

Intervention/Initiative	Amount	Impact
<p>Tier 1 - Quality First Teaching</p> <p>Maths</p> <ul style="list-style-type: none"> · TA support in every class for every maths session · Release time for CPD for maths leader · TT rockstars subscription <p>English</p> <ul style="list-style-type: none"> · Literacy Shed subscription · Reading + (reading intervention and training) · Spelling shed subscription · Writing CPD · Developing Vocabulary CPD · Hooked on Books CPD · Literacy support materials <p>Other</p> <ul style="list-style-type: none"> · Purple Mash Subscription · Release time for standards and assessment lead - Writing moderation for all year groups (DfE moderator) 	<p>£33,079</p>	<p>Data reported to governors in July 22</p> <p>End of year maths data (internal)</p> <p>Y3 - 76% (no significant data difference between PPG and all)</p> <p>Y4 - 80% (slightly below attainment of all)</p> <p>Y5 - 43% (PPG below attainment of all)</p> <p>Y6 - 85% (no validated PPG data Oct 22)</p> <p>Agreed 'scheme' of work co-created and monitored and ways forward agreed. MTC in Y4 – data is above initial National figures . Strong data sets in 3 year groups show impact of training and coaching. One year group to receive bespoke support and coaching next academic year.</p> <p>End of year English data</p> <p>Y3 - reading 71% writing 49% (PPG in line (or slightly below) with all)</p> <p>Y4 - reading 58% writing 55% (PPG in line with all)</p> <p>Y5 - reading 42% writing 41% (PPG below attainment of all)</p> <p>Y6 - reading 74% writing 87% (no validated PPG data Oct 22))</p> <p>Writing training for whole school, coaching for all staff in year group specific needs session. Individual support for identified staff. Significant gains across the school in writing progression and attainment .</p> <p>Release time for key members of staff has been instrumental in targeting the correct support at the right time for individuals. This time has been utilised fully to ensure that support is offered proactively and not reactively. The register of PPG pupils is regularly updated and reviewed and teaching staff have these pupils at the fore when planning and assessing. Provision mapping for those children in receipt of PPG is ongoing</p>

<p>Tier 2 - Targeted Support</p> <p><u>Maths</u></p> <ul style="list-style-type: none"> · TA led intervention - LAC intervention <p><u>English</u></p> <ul style="list-style-type: none"> · TA intervention · Lexia (TA time to monitor) · Lexia license (50% share with SEN) - LAC intervention <p><u>Wellbeing</u> (in order to access learning fully)</p> <ul style="list-style-type: none"> · Lego therapy · Drawing Therapy · 'Nurture Lady' · Access to Ed Psych - Pastoral register nurture groups <p><u>Other</u></p> <ul style="list-style-type: none"> · Fine Motor skills - Gross motor skills 	<p>£22,385</p>	<p>Data reported to governors in July 22</p> <ul style="list-style-type: none"> • The identified children's data has been analysed and they have made good progress against their individual starting points. • Lexia license has been extended following training as the impact of the program has seen significant benefit to those utilising it. • Individuals who have been part of the wellbeing interventions and sessions have been ready and 'fit' to learn. Their confidence to access learning is high.
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<p>Tier 3 - Wider strategies</p> <ul style="list-style-type: none"> • Reading materials (including books for Christmas) • Cross Curricular outdoor learning resourcing and training • Playground equipment Covid / lockdown response • Home resource packs for all PPG children 	<p>£12300</p>	<ul style="list-style-type: none"> • Reading books will offer a wider range of books and will motivate children to read. • Reading improves a child's vocabulary and leads to more highly-developed language skills. This is because children learn new words as they read but also because they unconsciously absorb information as they read about things like how to structure sentences and how to use words and language effectively • Cross Curricular Orienteering - impact on children's activity and making links to previous core curriculum learning • Playground equipment - increases children's activity and also their mental health Supports developing positive relationships with others • COVID response - supported children with their learning on returning to school full time (and also their families during a transitional time)
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Strategic carry forward to use towards additional staffing in target year groups