

Intervention/Initiative	Amount	Impact
<p><b>Tier 1 - Quality First Teaching</b></p> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>· TA support in every class for every maths session</li> <li>· Release time for CPD for maths leader</li> <li>· TT rockstars subscription</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>· Literacy Shed subscription</li> <li>· Reading + (reading intervention)</li> <li>· Spelling shed subscription</li> <li>· Writing CPD</li> <li>· Developing Vocabulary CPD</li> <li>· Hooked on Books CPD</li> <li>· Literacy support materials</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>· Purple Mash Subscription</li> <li>· HLTA time for training</li> <li>· Release time for standards and assessment lead</li> </ul>	<p>£33,370</p>	<p>Data reported to governors in July 21</p> <p>End of year <b>maths</b> data (internal)</p> <p>Y3 - █% (no significant data difference between PPG and all)</p> <p>Y4 - █% (no significant data difference between PPG and all)</p> <p>Y5 - █% (PPG below attainment of all)</p> <p>Y6 - █% (no significant data difference between PPG and all)</p> <p>Following on from staff training sessions and coaching from the Standards lead, we now have an agreed progression of expectations for each year, complemented by resources from White Rose Maths (mastery teaching). There is an agreed progression of methods taught for each year group. Plans are in place for Autumn term to share this with the wider school community.</p> <p>End of year <b>English</b> data</p> <p>Y3 - reading █% writing █% (PPG in line with all)</p> <p>Y4 - reading █% writing █% (PPG in line or better with all)</p> <p>Y5 - reading █% writing █% (PPG slightly below attainment of all)</p> <p>Y6 - reading █% writing █% (PPG slightly below attainment for all but 6 pupils on SEN register)</p> <p>The majority of children who are PPG entitled, came to school during the partial closure and those that did not (parental choice) received remote education. Engagement remained high. Writing data for all pupils has seen the most impact from the turbulent year and with this knowledge we have prioritised Writing for the Whole School growth and development plan.</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.</p>

<p><b>Tier 2 - Targeted Support</b></p> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>· TA led intervention</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>· TA intervention</li> <li>· Lexia (TA time to monitor)</li> <li>· Lexia license (50% share with SEN)</li> </ul> <p><u>Wellbeing</u> (in order to access learning fully)</p> <ul style="list-style-type: none"> <li>· Lego therapy</li> <li>· Drawing Therapy</li> <li>· ‘Nurture Lady’</li> <li>· Access to Ed Psych</li> </ul> <p><u>Other</u></p> <ul style="list-style-type: none"> <li>· Motor skills</li> </ul>	<p>£22,185</p>	<p>Data reported to governors in July 21</p> <ul style="list-style-type: none"> <li>• The identified children’s data has been analysed and they have made good progress against their individual starting points.</li> <li>• Lexia license has been extended following training as the impact of the program has seen significant benefit to those utilising it.</li> <li>• 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.</li> </ul>
<p><b>Tier 3 - Wider strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Reading materials (including books for Christmas)</b></li> <li>• <b>Cross Curricular Orienteering</b></li> <li>• <b>Playground equipment</b></li> <li>• <b>Covid / lockdown response</b></li> </ul>	<p>£10300</p>	<ul style="list-style-type: none"> <li>• Reading books will offer a wider range of books and will motivate children to read.</li> <li>• 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</li> <li>• Cross Curricular Orienteering - impact on children’s activity and making links to previous core curriculum learning</li> <li>• Playground equipment - increases children’s activity and also their mental health Supports developing positive relationships with others</li> </ul>

<ul style="list-style-type: none"><li>• <b>Home learning packs for all PPG children</b></li><li>• <b>Nurture lessons for all</b></li><li>• <b>SLT lockdown response</b></li></ul>		<ul style="list-style-type: none"><li>• COVID response - supported children with their learning at home and also their families during a difficult time (including welfare check ins, deliveries of essential stationery and food vouchers)</li></ul>
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