

Pupil premium strategy statement

Leamore Primary School is an established and successful primary school, serving a loyal and caring community. The school has a community and citizenship driven ethos that is inclusive of all divisions of society including gender choice, faith, religion and ethnicity. Pupil mobility is less than the national average and the indication of deprivation is above the national average. The school is committed to ensuring that all children reach their full potential and is relentless in removing individual barriers to learning that exist either in school or in the home or community.

Pupil Premium is additional funding provided to schools for supporting children who are at a greater risk of under-achievement.

- We ensure that Quality First teaching and learning opportunities meet the needs of **all** pupils.
- We ensure that pupils belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and targeted provision including academic support is made to meet their needs.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils that the school deems to be socially disadvantaged.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Leamore Primary School
Number of pupils in school (Y1-Y6)	173
Proportion (%) of pupil premium eligible pupils	52.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2021 2021-2022 2022-2023
Date this statement was published	27th September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Headteacher & Chair of Governors
Pupil premium lead	Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,308
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	£167,968

Part A: Pupil premium strategy plan

Statement of intent

At Leamore Primary School we are aiming for specific outcomes for Pupil Premium Funding:

- *Improving attendance to ensure PPG is in line with Non-PPG.*
- *Improving language and communication skills from Early Years to Year 6.*
- *High quality individual support through the schools' local offer and professional, external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision.*
- *Closing the attainment gap in reading, writing and mathematics between the school's PPG pupils and all pupils nationally.*
- *Increasing the engagement of parents with their children's education and with the school.*
- *Supporting parents to access services to enable them to better meet their child's needs.*
- *To ensure pupil's mental health and wellbeing are met through research based Speech and Language Programmes and Pragmatics groups, Academic Resilience approach (Young Minds NFS).*
- *To develop an enhanced curriculum that reaches beyond the school setting.*

Having stated our Intent, key challenges and intended outcomes, we have invested in a range of actions and interventions to ensure our PPG provision is carefully planned in order to elicit improved outcomes for disadvantaged children and to narrow any attainment gaps between contrasting groups. With this in mind, activities and support are designed, after reflection, on our own practice and in response to various research projects, an example being RADY (Raising Attainment in Disadvantaged Youngsters). This has determined which types of intervention have been proven to have the most impact on children's progress and attainment.

Our various provisions for PPG children fall into one or more of the following categories:

- *Metacognition and Self-Regulation: KS1 & KS2 Mentoring, ELSA, Forest School.*
- *Reading Comprehension Strategies: Impact = Rapid Reading, Morning Boosters, Quality Questions (KS1 & KS2), 1000 Stories (EYFS).*
- *Collaborative Learning: School-Led Tutoring*
- *Arithmetic Focus: Third Space Learning (Fluent in Five - Mathematics), Targeted Provision (SEND) Academic Mentors.*
- *Enrichment programme - providing cultural capital to achieve well.*

Challenges

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

Challenge number		Detail of challenge
1		Raise standards in Reading, Writing and Maths ensure outcomes are at least in line with National Expectations.
1a		Pupils struggle with decoding texts using synthetic phonic strategies and need opportunities to practise skills in addition to the regular diet of the school day.
1b		Pupils need coaching and small group activities to develop their resilience and confidence when solving mathematical problems and answering reasoning questions.
1c	2a	Pupils need real-life experiences and vocabulary to be built in order to develop their knowledge of language and give purpose to their writing.
2		To develop an enhanced curriculum that reaches beyond the school setting.
2a		Pupils struggling to be enthusiastic about learning - Barriers beyond school mean that many life experiences beyond the setting are lacking. Pupil's limited vocabulary impacts pupil's skills and development as a result.
2b	4c	High percentage of poor language and communication skills in Early Years. Pupils have difficulty expressing themselves orally.
3		Have a stronger focus on attendance so that it is at least in line with national.
3a		Increasing the engagement of parents with their children's education and with the school so that the importance of attendance and the impact of poor attendance is known.
3b		Clusters of PA from known families.
4		To improve the mental health and well-being of pupils
4a		Pupil's mental health and well-being needs are met through ELSA, Mentoring & Forest Schools.
4b		Negative life experiences - ranging from exposure to D.V to crime & substance abuse to extreme food poverty etc.
4c		Pupil's social and emotional needs hindering the development of academic resilience and progress. (PPG & LAC) Significant proportion of PPG pupils requiring support to meet communication, social and emotional needs exacerbated over the past 18 months.
4d		Negative life experiences - ranging from exposure to D.V to crime & substance abuse to extreme food poverty etc.

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
Standards in Reading, Writing and Maths will be raised at least in line with National Expectations.	-Internal data shows more pupils reaching the expected standard. -Boosters and Catch-up sessions are held.
Pupils will show increased enthusiasm for learning.	-Pupil voice shows a love of learning. -Internal data shows more pupils reaching the expected standard in broad curriculum subjects.
Pupils will be able to use rich vocabulary based on real-life, lived experiences when talking.	-An enhanced curriculum that reaches beyond the school setting is developed. -Educational visits and visitors will be used to enrich learning.
Have a stronger focus on attendance so that it is at least in line with national.	-Attendance is at least in line with expectation. -PA clusters / cases reduce.
The mental health and well-being of pupils will improve.	-Well-being at school award initiated. -Pupil voice shows improvements in mental health and wellbeing knowledge. -School-based schemes such as Forest Schools and ELSA are utilised.

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: £54,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Additional teacher for Y6. - Additional support for Y6 & Y2. Both to support PP pupils.	- £23,345 Additional Y6 teacher ($\frac{1}{3}$) - Y6 - TA £10,657 ($\frac{1}{2}$) (RWM) - Y6 - TA £8,931 ($\frac{1}{2}$) (RWM) - Y2 - TA £11,577 ($\frac{1}{2}$) (RWM)	1a, 1b, 1c

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

Budgeted cost: £78,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy TA's, HLTAs and Learning Mentor to: - Target support for PP pupils with phonics/ reading in Year 1, 2, 4, 5 and Year 6 - Target support for PP pupils with maths in all year groups - Target support for PP pupils with writing in all year groups including Talk Boost. - Additional support for individual pupils/small groups across the school - Additional support for PP(SEN)	Y1 - TA 7,640 ($\frac{1}{2}$) (RM) Y2 - TA £11,577 ($\frac{1}{2}$) (RM) Y4 - TA £11,577 ($\frac{1}{2}$) (RM) Y5 - TA £8,950 ($\frac{1}{2}$) (RM) Y6 - TA £10,657 ($\frac{1}{2}$) (RM) Y3 - HLTA 6,131 (M) LM ($\frac{1}{2}$) £13480 (Additional Sup)	1a, 1b, 1c
- Booster sessions for Y6 PP	Y6 Booster - CGP 22 Packs - £140	

pupils/homework support		1a, 1b, 1c
- Easter Booster (Y6)	Easter Booster 4 x Staff . - £650	1a, 1b, 1c
- Regular formative assessment to fine tune intervention.	£250 - Testbase £1041 NFER Assessments	1a, 1b, 1c
- ELSA	1 Member of Staff ($\frac{1}{4}$) - £5,788 ELSA Resources £200	4a

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

Budgeted cost: £ 35,377

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Provide enrichment experiences that lessen the gap between Pupil Premium and their peers.	£10,000 (Enrichment Experiences) Enrichment opportunities for pupils provide them with memories and experiences that allow them to develop the vocabulary and working knowledge they need to support their learning. Without these opportunities, disadvantaged pupils are at increased risk of being unable to access learning as well as their peers. £8,400 is total cost - Snowdonia (Y5) - 22 PP price is £4, 200	2a, 2b
- <i>Support visits/activities to ensure pupils access an increased variety of learning experiences</i>		
- Provide parents with practical ways in which they can support their children – through workshops	£500 - Parent Packs (Transition) £500 - RWM Workshops EYFS - Y6 £507 - TA to man library for PP pupils (2 x per week for 30 mins)	1a, 1b, 1c, 3a
- Additional resources for engaging pupils in their learning – creative curriculum in discovery time.	- Sewing / Textiles - Woodworking - Cooking - Basketball - Hairdressing £455 - $\frac{1}{2}$ hrly session x 14 (7hrs) 5 TA x 13 (£65) £65 x7 £150 - First Aid [HB]	1a, 1b, 1c, 2a
- Safeguarding lead to support the work of the EWO who can focus on PP pupils. - Introduce further incentives to encourage excellent	£2,496 ($\frac{1}{2}$) EWO £6,680 DDSL ($\frac{1}{3}$) £1500 Certificates, vouchers, awards and badges. £4,485 -PP Breakfast club attendees 23 children x 5 days = 1 week=115 x39 week	

- punctuality and attendance. - Continue with awards for 100% attendance. Close working with families of most vulnerable pupils. - Conduct a home visit of any child who doesn't attend without medical evidence (daily). - EWO intervention in line with Local Authority guidance - Continue to offer free Breakfast Club sessions.	£2,282 - Breakfast Club Staff 9 TAs pw x £6.50 (£58.50)x 39= (Playworker rate) £900 Half-Termly Privileges (£10 per PP child x 15 children in class x 6 ½ terms.)	3a, 3b, 4b, 4d
- Well-being at School Award	- £522	4
- Forest School	Forest School resources £200	4a

Total budgeted cost: £167,968

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 2021 to 2022 academic year.

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
Standards in Reading, Writing and Maths will be raised at least in line with National Expectations.	-Internal data shows more pupils reaching the expected standard. -Boosters and Catch-up sessions are held.

Reading Pupil Premium	ENTRY		Summer 2		Notes
	GD	EXP+	GD	Exp +	
Y1 (14)	0%	29%	0%	53%	
Y2 (14)	0%	43%	0%	64%	
Y3 (16)	13%	51%	13%	51%	
Y4 (17)	18%	42%	17%	45%	
Y5 (22)	9%	50%	9%	50%	
Y6 (18) (11)	6% (18%)	62% (96%)	6% (10%)	45% (65%)	% excluding SEN

Writing Pupil Premium	ENTRY		Summer 2		Notes
	GD	EXP+	GD	EXP+	
Y1 (14)	0%	14%	0%	27%	
Y2 (14)	0%	29%	0%	43%	
Y3 (16)	6%	50%	6%	62%	
Y4 (17)	12%	41%	17%	45%	
Y5 (22)	5%	37%	5%	41%	
Y6 (18) (11)	6% (9%)	34% (45%)	6% (10%)	62% (75%)	% excluding SEN

Maths Pupil Premium	ENTRY		Summer 2		Notes
	GD	EXP+	GD	EXP+	
Y1 (16)	0%	21%	0%	40%	
Y2 (13)	7%	57%	0%	50%	
Y3 (16)	19%	57%	6%	56%	
Y4 (18)	12%	53%	11%	61%	
Y5 (22)	5%	55%	5%	60%	
Y6 (17) (11)	6% (18%)	38% (45%)	6% (5%)	39% (60%)	% excluding SEN

Pupils will show increased enthusiasm for learning.	-Pupil voice shows a love of learning. -Internal data shows more pupils reaching the expected standard in broad curriculum subjects.
	See Appendix 1 - Over the academic year, in all subjects, the percentage of pupils attaining at or above the expected standard, for all year groups, has increased.
Pupils will be able to use rich vocabulary based on real-life, lived experiences when talking.	-An enhanced curriculum that reaches beyond the school setting is developed. -Educational visits and visitors will be used to enrich learning.
	-Disadvantaged pupils' voice was collected about enrichment experiences to date and the following examples show that they help pupils acquire the range of skills needed to achieve excellent outcomes: -Y3 spoke confidently about both visitors that had attended school to support learning. The children could outline new learning that they had received and discuss where this has helped them in their topic learning eg, For the WW1 soldier visit (Time Travel Education), pupils shared, "He was really good, he brought things like weapons that Miss would never be allowed to show us. I learned about the pointy knife that was put on the end of a gun - a bayonet. They used them if they were being attacked and hadn't got time to reload." The other pupil shared, "and they showed us the Tommy cooker and told us they took ages to cook stuff so it wasn't very nice for the soldiers." -Y5 spoke passionately about their visit to the National Space Station, explaining that there were so many exhibits that simply could not be recreated in school (parts of space ships, comparative weights of everyday items & the

	amazing scales shown in the long rooms (a pupil shared, "Did you know that, if you put all of the edges of our planets in our solar system touching - they would all fit between Earth and the Moon?") -Y6 spoke about the rich experience of visiting the air raid shelter under the school playground. One pupil described it as, "life changing to experience just how cramped they would have been - I learned a new word - it was claustrophobic." -Year 6 to visit Titanic Exhibition at Maritime Museum in Liverpool on 02/02/22 -Fun to learn there and interesting to add on top of our work - -We liked learning about the Titanic in different ways (audio, visual etc) - -It was a good place to learn about some of the people we knew from school lessons -It was interesting to see all of it together - -I liked the way it compared now to 1912 - -It was good that the worksheets gave you a 'scavenger hunt' feel to it -Year 5 Shrewsbury Prison Trip -I found out about how prisoners are processed when they arrive at a Jail, the pat downs and security procedures -I didn't know prisoners sat on a special scanning chair to see if they had hidden anything -I found out a lot about punishments from years ago, like hanging and saw the hanging room and how it was back then -I was surprised how bad the living conditions in jail were and how small the cells were -When I was locked in a cell, I found out what it would have felt like for prisoners -I enjoyed getting the real life experience that prisoners had Year 2 London Trip - "We went to London to see our Topic. It was better to see the buildings in real life and not just in pictures or on a screen. It brought the topic to life." - "We wanted to see more about London so we could see what the landmarks look like." - "We saw Pudding Lane where the GFOL started." - "We saw the monument which was built for GFOL." - "We also saw Tudor Houses and we learnt about those in DT!" - "I want to live in London because you could get a good job there and the buildings like The Tower of London are amazing." -I also had some positive feedback from parents during parent meetings when they looked in the Topic books about how much the children enjoyed London and how much they talked about it, linking it to the GFOL . A pupil could retell the story of GFOL and linked this to her visit to her dad.						
Have a stronger focus on attendance so that it is at least in line with national.	-Attendance is at least in line with expectation. -PA clusters / cases reduce.						
	<u>Pupil Premium Average Years 1-6</u> <table> <tr> <td>Autumn Term</td><td>95.48%</td></tr> <tr> <td>Spring Term</td><td>92.52%</td></tr> <tr> <td>Summer Term</td><td>91.89%</td></tr> </table>	Autumn Term	95.48%	Spring Term	92.52%	Summer Term	91.89%
Autumn Term	95.48%						
Spring Term	92.52%						
Summer Term	91.89%						

The mental health and well-being of pupils will improve.	-Well-being at school award initiated. -Pupil voice shows improvements in mental health and wellbeing knowledge. -School-based schemes such as Forest Schools and ELSA are utilised.
	Pupil Wellbeing survey gathered the following pupil voice: -“I know quite a lot about the wellbeing award, I really love this school and I want to encourage people and make them enjoy school” -“Every assembly we have a well - being award and I'm happy because I won it” -“The teachers help us when we are sad, they talk to us about it, you should share your emotion because you might be sad about something” -“sometimes people don't share their feelings and i think it is important for people to talk about their feelings so you know what's happening and why they feel like that” -“In school when someone doesn't want to talk about their feelings they can use the worried box” -“We learn very often about feelings during PSHE. In our school/classroom we have a "its okay not to be okay" box if we want to express our feelings in a private way” -“If you ever worry at school, objects in the class can help you out, the worry box, Talking to an adult, staff that can help to keep you to keep your Mental Health at a good level” -“When someone at school is feeling worried, I understand that they might be going through a rough time. I would try to make them happy and forget about the situation” -“My school cares about all the pupils because if you come in to school and are upset or crying the teachers ask if we want to have a talk so yes my school cares about our pupils” -“If I feel unhappy I can go to any member of staff and they will help” -“The school cares about their students and they really love working at leamore” -“My school values everyone's opinions and they will listen to anyone”

Pupil premium strategy outcomes

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

Evaluation completed on Previous Plan - please see 20-21 Spending Plan for Review.

Raise standards in Reading, Writing and Maths ensure outcomes are at least in line with National Expectations.

- Phonics Screening**

Autumn 2 predicted pass Of 90% (26/29) = (based on a pass mark of 32)

Pupil Premium Progress Data from Entry to Summer 1 2020 - 2021						
Year Group	Reading		Writing		Maths	
	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress
Year 1	72% (9/12)	100%	63% (8/12)	100%	72% (9/12)	100%
Year 2	86% (14/16)	100%	86% (14/16)	100%	86% (14/16)	100%
Year 3	89% (17/19)	100%	89% (17/19)	100%	73% (14/19)	100%
Year 4	95% (21/22)	100%	91% (20/22)	100%	91% (20/22)	90%
Year 5	94% (15/16)	100%	69% (10/16)	92%	81% (13/16)	100%
Year 6	94% (15/16)	100%	67% (11/16)	100%	87% (14/16)	100%

Pupil Premium without SEN Progress Data from Entry to Summer 1 2020 - 2021						
Year Group	Reading		Writing		Maths	
	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress
Year 1	88% (6/7)	100%	85% (6/7)	100%	71% (5/7)	100%
Year 2	92% (11/12)	100%	92% (11/12)	100%	92% (11/12)	100%
Year 3	93% (13/14)	100%	100% (14/14)	100%	78% (11/14)	100%
Year 4	100% (16/16)	100%	94% (15/16)	100%	94% (15/16)	90%
Year 5	100% (9/9)	100%	89% (8/9)	92%	89% (8/9)	100%
Year 6	100% (11/11)	100%	82% (9/11)	100%	100% (11/11)	100%

Entry Year 1 Attainment (PP)					Summer 1 Year 1 Attainment (PP)				
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading		2/12	3/12	7/12	Reading		5/12	2/12	5/12
Writing		2/12	2/12	8/12	Writing		2/12	3/12	7/12
Maths		1/12	3/12	8/12	Maths	2/12	4/12	1/12	5/12

Entry Year 2 Attainment (PP)					Summer 1 Year 2 Attainment (PP)				
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading		7/16	4/16	5/16	Reading	1/16	10/16	2/16	3/16
Writing		7/16	5/16	4/16	Writing		8/16	5/16	3/16
Maths		6/16	6/16	4/16	Maths	3/16	6/16	4/16	3/16

	Entry					Summer 1			
	Year 3 Attainment (PP)					Year 3 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	2/19	4/19	8/19	5/19	Reading	2/19	9/19	3/19	5/19
Writing		3/19	12/19	4/19	Writing		6/19	9/19	4/19
Maths	2/19	3/19	10/19	4/19	Maths	2/19	5/19	5/19	7/19

	Entry					Summer 1			
	Year 4 Attainment (PP)					Year 4 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	1/22	7/22	5/22	9/22	Reading	3/22	9/22	7/22	3/22
Writing	1/22	5/22	9/22	7/22	Writing	1/22	8/22	6/22	7/22
Maths	1/22	7/22	6/22	8/22	Maths	1/22	10/22	2/22	6/22

	Entry					Summer 1			
	Year 5 Attainment (PP)					Year 5 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	1/16	5/16	3/16	7/16	Reading	2/16	8/16	4/16	2/16
Writing	1/16	4/16	4/16	7/16	Writing	1/16	5/16	4/16	6/16
Maths	1/16	2/16	8/16	5/16	Maths	1/16	5/16	6/16	4/16

	Entry					Summer 1			
	Year 6 Attainment (PP)					Year 6 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	2/16	7/16	4/16	3/16	Reading	12/16	0/16	1/16	3/16
Writing	3/16	2/16	7/16	4/16	Writing	6/16	4/16	1/16	5/16
Maths	1/16	4/16	8/16	3/16	Maths	11/16	1/16	1/16	3/16

Have a stronger focus on attendance so that it is at least in line with national.

- Autumn 1 - Summer 1 PP = 79.9%, Non-PP = 92.6%
- During Spring 1 - 33% (29/89) PP attendance. (PP = 50.3% & Non-PP=83.4%)

To develop an enhanced curriculum that reaches beyond the school setting.

Remote Learning



Leamore Primary School

An aspiring journey to a bright future

Curriculum Enrichment (Trips and Visitors)

Visitors Trips

Year / Period	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Guide Dogs Trust	Ash End Farm	Firestation	Pupil Interest Trip	Caterpillars to Butterflies	Hatching Chick
Year 1	Park Tour (Arboretum/ King George's & Leamore Park)	Tamworth Castle	Hollybush Garden Centre / Nature Garden	Back to Back houses (Birmingham)	Community Visitor - Share Toys (CK's Mum)	Cultural / Parent Visitor
Year 2	Cooking & Nutrition (Workshop)	Joe Shackleton (Antarctic Explorer)	London (Great Fire)	RE Visitor (Easter visit to the church)	Gardener Joe - OCW Science Topic	Seaside
Year 3	Caveman Workshop	Marquis Drive (Cannock) WW1	Chocolate ROCKS! (Workshop)	Wroxeter / Stourport	Hands-on-Science Forces Workshop	RE Minister from local church - Unit 3D Jesus: Why do some people think he is inspirational?
Year 4	Mummy Making (Dantastic)	Beacon Hill - overlook Walsall and Birmingham (Watercolour artwork - painting (swap art order))	RE Visitor- Unit 4B Commitments - Muslim local leader visit.	Ironbridge Gorge	Hands-on-Science State of Matter Workshop	Living Rainforest (Berkshire)
Year 5	Space Station (Leicester) Sci Swap Aut 1	RE Visitor - Unit 5B Commitments - Hindu Muslim Christian local leader	Shrewsbury Prison	Snowdon	Viking Visitors	Pizza Chef
Year 6	Air Raid Shelter / Mr Brittle Workshop	Maya Archaeologist Dr Dianne Davies	Titanic Experience (Liverpool)	Parent Visitor / Local Restaurant Chef	Canal & River Trust	Residential / University - climate change experiments.

Booster sessions for Y6 PP pupils/homework support

- CGP booster packs have been purchased in preparation for Y6 Booster sessions.
- Sessions to start in Spring 1 (STC)
- Resources used as part of classroom practise due to COVID-19 guidelines restricting parents participation.

Catch-up programs for RWM in relation to COVID-19.

- See Catch up spending plan
- Catch-up programs have been taking place in afternoons.
- Staff employed to increase provision for catch-up in RWM
 - 2 TAs employed to ensure all afternoons are available for Y3 & Y4 catch up sessions
 - 1 TA employed to act as 1:1 support for a pupil in Y5 to allow NC to lead catch-up effectively.

Regular formative assessment to fine tune intervention.

- NFER tests have been purchased for Years 1, 3, 4 & 5 to provide a standardised score to support Teacher Assessment in the first half of each term. This means there is a standardised test for every half-term. Whilst this is summative on face-value, teachers use the tests formatively to identify gaps in learning so they can provide bespoke catch-up interventions.

CPD/Training

- Adapting Busy Ants to better facilitate learning CPD to be delivered by GD & GE (04/01/2020)
- Maths across the curriculum CPD to be delivered by GD & GE (04/01/2020)

- *English Conferencing Training (13/05/2021)*
- *Maths Lead NCETM Vocabulary and Subject Knowledge training (27/01/2021)*
- *Mastery in Maths (04/05/2021)*

Further information (optional)

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

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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