

# Abbotskerswell Primary School Pupil Premium Strategy and Report 2020/ 2021

At

1. Summary information					
School	Abbotskerswell Primary School				
Total PP budget for previous academic year (2018-2019)			£19,800		
Academic Year	2020/21	Total PP budget	£21,080	Date of most recent PP Review	
Total number of pupils	111	Number of pupils eligible for PP	14 (£1320)	Date for next internal review of this strategy	January 2021
Number of pupils eligible for looked after/previously looked after	1 (£2300)	Number of pupils eligible for Ministry of Defence (forces)	1 (£300)		

2. Current attainment – Teacher assessments		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils</i>
% Achieving at least expected standard in reading, writing and maths	69%	86.7%
% Achieving at least expected standard in reading	77%	93.3%
% Achieving at least expected standard in writing	69%	93.3%
% Achieving at least expected standard in maths	77%	86.7%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
These barriers to learning have been identified after discussions with staff and children, looking at what helps and hinders learning for groups and individuals.	
In-school barriers	
A.	Reasoning and fluency skills in maths, lack of proficiency and understanding limits progress.
B.	Application of key skills to writing for both those working towards expected and those more able capable of achieving greater depth.
C.	Limited aspiration of PP children and recognition of when they are learning well.
External barriers	
D.	Home circumstances and lack of engagement and support with learning, missed learning as a consequence of Covid-19

<b>E.</b>	SEN of some PP children presents significant barriers to learning.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved Progress for PP pupils in maths	Improved attainment and progress at end of Key Stage 2 and throughout. Gap between PP and Peers narrows in maths.
<b>B.</b>	Improved percentage of PP children working at expected standard in writing and greater depth	Improved attainment and progress at end of Key Stage 2 and throughout. Gap between PP and Peers narrows in writing.
<b>C.</b>	Children are better able to learn through improved aspiration and recognise when they are learning well, linking to learning behaviours and wellbeing.	Progress in all areas improves.
<b>D.</b>	Parents of PP children will be better able to support their children academically and emotionally and have a positive attitude to school and learning.	Progress and attainment of PP pupils improves.
<b>E.</b>	Elicitation shows areas of need and identified barriers to learning – with clear evidence of progress being made on SMART targets based on barriers to learning.	Teachers and Sendco provide learning experiences to address areas of need. Clear progress evident on identified barriers to learning which is evidenced.

5. Planned expenditure							
Academic year		2020/21					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
i. Quality of teaching for all							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ cost	When will you review implementation?	Evaluation	
						Nov 20	June 21
A i. Children's number skills improve and they become more able to carry out calculations quickly and accurately	<p>Consistent input about 'meeting the needs of all pupils' during regular Professional Development Meetings.</p> <p>Whole school focus and CPD in fluency and how to develop as well as reasoning skills, training in No Nonsense Number facts.</p> <p>No Nonsense Number Sense teaching materials purchased.</p> <p>Teaching assistant in both key stages to be deployed to deliver same day intervention to PP pupils.</p>	<ul style="list-style-type: none"> <li>PP pupils, both those expected and capable of achieving greater depth are supported to do so.</li> <li>School wide focus on raising attainment of all able children, including appraisal focus for teachers of PP and more able PP in maths.</li> <li>Same day intervention and pre/post teaching with 2 subsequent follow up sessions to address misconceptions and close gap and stop PP pupils falling behind.</li> </ul>	<ul style="list-style-type: none"> <li>In School peer lesson study plan to focus on PP and higher attaining PP.</li> <li>Book looks and lesson observations to show implementation of agreed strategies.</li> <li>Learning walks show use of strategies being applied.</li> <li>Intervention teaching assistant appraisal targets to focus on same day intervention.</li> <li>Teachers to identify children who require same day intervention for afternoon session.</li> <li>Daily counting in all classes – No Nonsense Number.</li> <li>Training for all staff from Maths consultant in appropriate approaches to develop problem solving, reasoning and fluency</li> <li>Training for staff in use of No Nonsense Number and chances to develop maths talk</li> </ul>	<p>HT</p> <p>Maths Leader</p> <p>KS1/KS2 leader</p> <p>£300</p> <p>Number facts</p> <p>£510 staff training.</p>			

			within the classroom to address misconceptions.				
B.Improved percentage of PP children working at ARE or GD in writing.	Consistent input about 'meeting the needs of all pupils' during regular Professional Development Meetings.  Talk for Writing developed and used across the school.	<ul style="list-style-type: none"> <li>PP pupils, both those expected and capable of achieving greater depth are supported to do so through improved whole class teaching and awareness of individuals and groups.</li> </ul>	<ul style="list-style-type: none"> <li>Regular in house book looks show strategies implemented and progress of PP children.</li> <li>Boys writing and PP writing focus for FS teachers' appraisal.</li> <li>Progress of PP analysed during PDM's.</li> <li>Primary literacy consultant to work with pairs of teachers on potential GD children, with focus on PP. External book look by consultant to focus on progress of PP children.</li> </ul>	HT Literacy lead  £1000	Dec 20  April 21		
C.Children have greater aspirations towards their learning and recognise when they are learning through links to learning behaviours.	Whole school focus and CPD on encouraging pupil leadership, wellbeing and vision/values.  10 steps to wellbeing  Aspirations project	<ul style="list-style-type: none"> <li>Ensure all PP children have the capacity to reach their potential by identifying how they learn.</li> <li>Ensure all PP children are aware of how to promote their own wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline and end of year wellbeing questionnaire will show improvements and a better understanding of wellbeing for PP children.</li> <li>PP children will make good progress in all areas.</li> </ul>	HT  Lisa Walsh  Jan Ray	April 21		
<b>Total budgeted cost</b>							£3,800

ii. Targeted support							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Evaluation	
						Nov 20	June 21
Children's number skills improve and they become more able to carry out calculations quickly and accurately  PP progress improves	Maths Intervention – Every child Counts programme.	<ul style="list-style-type: none"> <li>Intervention programme has proven track record of improving attainment and meeting fluency and conceptual understanding.</li> <li>Progress shown through</li> </ul>	<ul style="list-style-type: none"> <li>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</li> <li>Data analysis monitors impact of intervention</li> </ul>	Paula Simmons Kevin Martin Ryan Chidler Lisa Walsh	Jan 20 May 20 £4150		
Improving maths fluency and reasoning skills.  'Catch up' sessions	Pre teaching focused upon PP children and 1:1 with 2 follow up sessions.  Daily maths teaching using white rose maths – developing a conceptual understanding Concrete – pictorial – abstract 'No nonsense maths' in all year groups.	<ul style="list-style-type: none"> <li>Small groups size or 1:1 enabled individual needs to be addressed.</li> <li>Efficient pre teaching activities address confidence are enables key concepts to be taught.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Progress Meetings</li> <li>Data Analysis</li> <li>Small group and paired intervention for PP children</li> </ul>	HT  Maths Lead Ryan Chidler  Identified tutors from the government scheme	Jan 20  May 21		

Improved % of children reaching ARE in writing and improved % working at GD in writing	1:1 or Paired Writing Conferencing weekly for half term with class teacher.	<ul style="list-style-type: none"> <li>Research suggests positive impact on progress of PP children where carried out consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Assembly time</li> <li>TA to cover class for 30 mins</li> </ul>	Ann Williams	£500 HTLA/TA cover		
Improved % of children reaching ARE in writing and reading at Key Stage 2 in writing, grammar, spelling and reading enabling children to	Small group support targeted on individual needs e.g handwriting, writing composition.	<ul style="list-style-type: none"> <li>Small steps and time limited interventions targeted have positive impact on attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Key Stage 1 afternoon TA to provide targeted support as directed by class Teachers.</li> <li>Key Stage 2 teachers identify pupils in need of paired or small group support and plan learning in conjunction with intervention TA. Focus on Year 6 grammar, Year 5 reading and writing, Year 6 spelling.</li> </ul>	Ann Williams	£1500 £1500		
Children become more resilient learners.	<p>Embed Jigsaw PSHE programme across the school</p> <p>'learning pit' language to be used consistently across the school</p> <p>Effort praised rather than attainment</p> <p>Value of making mistakes and learning from these shared with children and positively encouraged.</p>	<ul style="list-style-type: none"> <li>Consistent approach to PSHE curriculum planned across the school, with training for all staff on this.</li> <li>Spiral curriculum approach to ensure that areas of need are re-visited.</li> <li>Mindfulness activities planned into the curriculum</li> <li>Research shows that Thrive is effective in addressing social and</li> </ul>	<ul style="list-style-type: none"> <li>Ensure Thrive trained staff have time to carry out their role effectively.</li> <li>Whole school approach towards learning characteristics.</li> </ul>	Amy Pearson All teachers HT	Termly review £2500		

Improved attitudes towards reading for PP and higher aspirations	<p>Reading recovery to target PP children.</p> <p>Weekly small group guided reading support.</p> <p>PP daily readers in KS2 and KS1 targeted for daily individual support in choosing books and being heard read.</p> <p>HT to undertake Year 6 additional guided reading weekly focusing on reciprocal reading strategies.</p> <p>TA employed to monitor PP reading records weekly</p> <p>Purchase and maintenance of Accelerated Reader.</p>	<ul style="list-style-type: none"> <li>Previous provision has demonstrated good or better progress for PP children who are heard read regularly in school and who are supported to access accelerated reader.</li> </ul>	<ul style="list-style-type: none"> <li>Reading diaries monitored regularly by TA and PP co-ordinator.</li> <li>Intervention impact monitoring.</li> <li>Data analysis and pupil progress meetings.</li> </ul>	Ann Williams	£3000 £1500 Termly data analysis.		
<b>Total budgeted cost</b>							<b>£26, 250</b>
<b>iii. Other approaches</b>							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Evaluation	
						Jan 21	June 21
Children complete appropriate home learning tasks	Homework club available free to all SEN/PP and children.	<ul style="list-style-type: none"> <li>Providing support for children who do not have support at home.</li> </ul>	<ul style="list-style-type: none"> <li>Review home learning records as part of work scrutiny each half term</li> </ul>	X2 TA (1 hour per week)	April 20 £700	Some PP are reading regularly at home. Action: discussion about how to incentivise this in KS1/FS.	

PP children are more ready to learn and parents are supported to remove barriers and access services.	Children and families well being worker.  10 steps to wellbeing	<ul style="list-style-type: none"> <li>PP children with SEN and social and emotional difficulties or some parents do not readily engage with school.</li> <li>Parents support role will help access services and support parent and children to overcome barriers.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents and teachers</li> <li>Reports from Parent support advisor</li> </ul>	HT/SENDO	Each Term  £2000		
A. Children become more resilient learners with better attitudes to learning	Reduction in cost of school trips and visits, especially the Yr 3/4 Y5/6 residential visit	<ul style="list-style-type: none"> <li>To ensure all children have access to trips and visits that extend the curriculum</li> <li>To ensure that all children have the opportunity to take advantage of the residential visit</li> </ul>	<ul style="list-style-type: none"> <li>Monitor take-up of visits</li> <li>All PP children take part in the residential visit</li> </ul>	Admin	July 2021  £750		
<b>Total budgeted cost</b>							£3450

6. Review of expenditure				
Previous Academic Year 2019-20				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Raise attainment in writing at all key stages</p>	<p>Revisit and embed talk for writing approach with training for all staff and TAS.</p> <p>Particular focus on the development of talk for writing strategies in EYFS and Key Stage 1</p>	<ul style="list-style-type: none"> <li>• 50 % of PP children attain ARE in Y6 – cohort of 2 children so care must be taken when interpreting data.</li> <li>• 85.7% PP children attain ARE in Y2.</li> <li>• 80% FSU children attain GLOD. Although this is lower than previous years, good progress was made by children, given their low starting point.</li> <li>• Writing across the school has improved as commented by external reviewers.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk for writing a successful approach for equipping PP children with story writing skills that they could apply independently.</li> <li>• Targeted support for PP children in EYFS and KS1 was successful. Consider accuracy of on entry data in EYFS to ensure progress is measured accurately.</li> <li>• Focused teaching from teacher through conferencing or additional teacher time in Y2 enabled PP children to close gap between themselves and peers though cost implications/ sustainability must be considered.</li> </ul>	<p>£3,000</p>
<p>Children develop a better understanding of grammatical terms and apply this successfully to their writing.</p>	<p>Purchase of no nonsense grammar. Training for staff in no nonsense grammar materials.</p> <p>Staff awareness of issues raised.</p> <p>Implementation and embed elicitation tasks for grammar teaching.</p> <p>Pre-and post teaching where needed.</p>	<ul style="list-style-type: none"> <li>• 75% if PP children attain ARE in Y6 – progress of reading particularly high within cohort so could have an impact on grammatical understanding too.</li> <li>• 85.7% of PP children attain ARE in Y2.</li> <li>• All PP children made expected in better progress in grammar and spelling.</li> </ul> <p>Teachers' found release time to conference PP children effective in recognising and addressing small gaps.</p>	<ul style="list-style-type: none"> <li>• Application of grammar skills to writing remains challenge so a more systematic approach to this needs to be developed in the future, identifying gaps and needs earlier.</li> <li>• Discreet grammar session in y2-6 proved to effective in supporting children in understanding grammatical terms.</li> </ul>	<p>£3,000</p>

Children's number skills improve and they become more able to carry out calculations quickly and accurately.	Consistent input about 'meeting the needs of all pupils' during regular Professional Development Meetings.  Whole school focus and CPD in fluency and how to develop as well as reasoning skills	<ul style="list-style-type: none"> <li>Whole school: PP attainment of expected and greater depth is less than non-pupil premium (78%:81%, 13%:23%).</li> <li>85.7% PP children attain ARE in Y2. Progress was average,</li> <li>50 % of PP children attain ARE in Y6 – cohort of 2 children so care must be taken when interpreting data. Progress by end of KS2 below average.</li> </ul>	<ul style="list-style-type: none"> <li>Observations of teachers and book looks show that teachers are increasingly teaching fluency, reasoning and problem solving and are providing PP children with opportunities to use concrete and pictorial representations.</li> <li>Lesson study was successful in identifying the specific needs of PP children in maths and enabled teachers to develop strategies to support them.</li> <li>PP attainment is lower at both ARE and GD so a more systematic approach needs to be adopted.</li> </ul>	£3,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children's number skills improve and they become more able to carry out calculations quickly and accurately	Success at Arithmetic Intervention – Every child Counts programme.	<ul style="list-style-type: none"> <li>Data shows that most PP children receiving Success at Arithmetic are making expected or rapid progress</li> </ul>	<ul style="list-style-type: none"> <li>Progress of PP children in group is good so it would be beneficial to continue this approach.</li> <li>Consider same day intervention to support those PP children who have the capacity to be working at ARE or GD.</li> <li>Consider more flexible groupings to support PP children who are at risk of not meeting GD target.</li> </ul>	£4656.00
Children become more resilient learners.	Thrive	<ul style="list-style-type: none"> <li>Actions plans and Thrive implemented for any PP child who required support.</li> <li>TAs had dedicated time table slots.</li> </ul>	<ul style="list-style-type: none"> <li>Regular assessment needs to take place to fully monitor impact.</li> <li>Successful provision from feedback from teachers and parents.</li> </ul>	£2334.00

<p>Improved attainment in grammar, spelling and writing for PP children.</p>	<p>1:1 and Paired tuition for PP children in Year 5 and 6 in Grammar.</p> <p>Small group spelling support</p> <p>All teachers released for 1 hour per week for a half term to conference PP children in writing.</p> <p>. 1:1 or small groups writing intervention support</p>	<ul style="list-style-type: none"> <li>• 100% if PP children attain ARE in Y6 – progress of reading particularly high within cohort so could have an impact on grammatical understanding too. Paired grammar tuition was successful for PP in year 6 and enabled good progress.</li> <li>• 85.7% of PP children attain ARE in Y2.</li> <li>• All PP children made expected in better progress in grammar and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of grammar skills to writing remains challenge so a more systematic approach to this needs to be developed in the future, identifying gaps and needs earlier.</li> <li>• Discreet grammar session in y2-6 proved to effective in supporting children in understanding grammatical terms.</li> </ul>	<p>£5000.00</p>
<p>Raise attainment in phonics for PP children in Year 1 and EYFS</p>	<p>Small group intervention including ELS programme and purchase and use of Read Write Inc</p>	<ul style="list-style-type: none"> <li>• ELS data shows that children were making slightly less progress than their peers.</li> <li>• 66% of PP children achieved expected standard in phonics screening check.</li> <li>• 60% of PP children achieved GLOD in EYFS, but 80% made good progress from their starting point.</li> <li>• Read Write Inc purchased and used as part of Reading Recovery. PP children in year 1 receiving Reading Recovery did not make expected standard, however social and emotional factors must be taken into account.</li> </ul>	<ul style="list-style-type: none"> <li>• Review impact of ELS – a more focused daily intervention to support children in phonics.</li> <li>• Early identification of SEN in EYFS supported systematic phonics teaching</li> <li>• Consider ways to develop phonics teaching in EYFS and year 1 through CPD or observations within learning community.</li> </ul>	<p>£2,000</p>

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Support pupil premium pupils to access day trips and residential	Reduced cost for trips	<ul style="list-style-type: none"> <li>All PP children attended residential.</li> <li>All PP children had subsidised trips and barriers to taking part removed.</li> </ul>	<ul style="list-style-type: none"> <li>Impact on self esteem continue as successful and high take up particularly for residential.</li> </ul>	£2000

## 7. Catch up Funding

Abbotskerswell Primary School

Number of pupils: 111

Total Cast up premium amount: £8,800

September 2020 – July 2021

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds:	EEF recommendations:
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way</p>	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>Supporting great teaching</li> <li>Pupil assessment and feedback</li> <li>Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>One to one and small group tuition</li> <li>Intervention programmes</li> <li>Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>Supporting parent and carers</li> <li>Access to technology</li> <li>Summer support</li> </ul>

Identified impact of lockdown:	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected
Non Core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u>  The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	<b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b>  <b>(£1000)</b>		All	Feb 21
Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports	<b><i>Purchase additional manipulatives for Maths (CPA) to develop conceptual understanding</i></b>  <b>(£1000)</b>		RC	Feb 21

<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Purchase and implement the NFER assessments and use analysis programme. Complete termly tests and record assessments on Sims to identify gaps an on Insight to track performance.</i></b></p> <p style="text-align: right;"><b>(£1000)</b></p>		KM/All	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at Abbotskerswell have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A virtual tour of Abbotskerswell Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Abbotskerswel either in reception or in-year class .</i></b></p> <p style="text-align: right;"><b>(£200)</b></p>		GL	Ongoing
<b>Total budgeted cost</b>				<b>£ 3200</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Additional reading sessions for those children who did not pass the phonics screening assessment.</p>		LW	Feb 21

	<i>Additional release time to support 1-1 writing conferencing. With a focus on underachieving Key Stage 2 pupils. 3 week targets focusing on editing and improving from outcomes in lessons.</i> <b>(£6000)</b>		AP AC	Feb 21
<u>Intervention programme</u>  An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills, arithmetic and application of number.	<i>An intervention is identified and purchased. A known teacher to the school to deliver the intervention confidently (inclusive of entry and exit data).</i> <b>(£3000)</b>		LB	July 21
<b>Total budgeted cost</b>				<b>£12,166</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Supporting parents and carers</u>  Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>Additional online learning resources will be purchased, such as TT rock stars, mymaths, education city, to support children's learning at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</i> <b>£500</b>  <i>Learning packs are printed and ready to distribute for children as necessary. Additional stationery packs are to be purchased for PP children to take home when home-learning occurs.</i> <b>£100</b>		Teachers  BM	Feb 21  Feb 21
<u>Access to technology</u>  During the catch-up extended school provision, children can access additional devices so that they can rotate through	<i>Through collaboration work with Scomis, an additional 35 ipads to be purchased to support the learning needs of pupils in school, and to</i>		KM/RC	Feb 21

<p>discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>use technology to help close the gap. The ipads are to be used to further support online access to resources for the children accessing extended school time.</i></p> <p style="text-align: right;"><i>£500 (set up cost) £1500</i></p> <p><i>Purchase 4 laptops (one for each class) to be used to support the delivery of online learning. Newton Abbot College IT to build this laptops with the school system.</i></p>		<p>KM/RC</p> <p>KM/RC/NA college</p>	<p>Feb 21</p>
<p><u>Summer Support</u> NA</p>				
<b>Total budgeted cost</b>				<b>£ 14,300</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£8,800</b>
		<b>Cost paid through school budget</b>		<b>£5,500</b>