



Record of PPG Spending 2022 to 2023 School Allocation for 2022/23 £250,685.00					
Objective	Activities	EEF Rationale	Cost Allocation	Actual	Impact Measures
1.1 Raise pupils' expectations in core subjects across the school through targeted support that improves progress measures and overall age related expectations (to ensure gap is further closed for disadvantaged pupils as a result of March 2020- July 2020 lockdown and January 2021.	<p>Additional adult (LS) to support in year 6 to allow for additional setting to take place</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Y6 lead (EB) to set children into four groups for writing and Maths</li> <li>2. LS to be given a focus group.</li> <li>3. LS and EB to work closely to ensure that planning and delivery of lessons is high quality and allow children to make good progress</li> </ol> <p>HLTA (KK) to be placed in year two to allow for additional setting to take place.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Y2 lead (SV) to set children into four groups for writing, maths and reading</li> <li>2. KK to be given a focus group.</li> <li>3. KK and SV to work closely to ensure that planning and delivery of lessons is high quality and allow children to make good progress</li> </ol>	+3	£38,800		<p>Improvement % of children making at least expected progress and reaching age related expectations in writing.</p> <p>Children entitled to pupil premium will have closed the gap in achievement and attainment with all pupils nationally</p> <p>LAC will have closed the gap in achievement and attainment with all pupils nationally</p> <p>Improvement in end of KS1 results when compared to last academic year.</p>



	<p>Phonics specialist to be employed three afternoons per week to work across years one and two to hold targeted RWI interventions</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1) Phonics assessments to be completed and groups set.</li> <li>2) NM to be provided with children who are not achieving what they should be</li> <li>3) Deliver phonics and reading interventions in the afternoon.</li> <li>4) Clear objectives will be set for that member of staff to achieve.</li> </ol> <p>Review the process.</p>				
1.2 To increase the number of children reaching age related expectations in the core area curriculum: Reading	<p>HLTA (KK) to be based in year two and support with setting for reading.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Y2 lead (SV) to set children into four groups for reading</li> <li>2. KK to be given a focus group.</li> <li>3. KK and SV to work closely to ensure that planning and delivery of lessons is high quality and allow children to make good progress</li> </ol> <p>Phonics specialist to be employed three afternoons per week to deliver further high quality phonics intervention across year 1 and 2</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1) Phonics assessments to be completed and groups set.</li> </ol>	+3	£8,220.00 (Not including additional adults already costed in first objective)		<p>Improvement % of children making at least expected progress and reaching age related expectations.</p> <p>Children entitled to pupil premium will continue to close the gap in achievement and attainment with all pupils nationally</p>



	<p>2) NM to be provided with children who are not achieving what they should be</p> <p>3) Deliver phonics and reading interventions in the afternoon.</p> <p>4) Clear objectives will be set for that member of staff to achieve.</p> <p>KS1 SATs booster books to be purchased for reading</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Books ordered to have examples of how to answer the questions in them.</li> <li>2. Books to be sent home as homework so parents can see how to support their child's learning.</li> </ol> <p>Review the process.</p> <p><b><u>Reading prizes and incentives to be purchased to support raising the profile of reading across the school for PP children.</u></b></p>				
1.2 To increase the number of children reaching age related expectations in the core area curriculum: Writing	<p>Additional staff to allow for setting in years 2 (KK), and 6 (LS)</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Y2 lead (SV) to set children into four groups for writing.</li> <li>2. KK to be given a focus group.</li> <li>3. KK and SV to work closely to ensure that planning and delivery of lessons is high quality</li> </ol>	+3	£8,000.00 (Not including additional adults already costed in first objective)		<p>Improvement % of children making at least expected progress and reaching age related expectations.</p> <p>Children entitled to pupil premium will continue to close the gap in achievement and attainment with all pupils nationally</p>



	<p>and allow children to make good progress</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Y6 lead (EB) to set children into four groups for writing and Maths</li> <li>2. LS to be given a focus group.</li> <li>3. LS and EB to work closely to ensure that planning and delivery of lessons is high quality and allow children to make good progress</li> </ol> <p>KS1 SATs booster books to be purchased for SPAG</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Books ordered to have examples of how to answer the questions in them.</li> <li>2. Books to be sent home as homework so parents can see how to support their child's learning.</li> </ol> <p>Regular moderation of writing timetabled throughout the year both in school and across the MAC.</p> <p>Additional resources to be purchased for KS2 to develop independence of children's writing and vocabulary choices.</p>				
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	Focused writing days to raise the profile of writing across the school.				
1.2 To increase the number of children reaching age related expectations in the core area curriculum: Maths	<p>Additional staff to allow for setting in years 2 (KK),</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Y2 lead (SV) to set children into four groups for writing.</li> <li>2. KK to be given a focus group.</li> </ol> <p>KS1 SATs booster books to be purchased for Mathemeatics</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Books ordered to have examples of how to answer the questions in them.</li> <li>2. Books to be sent home as homework so parents can see how to support their child's learning.</li> </ol> <p>KK and SV to work closely to ensure that planning and delivery of lessons is high quality and allow children</p> <p>EB to ensure quality of teaching is high.</p> <p>Maths focus days to be held in school</p>	+3	£8,215.00 (Not including additional adults already costed in objective 1)		<p>Improvement % of children making at least expected progress and reaching age related expectations.</p> <p>Children entitled to pupil premium will continue to close the gap in achievement and attainment with all pupils nationally</p>



	<p>Phonics specialist to be employed three afternoons per week to work across years one and two to hold targeted RWI interventions</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1) Phonics assessments to be completed and groups set.</li> <li>2) NM to be provided with children who are not achieving what they should be</li> <li>3) Deliver phonics and reading interventions in the afternoon.</li> <li>4) Clear objectives will be set for that member of staff to achieve.</li> </ol> <p>Review the process.</p>	+3	£10,000.00 (Not including additional adults already costed in first objective)		<p>Improvement % of children making at least expected progress and reaching age related expectations.</p> <p>Children entitled to pupil premium will continue to close the gap in achievement and attainment with all pupils nationally</p>
	<p>Allocated member of SLT to oversee Pupil Premium to ensure progress is tracked and intervention put in place where needed in a timely manner.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. PP SLT to create PP register and provide this to staff.</li> <li>2. PP SLT to monitor the provision for PP children through learning walks, observations and pupil voice questionnaires</li> <li>3. PP SLT to hold conversations with members of staff to ensure PP children are receiving the additional support that the funding allows for in class.</li> </ol>	+4	£10,000.00		<p>Children identified as pupil premium to have narrowed the gap between non pupil premium children.</p> <p>Assessments to show increased progress for pupil premium children.</p> <p>For SEND pupil premium, children to have made progress on their literacy and language continuums.</p> <p>For EAL pupil premium, children to have made good progress on their language proficiency continuums.</p>



	4. SLT to speak about PP children in Pupil Progress meetings and feedback to PP SLT.				
1.3 To ensure that the correct support is in place to allow pupil premium children make progress in line with national.	Additional staff to support children in EYFS AM Additional staff to support children in year 1	+3	£42,000.00		Percentage of pupil premium children meeting GLD by the end of the year will be in line with national.  Percentage of children reaching ARE in year one will be in line with national.
	1:1 support for Looked after child who is at risk of permanent exclusion	+3	£21,450.00 total		Child will have reduced risk of permanent exclusion.  Child will have closed the gap in attainment in reading, writing and Maths.



	<p>Speech and Language therapist one day per week To work with children in small groups and 1:1, support staff in delivering speech and language interventions and work with parents so that they are able to support children at home with language skills.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Teachers to identify children who require speech and language therapy.</li> <li>2. Referral to be completed after conversation with SENDCo.</li> <li>3. S+L therapist to assess and devise a programme of work.</li> <li>4. Programme of work to be talked through with TA and CT by therapist and then put in place.</li> <li>5. Review.</li> </ol>	+5	September 2022- June2023- £30,000.00		<p>Children who entered reception and nursery below ARE (assessed from baseline) to have narrowed the gap in achievement and attainment of speech and language with all pupils nationally.</p> <p>Speech therapy to be delivered to those children who need it- evidenced on SEN language and literacy continuums.</p> <p>Greater awareness in staff of strategies and interventions to use with children who display a speech and language need.</p>
	<p>Outside agencies, including Educational Psychologist, Communication and Autism Team and Pupil School Support, to work with school to ensure targeted intervention is being identified and put in place to close gaps in learning.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. SENDCo to meet with all agencies in a multi-agency meeting.</li> <li>2. Current children on caseload to be discussed and new children to be identified.</li> </ol>	+5	£7,000.00		<p>Children with additional needs will be identified.</p> <p>Through appropriate intervention/teaching strategies children will have made progress, evidenced in pupil progress meetings and in half termly assessments.</p> <p>ASD Pupil Premium children will have made progress on 'All about me' tool and progress tracker.</p> <p>SEN Pupil Premium children to have made progress on the literacy and language continuums.</p>





	3. Dates to be set for assessments to be completed. 4. Agencies to meet with SENDCo and Teaching Assistants to feedback report. 5. SENDCo to monitor the interventions being put in place. 6. Review via 4+1 forms termly.				
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Objective	Activities	EEF Rationale	Cost Allocation	Actual	Impact Measures
2.1 To improve attendance and engagement of children in readiness for learning	Attendance officer to be employed three days per week <u>Success Criteria</u> 1. Track and monitor attendance. 2. Hold SARR meetings where needed and follow the "programme." 3. Conduct home visits where necessary. Reward system to be set up for good attendance- led by HV	+3	£23,000.00  £5,000.00		Improvements in attendance term by term. Attendance to improve to 96.00% Decrease in number of persistent absentees among children entitled to pupil premium.
2.2 To improve attitudes to learning.	Learning Mentor costs to support children with social, emotional and behavioural difficulties. <u>Success Criteria</u>	+3	£12,000.00		Reduction in red Dojos. An improvement in children's engagement in lessons – lesson observations, learning walks.



	<ol style="list-style-type: none"> <li>1. Children who require additional support for their SEMH needs to be identified.</li> <li>2. A programme of support to be put in place in agreement with SLT.</li> <li>3. Programme to be implemented by learning mentor.</li> <li>4. Resources required to be purchased.</li> </ol>				Pupil voice will show that pupils working with learning mentor feel supported and feel like they can concentrate on their work because of this support.
	Prizes for Dojo Shop (Behaviour).  <u>Success Criteria</u> <ol style="list-style-type: none"> <li>1. Audit of prizes in school to be completed.</li> <li>2. Order required prizes, certificates and stickers.</li> </ol>	+3	£3,000.00		Reduction of incidents needing to be reported to SLT. Reduction of incidents being reported on behaviour logs across the school. Improvement in attitudes to learning evidenced in learning walks and observations. Improvement in playground behaviour through number of incidents SLT are managing at lunchtimes.

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Objective	Activities	EEF Rationale	Cost Allocation	Actual	Impact Measures
3.1 To ensure that families /children with additional needs have the support needed to remove barriers to learning	K. Howard, Family Support Worker. <u>Success Criteria</u> <ol style="list-style-type: none"> <li>1. SLT to meet with K.Howard weekly to discuss needs of the families that she is working</li> </ol>	+4	£20,000.00		Families with additional needs identified and support/ advice provided – improved attendance and engagement from children.



	with and any possible new referrals. 2. KH to meet with families and identify programme of support. 3. KH to deliver programme of support including use of Early help where needed.				
3.2 To provide additional opportunities for learning outside of the classroom.	<u>Success Criteria</u> 1. Theatre visit to school. 2. Science workshops to be provided for pupils. 3. Emersion days for each year group at the beginning of each half term.	+4	£5,000.00		All Children will have access to high quality learning experiences and extra-curricular activities.