



SPARKEN HILL
ACADEMY

PUPIL PREMIUM STRATEGY



2021-22



Pupil premium strategy statement

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	Sparken Hill Academy
Number of pupils in school	544
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2025
Date this statement was published	07 October 21
Date on which it will be reviewed	May 2022
Statement authorised by	Mr R Lilley
Pupil premium lead	Mr R Lilley
Governor / Trustee lead	Mrs C Middleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 291838
Recovery premium funding allocation this academic year	£30450
Tutoring Allocation	£ 22113
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£23125
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£367526

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

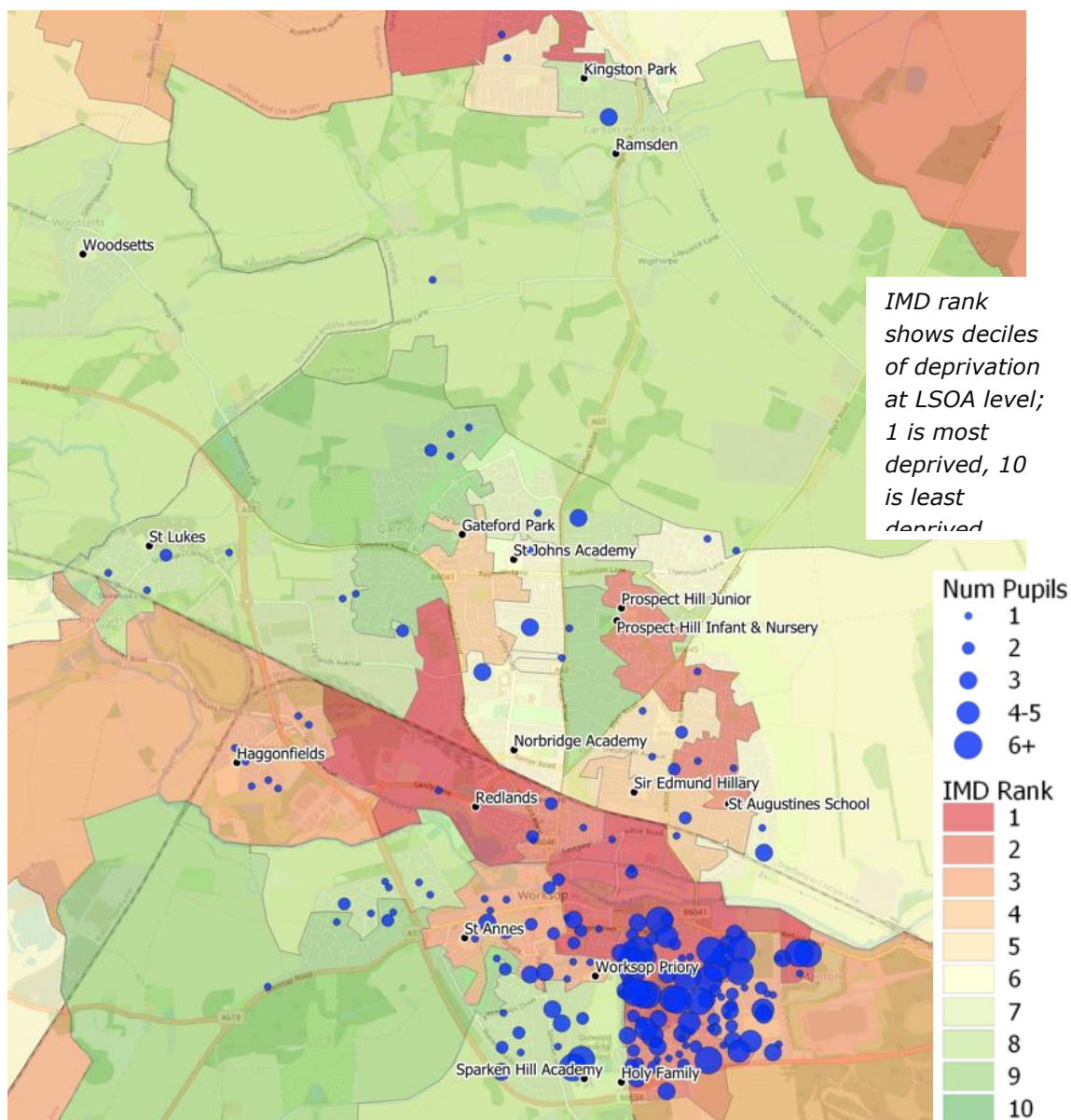
Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- 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 are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Sparken Hill Academy is a standalone Academy located in Worksop South East. We are a 2.5 forms entry school (75 PAN in each Year Group).

We serve two “Lower Super Output Areas” (LSOAs) which surround the school and are amongst the most deprived in the country.



Data sources: School MIS, October 2021. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors.

In 2019, 90% of the school's pupils were living in an area classed as being one of the 10% most deprived areas in England (IMD rankings). The LSOA in which the school is located is ranked 1721th out of 32,844 in terms of deprivation.

Despite the 'leafy lane' physical location of the school, rates of Free School Meal eligibility, which are used as a broad indicator of deprivation, are almost twice as high as national. IDACI measures indicate that more than a third of pupils live in areas which have the highest levels of income deprivation affecting children in England, and that more than three quarters of pupils live in areas with above-average levels of income deprivation.

IMD data indicates even higher levels of deprivation, with almost half of the school's pupils living in areas that are in the 1st decile on this measure. IMD statistics indicate that issues relating to poor health, historically poor educational outcomes and high crime rates, as well as

low incomes and poor employment opportunities - are key to understanding the long-term challenges faced by local communities.

The income, employment, health, education and crime deprivation indicators are all very high.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally into EYFS.
- Additional learning support.
- Subsidise or fully fund all activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software and hardware.
- To extend PE provision
- To allow the children to learn a musical instrument and to sing in a choir.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Sparken Hill values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas. Children arriving at Sparken Hill Academy in Early Years are often well below the developmental stages appropriate for their age. Due to this, early identification is required to provide intervention to help children to develop the necessary skills required to access the Early Years curriculum
3	Low attainment in R / W / M for SSA pupils
4	More frequent behaviour difficulties. Some children have low levels of self-esteem, social and emotional challenges or broader learning issues. Many benefit from a bespoke, 1:1 outdoor provision, with a focus on specific objectives.
5	Attendance and Punctuality issues. Attendance of vulnerable pupils is often 1-2% below that of other groups of children.
6	Chaotic family lives and Social Service involvement
7	The school population has a significant number of EAL families. A (relatively) large number of children have English as a second language and require support to develop their primary and secondary languages equally. Some families find communication with the school difficult.
8	Many children across school have narrow experiences of cultural, historical and geographical field trips. In order to develop a broader, more knowledge and understanding of the wider-world, it is necessary to subsidise a wide range of educational experiences to support the school curriculum.
9	Many children across school have narrow experiences of attending external clubs for young people. The school is therefore required to provide an environment where children can access such opportunities free of charge.
10	The development of phonic decoding is a priority of the school. From very low starting points, pupils are required to master the alphabetic code by the time they leave Year 1. High quality teaching and learning is required to facilitate this.

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
Gap between PP children / non-PP chn attaining ARE in R W M in Y2 and Y6 will be minimised	PP children in Y2 and Y6 obtain at least national average in RWM
Speech and language issues will be identified and addressed early	SI will have responsibility for oracy (supported by investment in a MA qualification) to support pupils, families and staff. The number of children achieving a GLD in Speaking and Listening at the end of F2 will increase.
All children will participate in a rich variety of cultural experiences	Opportunities provided for all chn to access cultures and religions other than their own. Wide range of visits open to all chn to prepare them for life in modern Britain. (NS)
Improved parental engagement in breadth of school activities	Equal proportion of PP children achieve 100% attendance at the end of the school year, Children attend breakfast club Parents regularly spend time in school with their children
Social and emotional needs are met	Pupils will receive 'good enough' parenting following support from the in-house Community Team, meaning that pupils will attend school regularly and be 'school ready'. SEMH pupils will not be excluded (Fixed Term or Permanently) 100% children in receipt of PP have the same clothing and equipment as their peers
The gap in attendance for children eligible for free school meals is closed.	Awards and rewards form part of a complimentary system Attendance improves for FSM pupils to be in line with national figures Attendance panel meetings support families to improve their child's attendance levels.
Children identified as needing to catch-up and keep up are supported partially through the Pupil Premium	Pupil Premium designated to salaries for tuition programme delivery Data shows where gaps are being filled and pupils are making accelerated progress from their starting points.
Improved levels of speech and language in vulnerable Early Years pupils	Identified pupils will have taken part in focused, proven intervention programmes which ensure that ability gaps are reduced.
All pupils have the opportunity to learn to read through a systematic synthetic phonics scheme.	Children have been taught a well sequenced and consistent phonics programme. Where vulnerable children need to catch-up, they receive high quality intervention.
Parents and pupils for whom English is a second language have support to ensure their children receive the full entitlement of the curriculum.	Participation in school events is high Communication is clear to EAL parents Learning in school promotes both the native and English language development

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.

Covid-19

It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed substantial learning in school, though supported and taught in various ways.

Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged. Where available, effective strategies evaluated by the EEF have been identified within this plan

Recovery Premium Expenditure is highlighted in RED BOLD.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 113,290.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic NFER assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests from NFER will provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 3

Purchase of Purchase a systematic synthetic phonics programme from the validated DfE list and train staff to deliver it effectively. • All relevant staff (including new and support staff) receive training to deliver early reading and phonics effectively (1st Nov INSET) • Support for subject specific assessments to identify gaps / forgotten learning • Development and implementation of 'catch-up' curriculum for phonics/spelling • Release of SLT and in-house experts to provide support and model best practice	• On entry to Reception, most children have low Language and Communication skills – 90% of disadvantaged children are working in the low 30-50/ 22-36 month age band with over 40% of disadvantaged children working significantly below in 16-26/ 22-36 month age band. • Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. • Most children working within lower age band on entry to Reception despite making accelerated progress, do not meet the required end of year ELG's <u>Synthetic Phonics</u> • EEF Toolkit and Guidance Reports • EEF Covid Support Guidance • EEF- Metacognition and self-regulation • EEF- Social and emotional Learning Purchase of books and additional resources • EEF - Working with parents to support children's learning (Guidance Report) • EEF – Parental Engagement	1 2
• Additional VP salary (incl oncosts) in order to facilitate Quality First Teaching across school and monitor quality of provision		
• Introduction of TLR3 for middle leader to oversee implementation and impact of disadvantaged pupils undertaking catch up tutoring		
Early Reading and phonics (KS1) • At end of year 1, maintain and continue to reduce the gap between	The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption	1 2 3

disadvantaged and others nationally in phonics by 5pp At end of KS1, continue to reduce the gap between disadvantaged pupils and others in reading (currently 5% dis vs others and 25% dis vs national) Introduction of a 0.6FTE Booster FS / KS1 teacher to facilitate Booster sessions for pupils in FS / KS1	has had a considerable impact on outcomes, especially in 2021. Only 34% of pupils achieved the combined standard this year, compared to 44.6% of the school's KS1 cohort in 2019 (and this was a low attaining cohort). The proportion of children who achieved at least the expected standard in Reading has fallen by a 58.5% (2020). Only 49% of pupils achieved the expected standard in Writing in 2020 ; 18%pts below the unofficial national figure for this year. Attainment in Writing is lower than in the other subjects and is the main limiting factor in pupils achieving the combined standard. Phonics attainment has been disproportionately adversely affected by the Covid crisis. Currently, only X% of Y2 and Y% of Y1 pupils are operating at ARE. This represents a z% decline since With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.	
<i>Reading in KS2</i> <i>VP to continue to monitor standards in reading across KS2 to ensure all pupils are making adequate progress and those who are behind make accelerated progress.</i> <i>Investment in LBQ expanded to cover LKS2</i> <i>KS2 Literacy Volunteers to develop fluency and understanding</i> <i>Subscription to AR and MyON</i> <i>Link to phonics tracker</i> <i>Maintain "5 reader" scheme.</i> <i>Cross Reference to PRM process</i>	- As part of this additional funded SLT position, PP funds will be continued to augment the investment in subscriptions to support Reading. - Attainment drops in Reading across school have been less acute than Maths and Writing – because of the access to online texts and comprehensive data available.	3 4
<i>Mathematics skills</i> Development and implementation of 'catch-up' curriculum for mathematics including introduction of Mastery approach	GDS Maths has historically been difficult to increase despite significant augmentation of the curriculum and introduction of tutors specifically to work with this sub group.	1 2 3

	Impact on PP pupils has been particularly difficult to impact. Consequently, in 2020-21, the school took the opportunity to shift maths provision to Mastery (Power Maths). 2021-22 is the first year of this introduction so the impact of this (particularly on disadvantaged pupils) will be particularly important.	
<i>Mathematics</i> • <i>TTRS</i> • <i>LbQ (ALL KS2)</i> • <i>Continued investment in training / resources to implement Maths Mastery (Pearson Power Maths) with particular focus on bottom 20% attainment and progress.</i> •	• A recent deviation (2021-22 year) from our long standing Abacus scheme to a Mastery Approach (utilising DfE central Maths Funding) means that a focus on our bottom 20% pupils (incl PP) is imperative. • Historically, Maths attainment has been rising but those attaining GDS have not been congruent with a general rise.	3 4

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

Budgeted cost: £69,137.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tutoring - Purchase of 39x Pearson Tutoring places (Y6 Maths – Fractions) - Purchase of 30x FFT Lightning Squad places (Y34) - Provision of Supply teacher for Feb ½ term onwards to facilitate small group tuition across KS2. - Facilitate extra small group tutoring in PMs and after school	EEF Research: One to one tutoring	3 4 7
Phonics and Early Reading - Pre/loading and additional 'catch-up' phonics sessions for phonics (and mathematics) - Facilitate Nuffield Approach (as part of SI MA dissertation). SI (CT) cover costs provided to enable delivery of the project. - Same day / in-class intervention for identified pupils including 1:1 and small group tuition and making use of EEF Guidance Reports and Toolkit, including Early Years Toolkit - Subscriptions: Bug Club Phonics, Education City, Rising Stars	- EEF Guidance Reports and Toolkit, including Early Years Toolkit EEF Oral Language Interventions Over recent years, about half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and this is again the case in 2021, with exactly 50% achieving GLD. Foundation stage attainment is therefore consistently well below national (72% in 2019). ***These figures reflect the fact that many children join Sparken Hill with very low levels of development. An audit by Emma Spiers (LA Phonics associate advisor) was undertaken in 2021 looking at consistency in delivery of phonics, the quality of reading books used in Phonics and home reading books. An investment of new books was undertaken to support the EEF research.	1 2 7 10
Release of TA from F1 to F2 for Aut Term to offer booster work for Lowest Attaining 20% (esp PP pupils)	- Most children working within lower age band on entry to Reception despite making accelerated progress, do not meet the required end of year ELG's. - TA to work with specified pupils in F1 transitioning to F2 to maximise impact of QFT	

Monitoring - Regular agenda item for SLT and GB - Regular analysis of data / tracking - In-school formal monitoring programme - CPD records - Analysis of CPOMS incl behaviour records	- Implementation informed by EEF guidance report	1 2 3 4
Additional ‘catch up’ groups and small group targeted work for Y6 children. - Includes purchase of Literacy Volunteers		1 3

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

Budgeted cost: £ 109,782.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Community Team for Parental support Specifically, Senior Family Worker and Attendance Officer salaries (100%)	The provision of the intensive family support (Community) team support for most vulnerable learners includes an investment in Community Team Salaries has been particularly useful element of our plethora of support across the last year. The team have maintained contact (particularly with those most vulnerable students) across the various delivery methods (lockdown / hybrid / wider reopening). This approach has long been invaluable in the Academy but the unique challenges of Covid have brought the value of this team into sharp relief. A critical appraisal of the previous plans for PP expenditure however has concluded that some roles within the Community Team would be better funded through School Budget Share; prioritising PP expenditure on Educational Outcome solutions. This will be implemented during 2021-22 Academic Year.	4 5 6 7
Employ a Polish speaking teaching assistant		7
Provision of counselling services to offer EWB therapy to pupils	We know that a significant number of pupils have experienced ACEs and consequently exhibit ongoing signs (SEMH / Withdrawn etc). This includes a significant number of pupils who start via the managed move process whereby they are already known to support services but are moved here because of our support. These pupils will be triaged and will be offered: a. In-House Community Team "Light-Touch" monitoring / counselling b. Think Children c. Bright Start Therapeutic Therapy. Cases will be triaged by the Community Team for prioritising according to immediate need.	4 5 6
EWB and mental health post Covid-19	• EEF Toolkit and Guidance Reports • EEF Covid Support Guidance	4 5 6

- Tailored programmes for mental health and wellbeing to support disadvantaged pupils (Think Children and Bright Start Therapeutic Counselling) - Senior Family Worker to act as Mental Health Lead - High levels of communication with parents / carers - Identification and engagement of most vulnerable children and families and introduction of vulnerability tracker - Identified support staff time-table for specific support / programmes - Purchase of books and additional resources - Participation in DARE Life Skills.	EEF- Metacognition and self-regulation EEF- Social and emotional Learning Purchase of books and additional resources EEF - Working with parents to support children's learning (Guidance Report) EEF – Parental Engagement	
Support for SEMH provision Where necessary, funding for PT AP provision is facilitated		
Improve attendance and punctuality - Breakfast Club (staff and food) for disadvantaged pupils to encourage attendance and punctuality - Attendance officer directed to focus on attendance as part of role engage with parents incl First day absence phone calls, Weekly analysis of data, identification of 'at risk' pupils / families, support for pupils, support and challenge for targeted families - Short term crisis support for families	Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils	5
Music lessons & extracurricular activities - Visits to be subsidised - Musically talented pupils to take part in individual music lessons - High quality music delivered to all pupils - Investment in Theatre week (Play in a week) and Visiting theatre companies to develop confidence and performing skills (linked to metacognition) - Theatre week is provided so pupils can participate / watch the outcome of Theatre Week. We also	Music continues to play an integral part in our Curricular Model and we are one of the few Primary Schools nationally to employ a FT Music Teacher in school. This supports our commitment to developing the whole child and not restricting the curriculum.	4 8 9

Rainbow Rewards: Purchase of awards and accolades for pupils to raise the profile of good behaviour, hard work and successes.	Behaviour, ethos and values utilised to empower pupils to think about their own learning and behaviours more explicitly through meta-cognition, by teaching them to set personal goals and monitor and evaluate their progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	ALL
All pupils have had access to a wide range of clubs, at no cost to their parents/carers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Uniform/PE Kit - Top up and replace indoor and outdoor PE kit - Subsidised school plaid. wool wear and free blazers to encourage uniform wearing	Although evidence relating to subsidising uniform per se is limited, the impact in self-confidence and associated reductions in incidents of bullying due to having different clothes (for instance) is large. The impact of pupils obtaining a sense of belonging by being provided with uniform and the increase in self esteem seen as a result means that this element of expenditure will continue.	4 6
Wider Opportunities – school farm Link to pupils being responsible for animals (Goats / sheep / chickens / small animals / school therapy dog).	This remains a positive aspect within school. Although not unique, the provision of the school farm offers a useful addition to the wider curricular offer and enables pupils to fully participate in the care of animals (which is a particularly useful aspect especially for SEMH pupils).	4 6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

Impact of actions

Due to Covid 19 it is not possible to evidence the impact with statistical evidence however, performance management reviews have evidenced that teachers have gained a great deal from the training they accessed which they have used to good effect during partial closure.

Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic <https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>. This was also the case for Sparken Hill. Internal data for end of Key Stage results (Years 2 and 6) shows particular evidence of disruption. All our pupils have been significantly impacted by the restrictions brought about by the pandemic, with writing being affected the most across the school (including EYFS) and our SDP reflects this.

Provision for pupils learning from home has been of a high quality and has been taken into account children's specific needs. The Community Team and SENCO have been in weekly contact with children and their parents and has ensured for example that support for parents who are struggling (financially, emotionally or educationally) has continued.

Lessons learnt

- Our philosophy remains the same "Excellence and Enjoyment in Education for Everyone" and is aligned to EEF research, *"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils"* (The EEF Guide to Pupil Premium). Sparken Hill Academy will continue to use PPG to develop its teachers and to add to the required complement of staff so that interventions can be delivered by experienced and qualified members of staff which will be even more important once learning gaps are identified.

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)
Increase proportion of children achieving ARE in RWM at Y6	Additional support in class, interventions VP Salary (incl on-costs)	Due to Covid19, SATs were again cancelled so there is no external verification that this element has been achieved. Internal data monitoring demonstrates a significant dip particularly in KS1 and LKS2. Providing an additional VP within the staffing structure enables monitoring of Qof T and enabling a bespoke curriculum response to each cohort to ensure catch up is efficient and long standing	Formative assessment now occurring to ascertain gaps in learning.
To provide intensive family support / team around	Investment in Community Team to incl Behaviour	This has been particularly useful element of our plethora of support across the last year. The team have maintained contact (particularly	This approach has long been invaluable in the Academy but the unique challenges of Covid have brought the value of this team into sharp relief.

the child support for most vulnerable learners.	& Attendance Salaries (Inc on costs) 100%	with those most vulnerable students) across the various delivery methods (lockdown / hybrid / wider reopening).	It definitely will be continued though the balance of expenditure will be prioritised toward ensuring that experiences that would ordinarily adversely affect educational attainment and progress are mitigated. Therefore it is proposed that two elements (Safeguarding Officer and Community Engagement Officer) are realigned to main budget share; retaining PP funded Senior Family Worker and Attendance Officer. These roles (although no more/ less important) have a measureable impact on pupils' attainment / progress.																				
To aid punctuality / attendance.	FST & Attendance Resources (100%)	Members of Community Team monitor and patrol before and after school and ensure gates are closed at the agreed time. This ensures that an increasing number of pupils are in school every day and on time.	As above.																				
Pupils eligible for PP will make at least sufficient progress in R W M	Additional VP Salary (Inc on costs) 100%	Difficult to ascertain as there have been no SATs. However, internal data and formative assessment indicate that PP pupils in particular have fallen well behind due to covid restrictions.	Even though there has been a lack of external verification, the ability to continue with the VP / AP structure enables each planning team to operate with close scrutiny from an SLT member Internal data indicated that PP and Non PP pupils in Y2 achieved broadly the same progress between Baseline and July 2021 in Reading, and +0.21 in Maths. In Y6, PP to Non- Pupil premium progress were also broadly similar over the year in RWM Y6 progress since KS1 was; <table border="1"> <thead> <tr> <th></th><th>Progress PP</th><th>Progress Non-PP</th><th>PP difference</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>11.86</td><td>11.93</td><td>-0.07</td></tr> <tr> <td>Writing</td><td>11.5</td><td>11.92</td><td>-0.42</td></tr> <tr> <td>Maths</td><td>12.00</td><td>12.02</td><td>+0.02</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table>		Progress PP	Progress Non-PP	PP difference	Reading	11.86	11.93	-0.07	Writing	11.5	11.92	-0.42	Maths	12.00	12.02	+0.02				
	Progress PP	Progress Non-PP	PP difference																				
Reading	11.86	11.93	-0.07																				
Writing	11.5	11.92	-0.42																				
Maths	12.00	12.02	+0.02																				
All children will participate fully in the curriculum, will have the necessary clothing, resources + equipment to be well and attend school.	Breakfast club, uniform, school visits	Pupils have continued to attend school in full school uniform. This reduces incidents of bullying and improves pride and behaviour within school	This is being reviewed in the light of new proposed legislation on affordable uniform. Expenditure relating to visits has been the variance due to limits of school visits re Covid.																				
Increased proportion achieve ARE in RWM	Subscriptions to Abacus, Education City, X tables Rockstars, RWI, Bug Club	ARE has been adversely affected due to the covid effect. However, these subscriptions have proved extremely useful in mitigating this effect somewhat due to	These have been very useful. Consequently we have expanded our bought back subscriptions to include Myon reading scheme and expanded LbQ to include Y34. Coupled with 1-1 iPad devices in KS2 and the expansion of Google Classroom, this is																				

		them being available online throughout lockdown.	an investment that will be under careful scrutiny.
All pupils are experiencing wider / extended curricular provision.	Wider curriculum investment incl Theatre Company visit, Theatre Week Horticultural & Farming (Alternative Provision) Breakfast Club provision Rewards - Pupils	The ability to offer a wider curricular model to some vulnerable pupils (especially SEMH) is vital in meeting needs and reengaging in education, particularly for SEMH / Managed Moves	These again, have proved very useful especially for pupils with identified SEMH needs. Breakfast Club provision has ensured that pupils in greatest need have been able to access good quality provision / breakfast and encourage school attendance. This has been made free to all PP children.
Accelerated progress from Y2 to Y6	Additional teaching sessions from 1-1 teacher (AF)	SATs cancellation in 2019-20 meant that potential very high progress scores were missed as it was predicted that these pupils would have a high VA	Impact of covid on current YGs is currently being undertaken. No additional booster via AF could take place due to self isolation / covid constraints. AF now officially retired and school looking for alternative
To offer therapeutic support for SEMH pupils	Therapeutic Play Therapy Bright Start Think Children	Pupils have benefitted from a graduated response of therapy.	High value – SEMH pupils as well as vulnerable students benefit enormously, This increase also covered AP costs for one SEMH pupil.
To offer wider curriculum support for SEMH pupils	Improved provision for SEMH pupils: Investment in additional PSHE - Behaviour Resources SEN support resources Additional TA support	Under review. Work undertaken to develop and embed Relationships and Behaviour Regulation / co regulation to augment this target. TA hours have needed to be cut due to budgetary constraints. Investment in Julie Hayes Sensory audit and White Rose SpLD assessments have had positive impacts on Q of T&L especially for SEMH pupils.	The school has a good reputation locally for it's response to challenging behaviour and meeting the needs of SEMH pupils.

Increased reading fluency and comprehension (linked to SIP 2020 – 2021)	Literacy Volunteers	This element was adversely affected due to the impact of Covid. This was not able to be maintained due to control measures	This has a history of positive impact so we would be keen to reintroduce as soon as possible
Pupils from YR to Y6 are accessing good quality music education in dedicated music room	Wider Curricular Music provision	All pupils in school (F1 to Y6)- 570+ pupils, participate in good quality music education	Maintain this investment – it has enabled all pupils to learn a musical instrument and it fosters other soft skills such as effective listening. The investment has also been made more effective by linking to the iPad investment through Garage Band.
Invest in pupil PE kit to ensure pupils are well equipped for all lessons	PE Uniform Subsidy		This has been completed and all pupils are in receipt of this kit. However, we have some concerns re quality of this kit. However, the provision has enabled pupils to participate in PE without issues with changing and look smart to and from school

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
X Tables Rockstars	TT Rockstars
Learning by Questions (LBQ)	Learning by Questions
Accelerated Reader Subscription incl MyOn Reader	Renaissance Learning

Service pupil premium funding (optional)

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

Measure	Details
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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)

The provision of the intensive family support (Community) team support for most vulnerable learners includes an investment in Community Team Salaries has been particularly useful element of our plethora of support across the last year. The team have maintained contact (particularly with those most vulnerable students) across the various delivery methods (lockdown / hybrid / wider reopening).

This approach has long been invaluable in the Academy but the unique challenges of Covid have brought the value of this team into sharp relief.

It definitely will be continued.

Additional ideas:

To allocate a 'Catch Up' Mentor to each Year Group - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning support