



Christleton Primary School
Be the best you can be

Pupil Premium
Three Year Strategy

Our philosophy

At Christleton Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to our SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring 'outstanding' teaching in every classroom
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment for pupil premium children

Academic barriers to attainment	Non-academic barriers to attainment
Lack of school readiness	Poor punctuality / attendance
'Outstanding' teaching not present in every classroom	Poor behaviour
Lack of targeted support especially in key stage two with limited teaching assistant time	Lack of parental engagement - availability of good role models, resources, time.
Low levels of literacy	Arriving at school hungry and not ready to learn
Poor attitudes to learning (inc social skills)	Lack of focus and confidence due to poor mental health and wellbeing
Pupils' poor emotional well being	
Poor language and communication skills	

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Encouraging self-led professional development
2. Forge links with other establishments to share practice and resources
3. Professional development: Individual coaching sessions to support teachers, with a particular emphasis on literacy and vocabulary.

Targeted academic support

1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Parental engagement: Providing transport for parents to attend annual reviews
2. Readiness to learn: Introduction of a before school club to provide pupils with a breakfast before school
3. Attendance: Use of systems and processes to improve attendance and foster links with parents

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher and SENCO are responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the school and college performance tables and the schools' performance tables' page on the school website.

Our funding

Funding summary: Year 1 (2021-2022)					
Total number of pupils	211	PPG received per pupil	£1,320	Indicative PPG as advised in School Budget Statement	£10,560
		Number of pupils eligible for PPG	8	Actual PPG budget	£10,560
Funding estimate: Year 2 (2022-2023)					
Estimated pupil numbers	212				
Estimated number of pupils eligible for PPG	18				
Estimated funding	£30,175.00				
Funding estimate: Year 3 (2023-2024)					
Estimated pupil numbers	214				
Estimated number of pupils eligible for PPG	18				
Estimated funding	£25,0000				

Intervention	Develop a coaching model		
Category	Quality of education for all - Quality of teaching (SDP link Objective C,A,G)		
Intended outcomes	A coaching model is introduced to school which shares the best practice and raises the standards of teaching in all classrooms.	Success Criteria	Teaching standards are improved in all classrooms. (Vast majority of teaching to be judged as outstanding over time by year three) Best practice is shared amongst staff Teaching staff drive their own CPD Children make at least good progress in reading, writing and mathematics over time.
Staff lead	Mr Mitchell and Mrs Hughes		
Implementation	Year One	Year Two	Year Three
	A coaching model is introduced into the school appraisal cycle. Staff can review their own strengths and areas for development. Opportunities are created for staff to observe each other, share practice and plan together.	The coaching model is becoming embedded in practice. Staff are secure in their areas of strength and areas to develop. They actively seek advice to improve these. Opportunities are created for staff to observe each other, share practice and plan together. Observations of learning provide more supportive structures to enable individuals to develop.	The coaching model is embedded. Teachers drive their own CPD and seek opportunities for collaboration. Teaching is judged to be outstanding in the vast majority of classrooms - it is never less than good.

<p>Light touch notes</p>	<p>Annual Review Notes</p> <p>Coaching model was introduced to staff. School practice and policy materials developed.</p> <p>Individual development objectives were identified. Teachers had the opportunity to work together and carried out observations.</p> <p>The above led to an increased level of self-reflection and awareness and provided opportunities for staff to observe and share practice.</p>	<p>Annual Review Notes</p> <p>The COVID-19 pandemic significantly interrupted the planned development of the coaching model.</p> <p>Lockdowns, limited movement, bubbles etc. meant that external partners could not be engaged and staff were not able to move between bubbles for a significant part of the year.</p> <p>The return to school was focussed on ensuring safe, happy children and providing additional intervention for those at need.</p> <p>During this period SLT took the opportunity to review the previous model and refine it. Further CPD was attended by N. Hughes specifically for coaching. Contact was made with a leading school in this area to provide external support / input.</p>	<p>Annual Review Notes</p> <p>Coaching process re-started and external partners will be engaged to ensure the model is of high quality and the desired outcomes are achieved.</p>
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Light-touch review Overall assessment	The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation		The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation		The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation	
	Year one	£9000	Year two	£9000	Year three	£9000
Anticipated expenditure			Expenditure is expected to	Increase	Expenditure is expected to	Increase
				Decrease		Decrease
				Remain the same		Remain the same
Actual Expenditure	Year one	£9000	Year two	£3000	Year three	£3000

Intervention	Support for teachers new to role or post.		
Category	Quality of education for all - Quality of teaching (SDP link Objective C)		
Intended outcomes	<p>Teachers new to post or school are provided with support to ensure that they make a successful transition.</p> <p>Teaching standards are consistently high</p>	Success Criteria	<p>New staff to the school are successfully integrated</p> <p>Staff are provided with structures around them to provide advice and support</p>
Staff lead	Mrs Hughes & Mr Mitchell (Supported by subject leads where required)		
Implementation	Year One	Year Two	Year Three
	<p>New staff provided with induction meeting</p> <p>New staff provided with a mentor on the staffing team to support</p>	<p>Repeat the strategies from year one for any new staff joining the school</p>	<p>Repeat the strategies from year one for any new staff joining the school</p>

<p>Light touch notes</p>	<p>Annual Review Notes</p> <p>An induction process document was written setting out clearly the induction process. This process will be applied to all new staff.</p> <p>Documentation written and collated to ensure all key school information is provided to the staff member.</p> <p>CPD requirements are continually assessed opportunities provided should CPD be required.</p>	<p>Annual Review Notes</p> <p>Induction processes continue to be refined but have proved successful with recent appointments (feedback sought)</p> <p>Specific CPD has been provided to support staff in their role.</p> <p>e.g. new to SENCO support and materials provided.</p> <p>The induction process has also been extremely supportive in supporting individuals returning to work e.g. from maternity leave. In this case additional time was also provided for the individual to benefit from support by core subject leaders as well as plan and prepare.</p> <p>The process and information has ensured that new staff understand the systems, ethos, processes etc. of the school.</p>	<p>Annual Review Notes</p> <p>Strategies will continue to be used to support staff entering the school - A new SENDCO has been appointed and will be inducted using the system.</p>
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Light-touch review Overall assessment	The intervention is performing		The intervention is performing		The intervention is performing	
	Far above expectation Above expectation As expected Below expectation Far below expectation		Far above expectation Above expectation As expected Below expectation Far below expectation		Far above expectation Above expectation As expected Below expectation Far below expectation	
	Year one	£900	Year two	£900	Year three	£900
Anticipated expenditure			Expenditure is expected to	Increase	Expenditure is expected to	Increase
				Decrease		Decrease
				Remain the same		Remain the same
Actual Expenditure	Year one	£900	Year two	£900	Year three	£900

Intervention	Ensure children acquire phonic skills early in their schooling.		
Category	Quality of education for all - Quality of teaching (SDP link Objective C, A, G)		
Intended outcomes	<p>All children are provided with sufficient phonic knowledge to enable them to progress and develop.</p> <p>Regular, high quality phonics teaching takes place.</p>	Success Criteria	<p>Phonics pass rates at the end of year one increase</p> <p>Phonics pass rates (retakes) at the end of year two increase</p> <p>Phonics teaching is of a consistently high quality</p>
Staff lead	Mrs Hughes		
Implementation	Year One	Year Two	Year Three
	<p>Ensure all relevant staff are trained in RWI.</p> <p>Introduce timetabled sessions to ensure daily phonics takes place.</p> <p>Allocate staff to ensure support is provided where necessary.</p> <p>Purchase RWI materials to enable to correct delivery of RWI sessions</p> <p>Provide curriculum information evenings for parents</p>	<p>Review phonics data from year one.</p> <p>Further develop resources</p> <p>Purchase additional reading materials to match the phonics scheme.</p> <p>Provide further curriculum information evenings for parents</p> <p>Ensure PP children's parents attend curriculum evenings.</p>	<p>Ensure all material is available, labelled, stored.</p> <p>Continue to provide curriculum information evenings for parents.</p> <p>Provide specific sessions for parents of PP children to enable them to support phonic acquisition by their children.</p>

<p>Light touch notes</p>	<p>Annual Review Notes</p> <p>All key stage 1 staff attended RWI training (teacher and ta). Timetables were developed ensuring all ks1 children were taught phonics and that staffing was allocated to ensure this was delivered effectively. RWI materials were sourced and purchased. This ensured all staff have sufficient resources to deliver RWI effectively. RWI / Phonic information was shared with parents to ensure their support.</p> <p>Monitoring by the deputy head indicates that the delivery of phonics is good across ks1.</p> <p>Pupil data and teacher feedback indicates that the regular delivery of the RWI programme is having an impact on pupil standards.</p>	<p>Annual Review Notes</p> <p>CPD was provided for staff moving into the ks1 year groups to ensure that they were able to deliver RWI correctly.</p> <p>The school continued to invest in additional resources to support teaching in school and support at home.</p> <p>Due to COVID-19 pandemic teaching was interrupted but remote learning was used and phonics teaching was a key element of this.</p> <p>The Phonics check was not officially completed due to covid-19 but internal assessments indicated that the children had learnt and retained much of the phonic knowledge taught.</p>	<p>Annual Review Notes</p> <p>Further CPD will be provided to ensure staff moving into ks1 are fully trained in RWI.</p> <p>Regular monitoring by the deputy head will ensure all delivery is of a high quality.</p>
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Light-touch review Overall assessment	The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation		The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation		The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation	
	Year one	£12000	Year two	£6000	Year three	£6000
Anticipated expenditure			Expenditure is expected to	Increase	Expenditure is expected to	Increase
				Decrease		Decrease
				Remain the same		Remain the same
Actual Expenditure	Year one	£12000	Year two	£9000* Additional resources and CPD	Year three	£6000

Intervention	High expectations for all pupils		
Category	Other approaches (SDP link Objective E, D)		
Intended outcomes	Reduction of behaviour incidents in and out of the classrooms results in increased progress being made by those PP children with social and emotional needs.	Success Criteria	<p>Reduction in behaviour incidents reported in the classroom.</p> <p>Reduction of reported behaviour incidents out of the classroom</p> <p>Pupil voice indicates that behaviour is consistently good or better across school</p> <p>Behaviour strategies are embedded across school</p>
Staff lead	Mr Mitchell / Mrs Hughes		
Implementation	Year One	Year Two	Year Three
	<p>Share the renewed behaviour policy with all staff. Ensure staff new to the school are aware of the policy and approaches used.</p> <p>Invest in praise postcards and praise phone calls.</p> <p>Provide CPD for all staff to ensure consistency</p> <p>Create a school kitchen garden to enhance learning outside the classroom</p>	<p>Review impact of strategies and amend where needed</p> <p>Provide further training for supporting adults including mid-day assistants</p> <p>Use the kitchen garden for nurture and emotional literacy work</p>	<p>Review impact of strategies and amend where needed</p> <p>Review the impact of the kitchen garden</p>

<p>Light touch notes</p>	<p>Annual Review Notes</p> <p>Pupil behaviour is good across school. New behaviour policy and supporting materials developed and put into place. Staff provided with CPD to ensure their understating of the policy and rationale.</p> <p>Monitoring shows that the majority of staff are applying well - some further CPD may be required for midday personal. Children with additional needs generally worked well within the system but extremes required individual plans and support.</p> <p>Some passive learners will be the focus moving forward to ensure all children are demonstrating</p> <p>Kitchen garden has been installed.</p>	<p>Annual Review Notes</p> <p>External behaviour consultants were engaged with to provided support regarding a select number of children within the school.</p> <p>Learning behaviour scores were introduced and have been successful in making the children review and reflect on their behaviour.</p> <p>The COVID-19 pandemic and lockdowns resulted in the school amending the behaviour policy and home school agreement.</p> <p>The kitchen garden has been used but the pandemic limited this. School to plan to utilise this more moving forward to support PP and vulnerable children's well-being.</p> <p>Behaviour in school remains good. Those individuals with specific behavioural needs have plans /</p>	<p>Annual Review Notes</p> <p>A planned refresh of the schools' policy to take place with additional training for support staff.</p>
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			individualised steps in place for them. School to consider buying in de-escalation and safer handling training for all staff.			
Light-touch review Overall assessment	The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation	The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation	The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation	The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation		
	Year one	£8500	Year two	£5000	Year three	£5000
Anticipated expenditure			Expenditure is expected to	Increase Decrease Remain the same	Expenditure is expected to	Increase Decrease Remain the same
Actual Expenditure	Year one	£8500	Year two	£4000	Year three	Planned increase due to more need in school

						<i>with specific children with SEND requiring specific CPD for staff</i>
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Intervention	Decrease absence rates amongst PP children		
Category	Targeted support (SDP link Objective D)		
Intended outcomes	Regular focus on the attendance of children including PP children will ensure that those with low attendance will be challenged. Raising the attendance rates will result in increasing progress for these children.	Success Criteria	The absence rate for PP children decreases. There is little / no difference in the absence rate between pp and non-pp children.
Staff lead	Mrs Bowes, Mrs Croft		
Implementation	Year One	Year Two	Year Three
	Ensure the office regularly check the attendance rates of children including vulnerable and PP. Ensure systems are in place to challenge poor attendance. Engage with the EWO to support with more challenging cases.	Review strategies from year one Further develop processes based on successful practice from year one	Review developments. Further advice taken from EWO if required.

<p>Light touch notes</p>	<p>Annual Review Notes</p> <p>A disparity between the attendance % of pp and non-pp children is mainly due to the attendance rates of small number of pp children. These children are known to school. The school worked with the education welfare officer and social care to work with the families to improve the attendance of these children with some success.</p> <p>Generally, attendance at the school us good and with the removal of a small number of pp children overall there is not a significant attendance gap.</p> <p>The school office developed systems to monitor attendance, including that of pp children.</p>	<p>Annual Review Notes</p> <p>During the lockdowns PP and vulnerable children were offered a place in school. The vast majority of these children took up the place. This resulted in these children having the support of routines and learning during this period. During the year the attendance of the pp children was 95.75% and non-pp children 97.84%. Whilst there is still a difference this can mostly be attributed to the attendance rate of a select number of pp children. This absence rate had an impact on the whole pp figure.</p> <p>n.b. the two pp children with the lowest attendance did not choose to attend emergency schooling. The school put measures in place to engage these children and ensure their well-fare.</p>	<p>Annual Review Notes</p> <p>Monitoring of individual pupils attendance to recommence to ensure any children not attending or having broken attendance are identified and supported / challenged.</p>
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Light-touch review Overall assessment	The intervention is performing		The intervention is performing		The intervention is performing	
	Far above expectation Above expectation As expected Below expectation Far below expectation		Far above expectation Above expectation As expected Below expectation Far below expectation		Far above expectation Above expectation As expected Below expectation Far below expectation	
	Year one	£500	Year two	£500	Year three	£500
Anticipated expenditure			Expenditure is expected to	Increase	Expenditure is expected to	Increase
				Decrease		Decrease
				Remain the same		Remain the same
Actual Expenditure	Year one	£500	Year two	£500	Year three	£500

Intervention	Equality of access		
Category	Quality education for all (SDP link Objective B)		
Intended outcomes	To ensure equality of access to all opportunities	Success Criteria	All children will have access to all activities in the school curriculum. PP children will be supported in accessing non-statutory curriculum elements, trips and residential when payment for these is required and may be problematic.
Staff lead	Mr Mitchell		
Implementation	Year One	Year Two	Year Three
	<p>Review the uptake of after school clubs by PP children.</p> <p>Promote participation in after school clubs by all children</p> <p>Review schools' expenditure on trips and residential</p> <p>Liaise directly with parents when payments are a difficulty</p>	<p>Further develop the after school opportunities available for all children.</p> <p>Develop non-competitive competitions for children to take part in.</p>	<p>Continue to encourage those not attending to attend.</p> <p>Review this data to ensure impact is occurring</p>

<p>Light touch notes</p>	<p>Annual Review Notes</p> <p>The school has used a significant amount of PP funding to support those children to attend residential and educational experiences.</p> <p>The school does not apply a one-size fits all approach and works with each individual case to ensure any monies are allocated where the maximum benefit will be achieved.</p>	<p>Annual Review Notes</p> <p>Due to the COVID-19 pandemic no residential trips took place this academic year.</p> <p>The PP spend was therefore redirected to support these children in their remote learning and increase support for those attending school.</p> <p>During the pandemic the schools number of PP children grew significantly. This increase will need to be carefully managed to ensure that the children get access to opportunities such as after school clubs and residential trips once they recommence.</p>	<p>Annual Review Notes</p> <p>Club registers collected in to monitor the attendance of PP children.</p>			
<p>Light-touch review Overall assessment</p>	<p>The intervention is performing</p> <p>Far above expectation Above expectation As expected Below expectation Far below expectation</p>	<p>The intervention is performing</p> <p>Far above expectation Above expectation As expected Below expectation* (due to COVID-19) Far below expectation</p>	<p>The intervention is performing</p> <p>Far above expectation Above expectation As expected Below expectation Far below expectation</p>			
	<p>Year one</p>	<p>£1050</p>	<p>Year two</p>	<p>£800</p>	<p>Year three</p>	<p>£1000</p>

Anticipated expenditure			Expenditure is expected to	Increase	Expenditure is expected to	Increase
				Decrease		Decrease
				Remain the same		Remain the same
Actual Expenditure	Year one	£	Year two	£800	Year three	Likely to increase due to the impact of COVID

Intervention	Children understand themselves as learners and what they require to learn successfully		
Category	Quality Education for all (SDP link Objective E)		
Intended outcomes	Children will have a good understanding of themselves as learners. They will understand their learning preferences and requirements and be able to make sensible choices to secure these.	Success Criteria	<p>Increased application of all children</p> <p>Positive attitudes learning</p> <p>Children have increased resilience</p> <p>Improved standard</p>
Staff lead	Data-Mr Mitchell Writing-Mrs Shaw Reading-Mrs Hughes and Miss Shepherd Maths-Mrs King Miss Shepherd and Mrs Hughes		
Implementation	Year One	Year Two	Year Three
	<p>Develop a termly plan for BLP.</p> <p>Raise the profile of BLP across the school.</p> <p>Bring BLP into assemblies</p> <p>Action research split-screen lessons.</p>	<p>Review the termly BLP plan and make amendments where necessary.</p> <p>Ensure parents have an increased awareness of the BLP being delivered.</p> <p>Develop split screen lessons</p>	<p>Review the termly BLP plan and make amendments where necessary.</p> <p>Review the impact of split screen lessons</p>

Light touch notes	Annual Review Notes		Annual Review Notes		Annual Review Notes	
	<p>A termly plan for BLP was devised as a staff. Regular assemblies highlighted the power in focus and this was followed up in classrooms. Feedback and observation of children indicated that they were more aware of their learning needs.</p> <p>School to continue to raise the profile and ensure that all children are aware of the conditions that they require to learn.</p>		<p>Due to the pandemic this has not progressed / developed as much as planned.</p> <p>The children display good behaviour generally, are engaged in their learning and show a positive attitude.</p> <p>The children's awareness of their learning preferences and requirements can be further developed - the profile of BLP suffered during the lockdown and when remote learning was in place.</p>		<p>Look at the implementation of split screen sessions within some trial classrooms.</p>	
Light-touch review Overall assessment	<p>The intervention is performing</p> <p>Far above expectation Above expectation As expected Below expectation Far below expectation</p>		<p>The intervention is performing</p> <p>Far above expectation Above expectation As expected Below expectation* (due to COVID) Far below expectation</p>		<p>The intervention is performing</p> <p>Far above expectation Above expectation As expected Below expectation Far below expectation</p>	
	Year one	£3300	Year two	£1500	Year three	£1500
Anticipated expenditure			Expenditure is expected to	Increase	Expenditure is expected to	Increase
				Decrease		Decrease
				Remain the same		Remain the same

Actual Expenditure	Year one	£	Year two	£1500	Year three	1500 Further investment may be required following COVID
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Intervention	Higher attaining PP pupils are identified and provided with tailored teaching		
Category	Targeted support (SDP link Objective A, C, D)		
Intended outcomes	Prior high attaining pupils (including PP pupils) make the expected progress and continue to attain highly	Success Criteria	High prior attaining pp pupils make similar progress to non-pp high prior attaining pupils. Increased progress rates for higher prior attaining pupils
Staff lead	Mr Mitchell		
Implementation	Year One	Year Two	Year Three
	<p>Introduce Powermaths into school. Provide resources and CPD for teachers.</p> <p>Embed the literacy pathways into school</p> <p>Ensure higher attaining pupils are identified and catered for.</p> <p>Planning and discussion as part of pupil progress meetings</p>	<p>Review the assessment and tracking processes in place in school.</p> <p>Review the impact of used strategies.</p> <p>Provide CPD as and when required</p>	<p>Review strategies.</p>

	<p>Encourage staff to share practice</p>		
<p>Light touch notes</p>	<p>Annual Review Notes</p> <p>The school worked within a Maths Hub to develop delivery and adopt the Powermaths approach. This approach was introduced and developed over the year. On reflection the programme was too rigid and did not necessarily meet the needs of our children. The staff therefore developed a hybrid model, utilising aspects of Powermaths alongside</p>	<p>Annual Review Notes</p> <p>Pupil data has been impacted by the COVID pandemic.</p> <p>The approach to maths has continued to be developed to ensure that it is pitched correctly and meeting the needs of the children.</p> <p>Additional pathways units have been purchased and fed into the curriculum. These units were</p>	<p>Annual Review Notes</p>

	<p>WhiteRose and other supporting resources. This has enabled the teaching to be clear especially around the four operations.</p> <p>The Literacy Pathways units have been purchased. These units provide a clear progression of skills and content for each year group. The curriculum has been built around these units. Monitoring of the books and lessons indicate that pupils are engaged and that coverage is improved across school.</p> <p>Pupil data indicated that those PP children working at expected or above made good progress.</p>	<p>continued through the remote learning as much as possible.</p> <p>Further resources have been purchased to ensure delivery of these units and additional materials has been purchased to link the reading approach into the texts being used within literacy lessons.</p> <p>On return to school assessments were used to identify gaps in knowledge. Within writing it was evident that children had not had much experience of writing for a sustained period and this was something that they would require opportunity to do, practice and develop.</p> <p>Pupil data 2020-2021 indicates: There were no prior attaining PP pupils There were 9 middle prior attaining pupils - all made expected or greater progress</p>	
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			(reading 33% exp, 67% more than exp) (Writing 78% exp, 22% more than exp) (Maths 44% exp, 56% more than exp) This data was Aut2 → Sum2			
Light-touch review Overall assessment	The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation	The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation	The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation	The intervention is performing Far above expectation Above expectation As expected Below expectation Far below expectation		
	Year one	£5000	Year two	£1500	Year three	£1500
Anticipated expenditure			Expenditure is expected to	Increase	Expenditure is expected to	Increase
				Decrease		Decrease
				Remain the same		Remain the same
Actual Expenditure	Year one	£5000	Year two	£2500	Year three	1500 Potential for this to increase as the children return fully from COVID remote learning / lockdowns