



# MABLETHORPE PRIMARY ACADEMY

## Pupil premium strategy statement 20-21

1. Summary information					
School	Mablethorpe Primary Academy				
Academic Year	2020/21	Total PP budget		Date of most recent PP Review	Sept 2020
Total number of pupils	337	Number of pupils eligible for PP	119	Date for next internal review of this strategy	Jan 2021

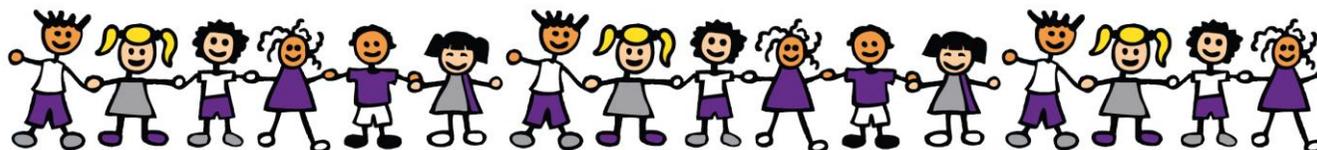
Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Throughout the period of closure, Mablethorpe Primary Academy continued to provide care and support for the children of key workers and our most vulnerable pupils.

We knew from research that disadvantaged pupils' learning was likely to be adversely affected by school closure and Mablethorpe Primary worked hard to mitigate this. During the pandemic the following key steps were taken to ensure that 'disadvantaged' pupils' barriers to learning were addressed wherever possible:

- Step 1 - Children were offered the opportunity to attend the Academy in line with government guidelines
- Step 2 - Ensuring children had the correct tools to complete home learning including online provision.
- Step 3 - We also contacted every family weekly/fortnightly and for our most vulnerable families, this included many door-step visits. Staff went above and beyond to support families, this included for some families: delivering FSM food voucher, socially-distanced doorstep visits and working with additional services such as social care, health teams and education welfare to ensure that families were supported.

Since the beginning of June 2020, following government and local authority guidance, additional children in some key stages began to return to school. The school worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Into the new academic year our top priority has been to address their social and emotional needs and to ensure that any anxiety about returning to school is minimised. With this in place, we are now turning our attention to beginning to identify any learning gaps which have come about during the lockdown period, particularly so for disadvantaged children.

*One of the Greenwood Dale Foundation Trust Group of Academies*



Since returning in September we have implemented (for the first term) a “recovery curriculum” which acknowledges that there may have been disruption to children’s learning and that this can contribute to pupil’s mental health. To help overcome any issues the children may face, we will be following a curriculum based on compassion. We will ensure this will be personalised to each of the children’s needs to re-engage and re-integrate children back into the classroom environment, including our disadvantaged and vulnerable pupils. This has informed the planning of our strategy for raising the attainment of disadvantaged children at this Academy. Alongside our original plans implemented in 2019, we will focus on:

- Identifying learning gaps and putting high impact strategies in place to address them
  - Improved use of alternative communication systems across the curriculum to support inclusion of pupils with communication difficulties
  - Strengthened and improved levels of personal choice and engagement and pupils’ capacity to regulate their own behaviour and learning
  - Developing good emotional health, self-regulation, happiness and wellbeing
  - Increased parental engagement and participation seen by those parents/carers who currently demonstrate limited parental engagement
  - Ensuring the curriculum is exciting, rigorous, relevant and fit for purpose in the changed world in which we all now find ourselves
- Our use of the funding has been adapted to meet students’ needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

**2. 2019/20**

KS2 Progress in Reading, Writing and Math’s – no data available for 2020 due to covid lockdown

PP Pupils	Progress in Reading	National	Progress in Writing	National	Progress in Math’s	National
2019	-2.0	-0.76	-2.3	-0.71	-0.8	-0.9
2018	+0.06	0	+0.24	0	+1.08	0
2017	-0.48	0	+1.5	0	+2.7	0
2016	-2.05	0	-0.32	0	0.06	0

KS2 Achievement in Reading, Writing and Math’s 2019 - no data available for 2020 due to covid lockdown

PP Pupils	R,W+M Combined ARE	R,W+M Combined HS	Av Scaled Score Reading	Av Scaled Score Math’s
2019	46%	0	98.6	100.9
2018	57%	4% (1 pupil )	102.7	102.8
2017	43%	10% (3 pupils)	98.2	102.2
2016	27	0	97.0	100.3

**Key Stage 2 outcomes 2019-** no data available for 2020 due to covid lockdown

	PP Pupils	National	Higher standard	National

Reading	58%	73%	12%	28%
Writing	46%	78%	0%	20%
Math's	62%	79%	19%	24%
GPS	69%	78%	31%	34%
Combined	46%	65%	0%	10%

**Key Stage One Outcome 2019** - no data available for 2020 due to covid lockdown

Reading	Disadvantaged	Writing	Disadvantaged	Maths	Disadvantaged
% ARE	79%	% ARE	75%	% ARE	79%
Nat ARE	75%	Nat ARE	69%	Nat ARE	76%
% GD	17%	% GD	17%	% GD	17%
Nat HS	25%	Nat GD	15%	Nat GD	22%

**Year One Phonics 2019** - no data available for 2020 due to covid lockdown

	Disadvantaged(26 pupils)
% Pass	69.2%
Nat Av 16	70.8%
Av Score	31.7
National Av score	30.8

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	High Deprivation factors – Mablethorpe is the 7 <sup>th</sup> most deprived area in the country (with populations of over 10,000) with an IMD score of 47.7 and the 4 <sup>th</sup> most deprived town.	
<b>B.</b>	High numbers of below age related expectations entry data.	
<b>C.</b>	Poor literacy skills especially linked to limited vocabulary	
<b>C.</b>	Support and extension for Higher attaining PP pupils	
<b>D.</b>	Gaps in prior learning.	
<b>E.</b>	High mobility - there were 61 leavers and 42 in-year admissions excluding Reception and Nursery starters and Y6 leavers	
<b>F.</b>	Poor learning skills. Eg organisation, commitment, resilience.	
<b>G.</b>	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>H.</b>	Below National Attendance	
<b>I.</b>	Poor Parental support and engagement for academic support. Parents are supportive of join-ins and audience –based engagement but parents evenings and homework support are not as well supported	
<b>J.</b>	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.	
<b>K.</b>	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).	
<b>L.</b>	Impact of Covid 19 and lack of engagement in home learning due to lockdown	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To continue to deploy Read write Inc. as a learning tool throughout KS1 and lower KS2,	Increased % of pupils reach age related expectations from low base line
<b>B.</b>	Toe by Toe to continue to be used in upper KS2 to develop accelerated reading progress	Toe by Toe to continue to be used in upper KS2 to develop accelerated reading progress
<b>C.</b>	To provide Speech and language support	Pupils make accelerated progress towards age related expectations
<b>D.</b>	To ensure targeted work provided for specific interventions to accelerate progress towards age related expectations- in conjunction with Covid Catch-up Programme	Children make accelerated progress towards age related expectations
<b>E.</b>	Free breakfast provision for pupils every morning from 8:30 onwards	Children provided with appropriate breakfast to start day
<b>F.</b>	To provide additional social opportunities through clubs to enhance social and emotional development.	Additional club opportunities.

<b>G.</b>	To ensure Pupil premium pupils who are on track for age related expectations have opportunities for enrichment and extension activities	Cost of experiences not a barrier to pupil premium access to activities
<b>H.</b>	Additional SAT preparation for Y6	Y6 make accelerated progress towards age related expectations

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020/21 Budget £198,770 (Calculated from previous years pupil numbers)</b>				
<i>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>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<i>Accelerated reading progress for below ARE pupils through additional class-based TA support</i>	<i>Additional reading support Y1-6 – boosting reading with children not making accelerated progress</i>	<i>Due to positive impact 2018/19 action remains despite no evidence 2019/20 due to COVID lockdown</i>	<i>Pupil progress information</i>	<b>SENCO</b>	<b>January, April and July</b>
<i>Accelerated writing progress for below ARE pupils through additional class-based TA support</i>	<i>Additional writing support Y1-6 – boosting writing with children not making accelerated progress</i>	<i>Positive impact 2018/19 Evidence not available 19/20 due to COVID lockdown</i>	<i>Pupil progress information</i>	<b>SENCO</b>	<b>January, April and July</b>
<i>Accelerated math's progress for below ARE pupils through additional class-based TA support</i>	<i>Additional math's support Y1-6 – boosting math's with children not making accelerated progress</i>	<i>Positive impact 2018/19 Evidence not available 19/20 due to COVID lockdown</i>	<i>Pupil progress information</i>	<b>SENCO</b>	<b>January, April and July</b>
				<b>Total budgeted cost</b>	£29,185
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<i>To ensure high ratio of first quality teaching necessitated by demands of new National Curriculum.</i>	<i>Additional staff to support intervention across all keystages to mitigate impact of COVID lockdown alongside turbulent population.</i>	<i>Alongside implications for disadvantaged pupils of Covid lockdown, turbulent population in all key stages meant that intensive intervention is required for pupils arriving mid-year.</i>	<i>Pupil progress information</i>	<b>SLT</b>	<b>January, April and July</b>

<i>To support accelerated phonic and literacy skills acquisition (plus LKS2 children where necessary)</i>	<b>RWI</b> (Teaching-KS 1 interventions ) Intensive learning programme Yr-Y2	Significant improvement in Phonics results	Pupil progress information	Literacy Co-ordinator	<b>January, April and July</b>
<i>To support accelerated phonic and literacy skills acquisition for underachieving LKS2 pupils</i>	<b>Beat Dyslexia</b>	Recommended teaching and learning programme	Pupil progress information	SENCO	<b>January, April and July</b>
<i>Accelerated reading progress in upper KS2 for below ARE pupils</i>	<b>Toe by Toe</b>	Positive impact 2018/19 <b>Evidence not available 19/20 due to COVID lockdown</b>	<b>TA hours</b>	SENCO	<b>January, April and July</b>
<i>Attendance improvement in line with Government targets</i>	EWO support and attendance administration support to monitor and feedback information to Principal and EWO for attendance panel meetings and any action against parents.	Positive impact 2018/19 <b>Evidence not available 19/20 due to COVID lockdown</b>	Attendance meetings	EWO /Principal	<b>January, April and July</b>
<i>To improve language skills</i>	Speech and language support for children not assigned to Speech and Language Unit TA SEN support	Positive impact 2018/19 <b>Evidence not available 19/20 due to COVID lockdown</b>	SENCO and SALT monitoring	SENCo	<b>January, April and July</b>
<i>Supporting specific learning targets to accelerate progress towards age related expectations</i>	TA SEN support	Positive impact 2018/19 <b>Evidence not available 19/20 due to COVID lockdown</b>	SLT monitoring and work scrutiny	SLT	<b>January, April and July</b>
<i>To boost Math's and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.</i>	<b>Targeted Teaching support</b> (Teaching-KS 2 interventions) Teaching support in KS2 Intervention based	Positive impact 2018/19 <b>Evidence not available 19/20 due to COVID lockdown</b>	SLT monitoring and work scrutiny	SLT	<b>January, April and July</b>
<i>To boost Math's and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.</i>	<b>Targeted Teaching support</b> (Teaching-KS 2 interventions) Teaching support in KS1 Intervention based	To ensure classes in KS1 have additional support to fulfill rigours of new curriculum alongside transition support for Y1 pupils who have missed 6 months of Reception curriculum	SLT monitoring and work scrutiny	SLT	<b>January, April and July</b>
<i>To improve fine motor skills</i>	<b>Fine motor skill support</b> (Educational support) Y1 TA Support for intervention programme	Positive impact 2018/19 <b>Evidence not available 19/20 due to COVID lockdown</b>	SLT monitoring and work scrutiny	SLT	<b>January, April and July</b>

<b>Total budgeted cost</b>					£101,385
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<i>To enrich language and vocabulary through exposure and activities related to high quality texts, to encourage the life-long love of reading</i>	<i>Using whole class cross-curricular texts to stimulate language and to develop the love of reading through "book talk", drama and writing</i>	<i>Pilot trialled in January before lock down showed evidence (through pupil voice and book scrutiny) of significant pupil engagement and enthusiasm which was demonstrated in their responses and written work.</i>	<i>High quality texts in every classroom supporting this initiative alongside high quality medium term planning.</i>	<i>Literacy Co-ordinator/ SLT</i>	<i>Dec 2020 March 2021 June 2021</i>
<i>Improved attendance</i>	<i>Incentives for good attendance including end of term prizes and certificates</i>	<i>Positive impact 2018/19 <b>Evidence not available 19/20 due to COVID lockdown</b></i>	<i>Attendance reviews</i>	<i>Principal</i>	<i>July 2020</i>
<i>Improved attendance and pupil engagement in learning  Additional person to support Breakfast club (£1,200 approx)</i>	<i>Free breakfast provision for pupils every morning from 8:30 onwards</i>	<i>Significant numbers of Pupil premium children access provision. Ensuring prompt attendance and an appropriate healthy start to the day.</i>	<i>Annual review</i>	<i>Principal</i>	<i>July 2020</i>
<i>To provide specific support for vulnerable PP pupils</i>	<i>Due to difficulty accessing appropriate mental health support for primary age children in this region- specific pastoral support to be provided in house in conjunction with Family Action training and guidance</i>	<i>Support suggested by Social care or Medical professional</i>	<i>Counselling undertaken</i>	<i>Principal</i>	<i>July 2020</i>

<i>To provide additional SAT preparation for Y6 incorporating Sport and Art activities as well as Literacy and Numeracy support</i>  <i>Y2 Booster school (£1,000 approx)</i>	<i>February half term, Easter School &amp; October half term – a total of 8 days (Teaching-KS 2 interventions)</i>	<i>Positive impact 2018/19</i> <b>Evidence not available 19/20 due to COVID lockdown</b>	<i>Use of SLT members to deliver intervention</i>	<i>Principal /SLT</i>	<b>July 2020</b>
<i>To improve ability of autistic children to access curriculum effectively</i>	<i>Autism support (Educational support &amp; STAPS) TA SEN support</i>	<i>Positive impact 2018/19</i> <b>Evidence not available 19/20 due to COVID lockdown</b>	<i>Monitoring as 2018/19</i>	<i>SENCo</i>	<b>January, April and July</b>
<i>To provide Y6 with real life experiences in preparation for transfer to Y7</i>	<i>Lifewise Y6 PHSE trip (Enrichment – educational visits) Y6 trip to Doncaster Lifewise Centre</i>	<i>Positive impact 2018/19</i> <b>Evidence not available 19/20 due to COVID lockdown</b>	<i>Pupil feedback</i>	<i>SLT</i>	<b>July</b>
<i>To enrich Curriculum provision</i>	<i>To provide enrichment activities pupils could not access outside Academy provision</i>	<i>Positive impact September 2019-March 2020</i>	<i>Pupil feedback</i>	<i>SLT</i>	<b>July</b>
<i>To enrich out of school club provision to support emotional and social development</i>	<i>TA and teacher run clubs 4 times a week to include, Homework, cheerleading, Art and Lego</i>	<i>Positive impact September 2019-March 2020</i>	<i>Pupil feedback</i>	<i>SLT</i>	<b>July</b>
<i>To support high costs of transport to swimming pool</i>	<i>Swimming travel costs (enrichment –travel costs)</i>	<i>Positive impact September 2019-March 2020</i>	<i>Monitoring as 2018/19</i>	<i>SLT</i>	<b>January, April and July</b>
<i>To ensure all pupils have access to enrichment activities throughout the year and free access to enrichment visits and trips</i>	<i>Trip costs paid for PP pupils A range of after-school and lunchtime clubs provided by staff to provide enrichment activities pupils could not access outside Academy provision</i>	<i>Required provision</i>  <i>Requests for clubs both academic and social</i> <i>Positive impact September 2019-March 2020</i>	<i>Monitor uptake of provision</i>	<i>SLT</i>	<b>July</b>

To ensure administration organisation and analysis of provision effective.	SLT and Admin Data support	Required provision	Monitoring as 2019/20	SLT	January, April and July
<b>Total budgeted cost</b>					£68,200

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019/20 Fund - £196,472 Actual 2019/20 Expenditure – £196,472</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To support reading progress for below ARE pupils through additional class-based TA support	Additional reading support Y1-6 – boosting reading with children not making progress. Reasons for this include turbulence, low baselines and social and emotional issues.	<b>Evidence not available due to COVID lockdown</b>	This approach was successful 2018/19 and will be modified and used in the future.	<b>Teaching</b> £2,139.34 <b>Educational support.</b> £3,282.72  Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group
To support writing progress for below ARE pupils through additional class-based TA support	Additional writing support Y1-6 – boosting reading with children not making progress. Reasons for this include turbulence, low baselines and social and emotional issues.	<b>Evidence not available due to COVID lockdown</b>	This approach was successful and will be modified and used in the future.	<b>Teaching</b> £3,185.02  Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group

To support math's progress for below ARE pupils through additional class-based TA support	Additional maths support Y1-6 – boosting reading with children not making progress. Reasons for this include turbulence, low baselines and social and emotional issues.	<b>Evidence not available due to COVID lockdown</b>	This approach was successful and will be modified and used in the future.	<b>Teaching</b> £2,304.20 <b>Educational Support</b> £21,347.61  Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group															
<b>Total actual cost</b>				<b>£32,258.89</b>															
<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>															
<i>To ensure high ratio of first quality teaching necessitated by demands of new National Curriculum.</i>	<b>Additional teachers to support intervention in UKS2</b> <b>0.5 Timetable</b>	<i>Turbulent population in UKS2 meant that intensive intervention was required for pupils arriving mid-year.</i>	<i>Positive impact September 2019-March 2020</i>	<b>Teaching</b> £21,863.54															
To support accelerated phonic and literacy skills acquisition (plus LKS2 children where necessary)	RWI (Teaching-KS 1 interventions & course fees –RWI) Intensive learning programme Yr-Y2	Attainment in KS1, showed a good level of achievement 2018/19 <table border="1" data-bbox="730 1058 1408 1174"> <tr> <td>Y2</td> <td>Reading</td> <td>PP</td> <td>Writing</td> <td>PP</td> </tr> <tr> <td>Greater depth</td> <td>16%</td> <td>19%</td> <td>16%</td> <td>19%</td> </tr> <tr> <td>Expected standard</td> <td>68%</td> <td>67%</td> <td>62%</td> <td>62%</td> </tr> </table> <i>Positive impact September 2019-March 2020</i>	Y2	Reading	PP	Writing	PP	Greater depth	16%	19%	16%	19%	Expected standard	68%	67%	62%	62%	This approach was successful and will be modified and used in the future.	<b>Teaching</b> £11,021.12 <b>Educational Support</b> £12,130.99  Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group
Y2	Reading	PP	Writing	PP															
Greater depth	16%	19%	16%	19%															
Expected standard	68%	67%	62%	62%															

Accelerated reading progress in upper KS2 for below ARE pupils	Toe by Toe	2018/19 data 2 Year 6 PP pupils did not complete the programme. Of these 1 made 25 months progress in 17 months; the other an EHCP child made 10 months in 13 months. 3 Year 5 PP children made 47 months in 18 months; 30 months in 13 months and 11 months in 13 months. 1 Year 4 child made 6 months progress 4 months.  <i>Positive impact September 2019-March 2020</i>	This approach was successful and will be modified and used in the future.	<b>Educational Support</b> £5,655.74  Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group									
Attendance improvement in line with Government targets	EWO support and attendance administration support to monitor and feedback information to Principal and EWO for attendance panel meetings and any action against parents.	<table border="1"> <thead> <tr> <th></th> <th>2017/18</th> <th>2018/19</th> </tr> </thead> <tbody> <tr> <td>Overall attendance</td> <td>94%</td> <td>94.9%</td> </tr> <tr> <td>Persistent absence</td> <td>18%</td> <td>17.7%</td> </tr> </tbody> </table> <b>Evidence not available 19/20 due to COVID lockdown</b>		2017/18	2018/19	Overall attendance	94%	94.9%	Persistent absence	18%	17.7%	This approach was successful and will be modified and used in the future.	<b>Other Support</b> £3,368.87 <b>Education Welfare Officer Expenses</b> £103.42  EWO expense apportioned 100%,
	2017/18	2018/19											
Overall attendance	94%	94.9%											
Persistent absence	18%	17.7%											
To improve language skills	Speech and language support for children not assigned to Speech and Language Unit TA SEN support	2018/19 data Of 13 children assigned support following Speech and Language Therapist report advice. 1 was discharged within 9 months, 2 left and 2 joined during the school year and 1 was put on the SEND register.  <b>Evidence not available 19/20 due to COVID lockdown</b>	This approach was successful and will be modified and used in the future.	<b>Educational Support</b> £2,183.45  Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group									
Supporting specific learning targets to accelerate progress towards age related expectations	TA SEN support	2018/19 data Of the 28 PP pupils with IEP's for learning, 27 made progress against their targets. 6 made very good progress in reading of between 17 and 42 months in a 9 month period with an average improvement in reading age of just slightly over 10 months. <b>Evidence not available 19/20 due to COVID lockdown</b>	This approach was successful and will be modified and used in the future.	<b>Educational Support</b> £9,428.34  Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group									

<p>To boost Math's and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.</p>	<p>Targeted Teaching support (Teaching-KS 2 interventions) Teaching support in Y5/6 Intervention based</p>	<p>2018/19 data Progress measures KS1 to KS2 above National baseline expectations showing children make good progress from prior attainment.</p> <table border="1" data-bbox="860 360 1283 533"> <thead> <tr> <th>Progress Measures</th> <th>National Floor target</th> <th>MPA</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-5</td> <td>-2.1</td> </tr> <tr> <td>Writing</td> <td>-7</td> <td>-2.1</td> </tr> <tr> <td>Math's</td> <td>-5</td> <td>0.1</td> </tr> </tbody> </table> <p><b>Evidence not available 19/20 due to COVID lockdown</b></p>	Progress Measures	National Floor target	MPA	Reading	-5	-2.1	Writing	-7	-2.1	Math's	-5	0.1	<p>This approach was successful and will be modified and used in the future.</p>	<p><b>Teaching Nil Educational Support</b> £16,320.34</p> <p>Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group</p>
Progress Measures	National Floor target	MPA														
Reading	-5	-2.1														
Writing	-7	-2.1														
Math's	-5	0.1														
<p>To boost Math's and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.</p>	<p>Targeted Teaching support (Teaching-KS 2 interventions) Teaching support in Y3/4 Intervention based</p>	<p>ARE % improvements continue Y3 Writing -31% 2017, 41% 2018 47% 2019 Y3 Maths -37% 2017 49% 2018 50% 2019 Y3 Reading - 48% 2017 54% 2018 58% 2019 <b>Evidence not available 19/20 due to COVID lockdown</b></p>	<p>This approach was successful and will be modified and used in the future.</p>	<p><b>Teaching Nil Educational Support Nil</b></p> <p>Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group</p>												
<p>To boost Math's in pupils who have been identified as being at risk of not achieving age related expectations.</p>	<p>Targeted Teaching support (Teaching-KS 1 interventions) Teaching support in Y1/Y2 Intervention based</p>	<p>Attainment in KS1, shows a good level of achievement</p> <table border="1" data-bbox="748 922 1393 1008"> <thead> <tr> <th></th> <th>Maths</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Greater depth</td> <td>24%</td> <td>17%</td> </tr> <tr> <td>Expected standard</td> <td>76%</td> <td>79%</td> </tr> </tbody> </table> <p><b>Evidence not available 19/20 due to COVID lockdown</b></p>		Maths	PP	Greater depth	24%	17%	Expected standard	76%	79%	<p>This approach was successful and will be modified and used in the future.</p>	<p><b>Educational Support</b> £8,757.23</p> <p>Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group</p>			
	Maths	PP														
Greater depth	24%	17%														
Expected standard	76%	79%														
<p>To improve fine motor skills</p>	<p>Fine motor skill support (Educational support) Y1 TA Support for intervention programme</p>	<p>2018/19 data Book scrutiny has shown significant improvement in handwriting, children's confidence in writing and writing stamina. <b>Evidence not available 19/20 due to COVID lockdown</b></p>	<p>This approach was successful and will be modified and used in the future.</p>	<p><b>Educational Support</b> £2,330.69</p> <p>Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group</p>												

				<b>Total actual cost</b>	<b>£93,163.73</b>	
<b>iii. Other approaches</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>	
Improved attendance	Incentives for good attendance including end of term prizes and certificates			2018/19 data Due to our turbulent cohort, the actual PA figure for the children who were in our Academy in July 2019 was 42/328 students not 51/328 students (these 9 students had left mid-year). This equates to a PA figure of 12.7% Our overall attendance also increases to 95.1%	<b>Other expenditure</b> £367.50	
			<b>2017/18</b>			<b>2018/19</b>
		Overall attendance	94%			94.9%
		Persistent absence	18%	17.7%		
				This approach was successful and will be modified and used in the future		
Improved attendance and pupil engagement in learning	Free breakfast provision for pupils every morning from 8:30 onwards	Significant numbers of Pupil premium children access provision. Ensuring prompt attendance and an appropriate healthy start to the day. <i>Positive impact September 2019-March 2020</i>		This approach was successful and will be modified and used in the future.	<b>Other Support</b> £12,730.60 Expense apportioned to fund 100% based on pupil premium ratio of attendees.	

To provide additional SAT preparation for Y6 incorporating Sport and Art activities as well as Literacy and Numeracy support	February half term & Easter School – a total of 3 days two members of staff (Teaching-KS 2 interventions)	Programme not undertaken due to COVID lockdown	This approach was successful and will be modified and used in the future.	
To improve ability of autistic children to access curriculum effectively	Autism support (Educational support & STAPS) TA SEN support Some of pats time (dark green)	TA intervention supported social and emotional needs as well as inclusion. Mentoring and social and emotional support impacted positively on reductions in behaviour issues and entries in the behaviour log. In addition no pupils diagnosed as Autistic or who exhibited behaviour's consistent with those on the autistic spectrum were at risk of permanent exclusion. <i>Positive impact September 2019-March 2020</i>	This approach was successful will be modified and used in the future.	<b>External SEN Specialist Service</b> £6,784.63  Specialist Service apportioned 50% of full cost
To provide Y6 with real life experiences in preparation for transfer to Y7	Lifewise Y6 PHSE trip (Enrichment – educational visits) Y6 trip to Doncaster Lifewise Centre	Trip not undertaken due to COVID lockdown	This approach was successful and will be modified and used in the future when possible	

To enrich sports provision	Sports Clubs run by outside provider (Enrichment –external sports and dance coaches) JB sports & Dance with Donna	<i>Positive impact September 2019-March 2020</i> Re-introduced when safe to do so.	This approach was successful and will be modified and used in the future.	<b>External Sports Coaches £8,834.00</b>  Expense apportioned 50% of full cost.
To enrich curriculum provision	Specialised provision from outside providers to support a variety of curricular enrichment in F/S, KS1 & KS2	<i>Positive impact September 2019-March 2020</i> Re-introduced when safe to do so.	This approach was successful and will be modified and used in the future.	<b>MFL &amp; Media Studies £6,911.85</b> <b>External Sports Coaches £769.37</b>  Expense apportioned 50% of full cost.
To support high costs of transport to swimming pool	Yr 5 & 6 swimming hire & travel costs (enrichment provision and travel costs)	<i>Positive impact September 2019-March 2020</i> Re-introduced when safe to do so.	This approach was successful and will be modified and used in the future.	<b>Pool Hire/Lessons £796</b> <b>Student Travel £1,312.52</b>  Expense apportioned to fund 50 % based on pupil premium ratio of class or group.
To ensure all pupils have access to enrichment activities throughout the year and free access to enrichment visits and trips	Trip costs paid for PP pupils A range of after-school and lunchtime clubs provided by staff to provide enrichment activities pupils could not access outside Academy provision	<i>Positive impact September 2019-March 2020</i> Re-introduced when safe to do so.	This approach was successful and will be modified and used in the future.	<b>Teaching £2,414.26</b> <b>Educational Visits – entrance and activity £1,784.80</b> <b>Travel Costs £306.02</b>  Expense apportioned to fund 50 % based on pupil premium ratio of class or group.

To enrich out of school club provision to support emotional and social development	TA and teacher run clubs 4 times a week to include, Homework, cheerleading, Art and Lego	Club provision enhances both curricular and extra-curricular provision. Positive impact September 2019-March 2020. Re-introduce when safe to do so.	This approach was successful and will be modified and used in the future.	<b>Teaching</b> £3,149.51 <b>Edu Support</b> £1,060.88 <b>Other Expenditure</b> £2,578.57 <b>External Sports Coaches</b> £1,280.00  Expense apportioned to fund 50% based on pupil premium ratio of class or group
To ensure administration organisation and analysis of provision effective.	SLT and Admin Data support	Programmed able to be monitored and delivered.	This approach was successful and will be modified and used in the future.	<b>Leadership</b> £19,968.69 <b>Other Support Staff (Admin)</b> Nil  Leadership expense apportioned as 8%, Admin apportioned at 22% of full cost.
<b>Total actual cost</b>				<b>£71,049.38</b>

## 7. Additional detail

### SLT Intervention support for listed initiatives.

Until the disruption caused by the COVID 19 lockdown, we largely targeted our additional pupil premium funding on extra staffing, extra intervention and free before and after school clubs.

The extra teaching interventions enabled us to follow up learning with individuals and small groups when a need has been identified. This was through the use of targeted groups and individual programmes throughout the day.

In addition to the extra teaching we were able to enrich the children's experiences by offering the range of exciting educational visits and clubs which all children could access..