



<ul style="list-style-type: none"> <li>• Extension of Wider Opportunities Scheme - specialist strings sessions</li> <li>• Year 6 intervention including: <ul style="list-style-type: none"> <li>- daily group maths</li> <li>- Easter School</li> </ul> </li> <li>• PP intervention teacher</li> <li>• NNEB lunchtime support</li> <li>• Additional TA</li> </ul>	<p>address barriers to learning. Includes 1:1 work and group work and referrals to other services as necessary</p> <ul style="list-style-type: none"> <li>• Y4 additional term of weekly strings lessons (violin/viola). Children take instruments home to practise</li> <li>• Small group sessions to accelerate progress of target pupils</li> <li>• Easter School booster sessions for targeted children to enable children to be ready for secondary school transition in core subjects</li> <li>• Experienced teacher working 5 days per week with targeted PP children/groups. Training and support for staff. Direct work with parents/carers</li> <li>• Support for EYFS children in learning around social skills and talk at lunchtimes</li> <li>• Access to additional TA support as required e.g. to support access to curriculum for target children in targeted year groups</li> </ul>
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<b>Additional Opportunities</b>
<ul style="list-style-type: none"> <li>• Free club for every PP child</li> <li>• Free places for targeted children for clubs from outside providers e.g. drama and gymnastics (20-25% of each club capacity)</li> <li>• RWI provision embedded into daily practice - small group daily sessions for targeted children</li> <li>• Organisation of staff: experienced teacher leading on PP with a particular focus on analysing the needs of each child to allow support to be tailored effectively. TA allocation in each class allowing small group support for Pupil Premium children and class based intervention groups</li> <li>• Occupational Therapy intervention - access to support and training and advice</li> </ul>

for staff through specialist TA

- Speech and Language Intervention - access to support and training and advice for staff through specialist teacher and buy back of external Speech And Language Therapy time
- PAT (Pets As Therapy) dog attends weekly - reading support for targeted PP children

### Monitoring

The impact of PPG expenditure is measured through:

- Data analysis - Tracking attainment and progress
- Surveys and other pupil voice activities e.g. Nurture surveys, pupil surveys
- Tracking of intervention groups including Nurture
- Tracking of behaviour incidents
- Regular progress meetings with class teachers

### Impact

#### End of EYFS

- 90% (9 out of 10) children with PP funding in Reception achieved GLD (Good Level of Development)

#### Phonic Screening

- 91% (10 out of 11) children with PP funding achieved a pass in the Phonic Screening Test in Year 1

#### End of KS1 (cohort of 10 children with PP funding and 50 children without funding)

- 40% of children with Pupil Premium funding achieved EXS (Expected Standard) in Reading, 30% of children with Pupil Premium achieved EXS in Writing, 40% of Pupil Premium children achieved EXS in maths. No children with PP funding achieved Greater Depth.
- Step Progress (internal assessment system) showed that the progress of children with PP funding was on average 5 steps over the year compared to their peers' 5.8 steps.
- 8/10 children with PP funding made the expected progress from EYFS to the end of Year 2.

#### End of KS2 (cohort of 14 children with PP funding and 32 children without funding)

- 64% of children with Pupil Premium funding achieved EXS (Expected Standard) and 14% achieved GD (Greater Depth) in Reading, 43% of children with Pupil Premium achieved EXS and 7% at GD in Writing and 50% of Pupil Premium children achieved EXS and none achieved GD in maths.

- Step Progress (internal assessment system) showed that the progress of children with PP funding was on average 10.6 steps over the year compared to their peers' 8.9 steps.
- 11/14 children with PP funding made the expected progress from KS1 to KS2. Some of the children were not at this school in KS1 but attending a school elsewhere in the country.