



Pupil Premium Strategy and review 2021 - 2022

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| Teaching and whole school strategies | Professional development for teachers to maintain good teaching across the school Focus on mental health and well-being for all children Good transition to next stage of learning |
| Targeted approaches | Intervention groups to raise standards in reading and Maths Volunteer reading support |
| Wider strategies | Supporting parents and carers Supporting self-esteem and personal development of children in the broader curriculum |

Our funding allocation

| | Tackley | Wootton |
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| Total Funding | £6725 | £2640 |
| Number of children in receipt of Free School Meals (FSM) | 5 | 2 |
| Number of children in receipt of Ever 6 | 5 | 2 |

Summary of main barriers to educational achievement

Some children are not working at age related expectations due to specific barriers to their learning, eg dyslexia, information processing

Some children are working below expectations in English and Maths, all teachers need to be knowledgeable and skilled in how to move children's learning on to ensure all children make accelerated progress

Some children need regular opportunities for book talk, development of comprehension and language skills and broader encouragement to read for pleasure

Some children need additional support to enrich their educational experiences through trips, visits and extended opportunities

Proposed use of funding

| Objective of funding | Action | Timescale | Cost | Expected Outcome | Impact |
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| To ensure good teacher knowledge and understanding of teaching phonics. | <ul style="list-style-type: none"> 1 x teacher and 1 x TA to attend RWI phonics training and generalist phonics training | Spring term | £350 | <p>Improved subject knowledge and quality of learning in EYFS and KS1</p> <p>Teacher confidence and understanding of the importance of the teaching sequence of phonics is better understood</p> <p>All children working at age related expectations when transitioning into KS1</p> | <p>Y1 phonics check data was broadly in line with national data 74%.</p> <p>Internal phonics check data showed progress over time for R, Y1 and Y2 was 86%</p> |
| To ensure all children make accelerated progress in their knowledge and application of core Maths skills | <ul style="list-style-type: none"> To provide additional focussed CPD to teachers using a team teach/partnered planning approach to improve outcomes for children | Spring Term | £500 | <p>Improved teacher confidence teaching wide range of abilities in mixed age classes</p> <p>An understanding of the key skills needed in Maths to make expected progress to the next stage of the curriculum</p> | <p>Teacher CPD focussed around mixed aged planning and teaching. Improved teacher confidence, team teach approach used.</p> <p>Teachers accessed CPD opportunities through White</p> |

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| | | | | All children making accelerated progress and closing gaps in learning | Rose Maths and outside providers |
| To complete diagnostic assessment and teach identified gaps in learning in Maths | <ul style="list-style-type: none"> 15 children to receive 2 x 20 min teaching slots a week | Autumn term and Spring term | £3,300 | All children taking part are working at least at expected standard and make progress from Sept '21 baseline | Number Stacks intervention made positive impact on progress. Of 15 chn receiving intervention 12/15 made accelerated progress. |
| To improve children's confidence in reading. To encourage reading for pleasure. To raise standards in reading | <ul style="list-style-type: none"> 1 x ARCH volunteer reader to work with x 3 children twice a week for 30 minutes | Autumn term ongoing | £450 | Children's reading age improves by +10 months over the year Children report improved attitudes to learning through pupil interviews and surveys | Average reading age improved by +11 months, increase in confidence of children and positive attitudes to reading. |
| To improve outcomes for children who are not making expected progress in reading | <ul style="list-style-type: none"> Purchase Dyslexia Gold package Complete diagnostic assessment and set children work tasks to complete Review at least two weekly progress and share with parents | Spring Term 2 | £800 | Targeted children's outcomes – including reading ages improved. | Reading ages improved over time. Average reading age improvement is +7 months from Spring term to Summer term |
| To provide extended opportunities for children through a broad curriculum beyond the classroom | <ul style="list-style-type: none"> To subsidise visits and trips including residential To subsidise music lessons | Autumn term onwards | £550 | Children will be fully included alongside their peers. Children will benefit from experiencing success and belonging in an environment outside of the classroom | £700 spent on additional support for trips. 2 x children having regular Music tuition, shared in celebration assembly. 4 x children attended residential. |

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| | | | | Children's experiences will be broadened and it will encourage positive learning behaviours and relationships – skills for lifelong learning | |
| To improve emotional well-being and provision for children in school through targeted intervention | <ul style="list-style-type: none"> Emotional literacy support provided by trained TA 2 x pm sessions | Ongoing | £700 | <p>Children receiving additional support will make progress in all areas of their learning as emotional barriers to learning are removed.</p> <p>Children will be 'heard' and valued (evidenced through pupil surveys)</p> <p>Less incidents of non-engagement in learning. Improved pupil voice and learning behaviours</p> | Play Therapy provided for additional children supported emotional well-being, improved attainment outcomes and attendance during Summer term. |
| TOTAL | | | £6650 | | £9500 |