

<p>Priority 1 (link to SDP)  <b>1a. Reading</b> - to review our whole school approach to the rigorous teaching of reading so that it impacts positively on their confidence, stamina and enjoyment, and ultimately their progress.</p>	<p>1. Create a library space, complete with up to date reading materials, that inspires children to develop a passion for reading which in turn leads to increased stamina and increased vocabulary knowledge and application</p> <p>2. From rigorous data collection, analysis, pupil progress meetings, and SEN baselining, identified children are targeted for additional intervention and support to ensure progress is in line with peers</p>	<p>Action 1</p> <ul style="list-style-type: none"> <li>· Library created and used everyday</li> <li>· Librosoft app shows good ‘borrowing’ rates and engagement during pupil led lunchtime club is high</li> <li>· Introduction of dojo reward books has highlighted motivation of students</li> <li>· Moderation of writing across all four year groups shows increased vocabulary</li> <li>· Author visit to celebrate the new reading space and promote a love of reading</li> </ul> <p>Action 2</p> <p>Reading plus used in year 6 – individualised learning platform DATA FROM KAT</p> <p>Lexia used and monitored with additional time given to specific children for further intervention</p> <p>18 children in receipt of PPG assessed for any barriers to literacy learning</p> <table border="1" data-bbox="1227 914 1928 1114"> <thead> <tr> <th>reading</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>75</td> <td>70</td> <td>63</td> <td>89</td> </tr> <tr> <td>PPG</td> <td>70</td> <td>65</td> <td>57</td> <td>86</td> </tr> </tbody> </table>	reading	Year 3	Year 4	Year 5	Year 6	All	75	70	63	89	PPG	70	65	57	86	<p>7000</p> <p>20825</p>
reading	Year 3	Year 4	Year 5	Year 6														
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<p>Priority 2 – engagement Linked to SDP priority 3 <i>to further cultivate a mentally healthy school through focusing on staff wellbeing so that it impacts on retaining and motivating staff and, in turn, promotes pupil wellbeing and attainment</i></p>	<p>1. Interventions are in place for Wellbeing and SEMH in order for children to be able to access and retain their learning</p>	<p>Action 1 Pastoral register updated 53% on register are in receipt of PPG 100% of children in receipt of PPG have been part of a wellbeing intervention (nurture group, lego therapy) 7 families in receipt of PPG have completed theraplay Staff have received up to date training in a range of interventions to support with SEMH</p>	<p>15000</p>
	<p>2. Opportunities for residential, day visits and visitors have widened learning experiences</p>	<p>14 children in receipt of PPG took part in the London PGL residential 19 children in receipt of PPG took part in the Rand Farm residential 12 children in receipt of PPG took part in the Caythorpe PGL residential Expert visitors have shared knowledge and heightened expectation and aspirations (STEM, Creative arts and SEMH)</p>	<p>4400</p>
	<p>3. Additional places offered to pupils in receipt of PPG at extra curricular clubs</p>	<p>18 Pupils in receipt of PPG have attended a weekly extra curricular activity throughout the year</p>	<p>1800</p>

<p>Priority 3 – maths <i>To apply metacognition and self-regulation to maths so that learners acquire automatic recall of more mathematical knowledge and apply them when reasoning in maths.</i></p>	<p>Create a whole school staff understanding of what Metacognition is (through CPD) and how it can support learning/critical thinking.</p> <p>MTC support for Y4. Establish a baseline from the previous year. What has worked well? What could be improved? Key focus in school moving forward, on par with Y6 SATs.</p> <p>Ensure Maths priorities are being continually reviewed, through both formal and informal monitoring and discussions.</p>	<p>Metacognition - training completed by all staff. Pilots run in one class have led to accelerated progress in all areas and will form part of the SDP next year)</p> <p>TT rockstars MTC data for Year 4 36% achieved 25/25 (above national for the second year running)</p> <p>Sats books - all children provided with revision guides to support their home learning (SATs data below) Npqsl - developed understanding of leadership has supported in coaching and mentoring and driving standards</p> <table border="1" data-bbox="1227 807 1933 1005"> <thead> <tr> <th>maths</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>all</td> <td>72</td> <td>78</td> <td>74</td> <td>94</td> </tr> <tr> <td>PPG</td> <td>75</td> <td>68</td> <td>57</td> <td>86</td> </tr> </tbody> </table> <p>Ta intervention - this has been a significant programme supporting those not on track against KS1 maths lead - - release time has been used to support with the teaching of maths as identified with book looks, lesson drop ins and data analysis termly Standards lead - release time has been used to track and identify those pupils in receipt of PPG across reading, writing and maths and has been monitored through book looks, lesson drop ins and data analysis</p>	maths	Year 3	Year 4	Year 5	Year 6	all	72	78	74	94	PPG	75	68	57	86	<p>26900</p>
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PPG IMPACT STATEMENT – reviewed July 2023

Other	Additional staff in Year 6 to improve progress and attainment	<p>Three classes have been created in Year 6 (65 children in year group 25% of which are in receipt of PPG meaning maximum 22 in class compared to 32) meaning (unvalidated data)</p> <p>16 PUPILS IN YEAR 6 IN RECEIPT OF PPG (OF THOSE 1 HAS EHCP AND 2 MORE ON SEN REGISTER)</p> <table border="1" data-bbox="1227 411 1928 707"> <thead> <tr> <th></th> <th>ALL EXS</th> <th>PPG EXS</th> <th>ALL GDS</th> <th>PPG GDS</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>89</td> <td>87</td> <td>32</td> <td>25</td> </tr> <tr> <td>WR</td> <td>88</td> <td>75</td> <td>23</td> <td>19</td> </tr> <tr> <td>MA</td> <td>94</td> <td>87</td> <td>38</td> <td>31</td> </tr> </tbody> </table>		ALL EXS	PPG EXS	ALL GDS	PPG GDS	R	89	87	32	25	WR	88	75	23	19	MA	94	87	38	31	12000
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<b>2022/23- (58) children)</b>	
<b>Priority 1 Reading</b>	
Library books, furniture, libresoft	2,500
Dojo reward books	1,000
Xmas books	500
Reading plus	700
Assesment and training time	700
Lexia	1,900
TA Lexia teaching time	10,000
TA reading intervention	2,700
Kyra Metacognition	2,000
Contribution to NPQLL	500
Test base	450
Release time for Standards Lead	1,700
Reading Lead release	1,200
SATs books	675
Author Visit	500
Contribution to SEN Consultancy (literacy barriers)	2,000
<b>Priority 2 Engagement</b>	
Residentials	1,800
Trips & excursions	1,000
Visits/Visitors	1,500
Clubs	1,800
Nuture Intervention	3,800
Nuture Resources	500
The Nuture Lady	5,000
Wellbeing Lead	1,700
Lego Therapy	4,000

PPG IMPACT STATEMENT – reviewed July 2023

Evolve & Training	100
<b>Priority 3 Maths</b>	
TT Rock stars	175
SATs books	325
NPQSL for maths lead	700
TA intervention whole class support	21,500
Maths Lead release	1,400
Standards lead release	800
<b>Other</b>	
Additional class year 6 (25% PPG IN YEAR GROUP))	12,000
<b>Planned Expenditure 2022/23</b>	<b>87,125</b>
<b>Underspend from 21/22</b>	<b>5,232</b>
<b>Estimated Income 22/23</b>	<b>75,991</b>
<b>Actual available to spend during 22/23</b>	<b>81,223</b>