June 2021
% of Children achieving GLD in EYFS	Increase the % of Children achieving GLD	June 2021
Other	Improve attendance of disadvantaged pupils to LA average if not national Reduce the PA of disadvantaged pupils in-line with LA if not national	July 2021

## Teaching strategies for current academic year

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p>Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.</p>	<p>P1. Use of digital platforms to set HL and projects such as Nessy for targeted English support; Mathletics, TT Rock-stars and Number Bots for Maths support; Purple Mash for Non-Core projects; Oxford Reading Buddy for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning.</p> <p>P1:2 CPD for quality first T&amp;L – Subject leads to support staff with planning and developing their schema of work to ensure the curriculum offering is broad and balanced. Curriculum lead to deliver subject knowledge CPD every half term. T&amp;L lead to team teach with NQT in the Autumn term to ensure a QFT model is embedded. EYFS Teacher to co-teach a transition model in Y1 during the Autumn term.</p> <p>P1:3 Additional TA staffing in Y3 to support with content recovery from previous year. This will ensure a small ration enabling all children a greater proportion of small group teaching and 1:1 support.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p>	<p>£6,000</p> <p>£870</p> <p>£1623</p> <p>£215</p> <p>£3,000</p> <p>£8,006</p>
<p><b>Priority 2:</b> Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p>	<p>P2. Additional Staffing in Nursery to support small group sizes to enhance quality first provision, small rations higher quality of 1:1 provision.</p> <p>P2:2 Smaller groupings for phonics in EYFS&amp;KS1 using an additional staffing model. SLT team have mapped out phonic groups to ensure phonics delivery is in small groups based on phase sounds assessments.</p>	<p>£8,006</p>

<p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p>	<p>P2:3 Additional staffing in key year groups to support smaller groupings and streaming in Y6. Children will be split into smaller classes to offer a more focus mastery approach to learning, promoting an environment whereby accelerated progress can take place.</p> <p>P2:3 T&amp;L lead to team teach in Aut1 with NQT to ensure a quality first teaching and learning approach is embedded. T&amp;L lead to cover PPA for Y4, Y5 &amp; Y6 to ensure quality first teaching.</p> <p>P2:3 The AP/SENCO to cover PPA in Nursery as this is her specialism and Y3 to ensure Quality first teaching based on content not delivered in Summer term due to COVID closure.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/</a></p>	<p>Costed in P2</p> <p>£23,000</p>
<p><b>Priority 3:</b> Increase the percentage of children achieving GLD.</p>	<p>P3:2 Additional staffing model in EYFS&amp;KS1 to ensure smaller ratios enhancing quality first provision. SLT team have mapped out phonic groups to ensure phonics delivery is in small groups based on phase sounds assessments.</p> <p>P3:2 The AP/SENCO to cover PPA in Nursery in Sp and Sum term. The AP will also support EYFS with capacity if needed and will support with the delivery of Phonics in Reception.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-an">https://www.gov.uk/government/publications/the-pupil-premium-an</a></p>	<p>Costed in P2</p> <p>Costed in P2:3</p>
<p><b>Priority 4:</b> Reduce the % of pupils receiving S&amp;L support by the end of EYFS. Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.</p>	<p>P4. QFT- All staff trained in Word Aware, this will ensure all staff are providing high quality acquisition across all subjects with Sucre pedagogy of how language is retained and transferred to the long term memory.</p>	<p>£800</p> <p>Free</p>

<p>Increase the proportion of pupils passing the phonics screening in Y1 &amp; resit in Y2.</p>	<p>P4:2 Y1 &amp; Y2 teacher both to receive phonics moderation training and the new Phonics lead (Y1 CT) will shadow the AP who has previously lead on Phonics for the Autumn term before taking over. The AP will also support the delivery of phonics in Reception during the Autumn term.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p> <p><a href="http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx">http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	
<p><b>Priority 5:</b> Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%) &amp; LA Walsall (8.5%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P5. Teachers use PSH sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance. Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthuses them to want to come to school. Staff will use Jigsaw to meet the social and emotional needs of children whilst addressing possible mental health issues that may lead to poor attendance.</p> <p>The SMSC lead will deliver whole school assemblies addressing issues that relate to social emotional and mental health issues that relate to poor attendance.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p>	NA
<p><b>Priority 6:</b> Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus</p>	<p>P6. Through quality first texts and teaching, ensure children have the opportunity to visit the theatre or are exposed to theatrical performances. The Arts can promote creativity that can impact positively on literacy skills.</p>	£3,000

<p>ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p>	<p>The new school library will be stocked a range of modern and classic texts that will enable staff to immerse children in the love and passion of literature.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</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><a href="https://teachlikeachampion.com/books/reading-reconsidered/">https://teachlikeachampion.com/books/reading-reconsidered/</a></p>	
Barriers to learning addressed by priorities above	<ul style="list-style-type: none"> <li>• Low levels of language acquisition upon entry</li> <li>• Children entering Nursery are working well below the national standard for reading, writing, speaking and listening.</li> <li>• Speech Language and Communication</li> <li>• Attendance and PA</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
Projected cumulative spending		£46,450

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

Measure	Activity	Predicted cost
<b>Priority 1:</b> Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.	P1. Use of digital platforms to set HL and projects	£6,000
	P1:2 CPD for quality first T&L	£3,000
	P1:3 Additional TA staffing in Y3 to support with content recovery from previous year	£8,006

<b>Priority 2:</b> Increase the proportion of pupils passing the phonics screening in Y1	P2:2 Smaller groupings for phonics in EYFS&KS1 using an additional staffing model	£8,006
<b>Priority 4:</b> Reduce the % of pupils receiving S&L support by the end of EYFS.  Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.  Increase the proportion of pupils passing the phonics screening in Y1 & resit in Y2.	P4. QFT All staff trained in Word Aware to ensure they are all delivering quality first language provision.  P4:2 Y1&Y2 CTs to receive Phonics moderation training to ensure they are aware of the intended outcome and have renewed delivery training.	£800  Free
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>• Curriculum Content amendment as a result of Covid19</li> <li>• Low levels of language acquisition upon entry</li> <li>• Speech Language and Communication</li> </ul>	
Projected cumulative spending		Included in Teaching , Targeted and Wider Costing

#### Targeted academic support for current academic year

Measure	Activity	Predicted cost
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<p><b>Priority 1:</b> Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p>Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.</p>	<p>P1 Nussy Program to deliver T&amp;L pitched at pupil's current academic ability taken from a baseline carried out by the diagnostic tool provided by the online. Nussy Reading &amp; Spelling adheres to the Orton-Gillingham approach, meaning that each child receives instruction tailored to his or her specific needs.</p> <p>P1:2 Mathletics program set at children individual ability level to re-visit taught content to support retention. Can be used as an in-school intervention or as HL.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p>	<p>£990</p> <p>£14,000</p>
<p><b>Priority 2:</b> Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p>	<p>P2. S,L&amp;Q resources to support word aware across the school and support with SALT interventions</p> <p>P2:2 S&amp;L interventions such as Early Talk Boost &amp; Talk Boost, individual 1:1 sessions to work on SALT targets set by the S&amp;L Therapist, to be delivered by S&amp;L TA</p> <p><a href="http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx">http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/</a></p>	<p>£1,000</p> <p>£7,600</p>
<p><b>Priority 3:</b> Increase the percentage of children achieving GLD.</p>	<p>P3. S&amp;L interventions such as Early Talk Boost &amp; Talk Boost, individual 1:1 sessions to work on SALT targets set by the S&amp;L Therapist, to be delivered by S&amp;L TA</p> <p>P3:2 EYFS teacher to support Y1 transition following COVID time lost to ensure GLD outcomes are secured during the Aut term.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p>	<p>£1,000</p> <p>£7,600</p>

	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	
<p><b>Priority 4:</b> Reduce the % of pupils receiving S&amp;L support by the end of EYFS.</p> <p>Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1 &amp; resit in Y2</p>	<p>P4. S,L&amp;Q resources to support word aware across the school and support with SALT interventions</p> <p>P4:2 S&amp;L interventions such as talk boost etc by S&amp;L TA. SALT Interventions by S&amp;L Therapist. A qualified S&amp;L Therapist will work with children identified by the LA as having SEND needs identified as S&amp;L.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a></p> <p><a href="http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx">http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx</a></p>	£1,500
<p><b>Priority 5:</b> Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%) &amp; LA Walsall (8.5%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P5. Attendance office to conduct late gates, support parent meetings and conduct home visits. To take cases to prosecution and fining if necessary.</p> <p>P5:2 Attendance lead &amp; deputy lead to promote and monitor whole school attendance through assemblies, displays and family support and rewards.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p>	<p>£3,000</p> <p>£3,000</p>

<p><b>Priority 6:</b> Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>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>P6. Residential experiences in Y5/6. Children develop and refine skills in specific areas promoting improved progress and attainment within the given area of the curriculum. Additionally subsidised through SP.</p>	£1,000
	<p>P6:2 Teach children how to ride a bike through Bike Ability in Y5/Y6 and through playground activities with school brought bikes. Additionally subsidised through SP</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p> <p><a href="https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=joac">https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=joac</a></p> <p><a href="http://www.suttontrust.com/researchpaper/life-lessons/">http://www.suttontrust.com/researchpaper/life-lessons/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	£2,000
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>• Curriculum Content amendment as a result of Covid19</li> <li>• Low levels of language acquisition upon entry</li> <li>• Children entering Nursery are working well below the national standard for reading, writing, speaking and listening</li> <li>• Speech Language and Communication</li> <li>• Attendance and PA</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
Projected cumulative spending		£22,600

#### Wider strategies for current academic year

Measure	Activity	Predicted cost
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<p><b>Priority 1:</b> Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p>Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.</p>	<p>P1. Focussed afterschool and before-school clubs. During Autumn term based on COVID restrictions run a free club each day for each year group from Y1-Y6 Priority given to Working parents, then vulnerable children. Re-assess for spring term and increase offering to include mixed year groups with the aim of at least 50% participation of PP children per club.</p> <p>P1:2 Additional concrete learning materials such as Advanced CGP texts, for all Y2 &amp; Y6 children to support with a blended learning approach both in-class and at home.</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><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p>	<p>£6000</p> <p>£600</p>
<p><b>Priority 2:</b> Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p>	<p>P2. 1000 stories in Reception to engage parents in reading to their child. Nursery and Reception to incite parents in weekly to read with children and engage in a book exchange program.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p>	<p>£100</p>
<p><b>Priority 3:</b> Increase the percentage of children achieving GLD.</p>	<p>P3. Create a collaborative linking program with a fellow cluster school to enhance children's opportunities to explore and communicate with a wider range of children in new surroundings.</p> <p><a href="https://www.lotc.org.uk/what-is-lotc/">https://www.lotc.org.uk/what-is-lotc/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</a></p>	<p>£1,000</p>
<p><b>Priority 4:</b> Reduce the % of pupils receiving S&amp;L support by the end of EYFS.</p>	<p>P4. Nessy Program to deliver T&amp;L to address gaps in learning in Reading, Writing and Spelling</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p>	<p>£990</p>

<p>Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1 &amp; resit in Y2</p>		
<p><b>Priroity 5:</b> Whole school attendance to be inline if not better that national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%) &amp; LA Walsall (8.5%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P5. Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike.</p> <p>P5:2 Offer a free Breakfast club to support both punctuality and attendance. Free Bagels and Fruit for all pupils and staff</p> <p><a href="https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Break-fast%20Club%20Audit%20APSE.pdf">https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Break-fast%20Club%20Audit%20APSE.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a></p> <p><a href="https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day">https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day</a></p>	<p>£3000</p> <p>£3000</p>
<p><b>Priority 6:</b> Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p>	<p>P6. Afterschool, lunch time and before school clubs linked to enriching the curriculum and children's lives. Clubs to offer a broad and balanced view of enrichment from academic, to sports and creative.</p> <p>P6:2 Lunch Time clubs to engage in sports. WFC P6:3 Improve Out of the classroom learning such as school trips and enrichment opportunities. Offering sports that may not appear on the traditional curriculum such as golf and lacrosse.</p>	<p>£6000</p> <p>£1000</p> <p>£6000</p>

Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.	<p>P6:3 All pupils are exposed to first-hand experience. Pupils are exposed to the outside world through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=133&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=133&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=133&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=133&amp;s=</a></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>	
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>• Low levels of language acquisition upon entry</li> <li>• Children entering Nursery are working well below the national standard for reading, writing, speaking and listening.</li> <li>• Speech Language and Communication</li> <li>• Attendance and PA</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
Projected cumulative spending		£43,300

## Monitoring and Implementation

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

	<p>Ensure interventions are purposeful and led by the most right member of staff</p> <p>Timetabling issues</p>	<p>All year groups have a least 1 additional member of staff and intervention groups are mapped out by the SLT team in consultation with CTs</p> <p>SL &amp; MLs work together to create whole school and intervention timetables.</p>
Wider strategies	<p>Engaging the families facing most challenges</p> <p>Cost implications for families and the academy.</p> <p>Enrichment lead having the time to monitor and improve this area of development.</p> <p>Ability to carry-out enrichment opportunities during the Autumn term due to COVID restrictions.</p>	<p>Work closely with parents &amp; other local schools on cross-school outreach programmes.</p> <p>Utilise new digital platforms to support communication with parents following the COVID19 communication successes.</p> <p>Appoint a new parent governor &amp; develop a PTA</p> <p>Utilise various avenues to income such as PP, SP and grants to subsidise enrichment opportunities for families</p> <p>Generate additional revenue for the academy through leadership expertise such as LA moderation etc.</p> <p>Principal to liaise with enrichment lead and deputy lead to ensure they have enough time and capacity to move this area forward.</p> <p>SLT to use government guidance to create logistical plans-fully risk assessed to ensure</p>

		enrichment opportunities are created where possible
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#### Review: of 2020-21 aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
Progress in Reading and Writing	<p>£17,929 additional KS2 staffing for small group sizes **</p> <p>£990 on online English Platform</p> <p>£1,069 Additional afterschool tutoring for FFT (post official program ending)</p>	<p>When the school was open in the autumn term, we streamed in Y6 to reduce the class size to enable targeted teaching to take place.</p> <p>During the spring term (lockdown) this model moved online and the learning was shared. Enabling pupils to be spoken to daily by a teacher and have live lessons as well as pre-recorded.</p> <p>During the summer term we used a teaching student to run the same model. The student delivered lessons and took small groups for tuition.</p> <p>Y4 had an additional apprentice TA due to the high proportion of PP children in the class. The TA was able to target pupils for additional support.</p> <p>We ran a tutoring program using Catch-up funding for reading, through FFT. Once this had ended, we</p>	<p>Reading</p> <p>Y6 made 6.2 points of progress through FFT</p> <p>Y5 PP made 25 points progress Autumn v Summer and 0.2 points of progress against KS1 start point through FFT – Due to lack of attendance and 2 PP PA pupils and 2 new starters</p> <p>Y4 PP made 7 points of progress Autumn v summer and non-PP 20 points through FFT “0 of these pupils also received Lightning Squad tutoring – this class also had 3 PA pupils all of whom are PP</p> <p>Y3 PP 17 points progress Autumn v Summer non-pp 19 points progress. This class also have 3 PP PA pupils</p>

		<p>continued with the afterschool tuition and funded it through PP.</p> <p>We upped our subscription to Nessy to whole school, we also brought into Doodle English, and renewed our subscription to Oxford Reading Buddy, this ensure every pupil in the school had access to all three literacy platforms during lockdown and upon return we were able to set additional catch-up work and home work on the platforms.</p>	<p>Y2 PP 28 points progress and non-pp 8 points</p> <p>Y1 4.1 points progress whole class</p> <p>We will consider running afterschool tutoring for targeted year groups</p> <p>Writing</p> <p>Y6 7 points progress whole class</p> <p>Y5 PP –0.8 points and non-PP flat progress</p> <p>Y4 PP 38 points progress non-PP 20 points</p> <p>Y3 PP 28 points progress, non-PP 27 points</p> <p>Y2 PP 22 points progress, non-PP14 points</p> <p>Y1 17 points progress whole class</p> <p>We will look at running a Y6 writing club afterschool to support the recovery in this area</p>
Progress in Mathematics	<p>**</p> <p>£20,000 on online platforms and maths tutoring</p>	<p>During the Autumn term we ran an online Maths Tutoring program for</p>	<p>Y6 whole class 0.1 points progress</p> <p>Y5 PP flat progress non-PP 15 points</p>

		<p>targeted Y6 pupils, that ran for 12 weeks.</p> <p>We renewed our Mathletics licence and brought into Doodle Maths again to ensure that during lockdown all pupils had access to digital maths platforms.</p>	<p>Y4 PP flat progress, non- PP –7 points of progress</p> <p>Y3 PP 6 points progress, non-PP flat progress</p> <p>Y2 PP &amp; non- PP flat progress</p> <p>Y1 0.3 points progress whole class</p> <p>As Maths compared poorly to reading in 2021/22, we will engage with online tutoring</p> <p>Years 1-6 online engagement during lockdown for all core subjects.</p> <table><tr><td rowspan="2">Y 1</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr><tr><td>73%</td><td>56%</td><td>70%</td><td>40%</td><td>50%</td></tr><tr><td rowspan="2">Y 2</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr><tr><td>41%</td><td>34%</td><td>37%</td><td>38%</td><td>40%</td></tr><tr><td rowspan="2">Y 3</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr><tr><td>47%</td><td>50%</td><td>50%</td><td>37%</td><td>43%</td></tr></table>	Y 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	73%	56%	70%	40%	50%	Y 2	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	41%	34%	37%	38%	40%	Y 3	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	47%	50%	50%	37%	43%
Y 1	Wk 2	Wk 3	Wk 4		Wk 5	Wk 6																														
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			<table><tr><td rowspan="2">Y 4</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr><tr><td>23%</td><td>37%</td><td>33%</td><td>23%</td><td>27%</td></tr><tr><td rowspan="2">Y 5</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr><tr><td>21%</td><td>21%</td><td>27%</td><td>13%</td><td>17%</td></tr><tr><td rowspan="2">Y 6</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr><tr><td>30%</td><td>40%</td><td>50%</td><td>27%</td><td>13%</td></tr></table>	Y 4	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	23%	37%	33%	23%	27%	Y 5	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	21%	21%	27%	13%	17%	Y 6	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	30%	40%	50%	27%	13%
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Y 6	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6																															
	30%	40%	50%	27%	13%																															
Phonics	<p>*** Additional staffing to support with small group delivery of Phonics in &amp; support S&amp;L in Y2 £726</p> <p>£4,081 on additional afternoon staffing in Y1 to support with phonics groups</p>	<p>We ran smaller groups in Y1, with an additional teacher in class in the afternoon. We had an additional TA support Y2 Phonics</p> <p>Y2 had a number of PA pupils last year which impacted upon progress</p>	<p>On the 6<sup>th</sup> July Y1 were screened and 8/30 scored 36 or above</p> <p>Y2- was 20 children, which was 71 % (Based on 28 children)</p>																																	
GLD	<p>£5,737 additional staffing salary</p> <p>£9,900 speech and language interventions, therapy and staffing ***</p>	<p>We run an additional staffing model in reception this is a salaried amount, it allows for smaller group sizes more opportunity for 1:1 interaction and catchup.</p> <p>Speech and language continued as planned during the Autumn and summer term and then moved online</p>	<p>Online Engagement for Nursery During lock down 2</p> <table><tr><td>Nur</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr><tr><td></td><td>71%</td><td>81%</td><td>90%</td><td>90%</td><td>90%</td></tr></table>	Nur	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6		71%	81%	90%	90%	90%																					
Nur	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6																															
	71%	81%	90%	90%	90%																															

	<p>during the spring term (lockdown) The S&amp;L therapist ran remote 1:1 live session with pupils.</p> <p>In September 2020 the children in reception were all screened on Wellcomm, which resulted in 28 out of 30 children requiring further support. This is due to the fact that they were working below their actual age for their receptive/expressive language skills. We had never had so many children requiring intervention as previously this would only be a handful of children (between 6-8)</p> <p>A teaching assistant ran wellcomm groups twice a week for a full term. Children were screened on a termly basis to monitor progress and to re arrange the groups where needed. This equated to £44.17 a term per child.</p>	<p>Online Engagement for Reception lockdown 2</p> <table><tr><th>Rec</th><th>Wk 2</th><th>Wk 3</th><th>Wk 4</th><th>Wk 5</th><th>Wk 6</th></tr><tr><td></td><td>37%</td><td>37%</td><td>63%</td><td>60%</td><td>57%</td></tr></table> <p>By the end of the academic year 15 of the 28 children met their age-related expectation and no longer required additional support. Out of the remaining 13 children it is expected that a further 6 will come off the intervention by October 2021. On average each child made approximately 27 months progress in the space of 10 months with each child moving within each section at each assessment point. This indicates accelerated progress for all of the learners.</p> <p>33.3% of pupils in reception made good progress in relation to their starting point. This level of progress is</p>	Rec	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6		37%	37%	63%	60%	57%
Rec	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6									
	37%	37%	63%	60%	57%									

			<p>reflective of none-attendance during recommended return period. 73.3% of pupils did not return to school.</p> <p>Between 22.06.20 and the 27.7.20 school return for Reception, Y2 and Y6 was optional. In essence these pupils missed all of the spring term and half of the summer term.</p>
Wider	<p>£3,420 on Breakfast club and afterschool club staffing cost</p> <p>£3,000 on additional food and breakfast club parcels during lockdown</p> <p>£10,072 on Attendance staffing cost</p>	<p>Afterschool clubs did not run during Autumn or spring term due to COVID. We did run FFT tutoring afterschool during the summer term.</p> <p>Breakfast club ran throughout on limited numbers due to bubbles. As a substitute we gave out BC food packs to all PP and SEND pupils. We then opened this up to any family struggling. We prepared full food parcels for all PP and SEND pupils at the end of each half term.</p> <p>Attendance staff changed their role slightly during lockdown, to monitoring online provision and engagement of school work. Calling PA and SEND pupils weekly and conducting home visits for PA children if no contact or online work was completed.</p> <p>We ran a series of online competitions to motivate children</p>	<p>Due to COVID restrictions we only offered BC places to working and SEND parents. We had 13 pupils attend, we met the needs of all working parents.</p> <p>PP attendance 93.5% for the year Whole school attendance 94.8% PP PA attendance 61.54%</p> <p>The competitions worked really well, we had excellent engagement in certain year groups and received amazing feedback. If we found ourselves in the same position, we would run these activities and programs again to encourage online engagement.</p>

	<p>£8,000 on remote rewards or competitions during lockdown and attendance post lockdown this includes Christmas gifts for all pupils</p> <p>£500 on year 6 in-house leaving rewards as they were unable to go offsite due to COVID.</p> <p>£20,500 strategic leadership of PP staffing cost</p> <p>£1,500 on ICT hardware to ensure the move to remote learning could be met</p>	<p>during lockdown and to support and thank parents. We then posted rewards and prizes out to them. We also ran our 100% attendance reward for the bike, this year due to COVID we combined school attendance with online engagement during the lockdown period.</p> <p>As we could not take the pupils off site for their rewards or end of year trips, we brought things into school such as a popcorn maker, bouncy castle, school prom etc</p> <p>PP spend was reallocated as circumstances change due to COVID and the budget was used reactive to need.</p> <p>We ordered additional headsets and speakers to ensure all staff had one for delivering remote learning during lockdown.</p> <p>Children had a wonderful picnic and fun day in school with a bouncy castle, popcorn maker, Ice Cream van and school provided picnic</p>	<p>We were only able to run Tutoring afterschool clubs during summer 2 due to COVID restrictions. Again, moving forward, we intend to re-start all after school clubs</p> <p>The Y6 Prom and in-house activities served the purpose of ensuring the pupils received an enjoyable end to their primary education. However, these are no substitute to real life experiences such as a Residential and trip to a Russell Group university. In 2022 we intend to move back to our usual EOY events.</p> <p>The school picnic was lovely but it is no substitute to the life experience of visiting the seaside. In 2022 we intend to re-instate the whole school seaside trip</p>
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	£531 whole school EOY Picnic in place of the EOY summer trip to the seaside		
<b>Cumulative Cost</b>	£117 ,955		