

## Pupil premium strategy statement 22/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Victor Seymour Infants' School
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Local Governing Body
Pupil Premium Lead	Emma Gauci
Governor / Trustee Lead	Nicola Barber

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,724
Recovery premium funding allocation this academic year	£5,796
School Led Tutoring funding for this academic year	£5,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	£76,545 <b>Total Spent- £77,658.56</b>

## Part A: Pupil premium strategy plan

### Statement of intent

- For children to be secure in basic skills enabling **all** children to make at least good progress in their learning.
- For disadvantaged children to have equal access to extra curricular provision in line with all children.
- For disadvantaged children (in line with all children) to be attaining at least age related expectations across all areas of learning.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance by some disadvantaged children
2	Consistent lack of support at home for some disadvantaged children results in a lack of basic skills
3	Key children within this group also cross into SEND
4	Non engagement in support for parents/carers offered by school to improve learning at home.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
% PP children's attendance is in line across All children	There will be a reduction in the gap between All pupils and disadvantaged - 3% or less by the end of summer 2023.
PP children's basic maths skills are secure	<ul style="list-style-type: none"> <li>Children will be independent in applying their use of number and number concepts</li> <li>Children make more than expected progress in maths across the year</li> </ul>
PP children's basic writing skills are secure	<ul style="list-style-type: none"> <li>Children will be independent in applying basic skills in writing</li> <li>Children make more than expected progress in writing across the year</li> </ul>
PP children become independent readers	<ul style="list-style-type: none"> <li>Children will be independent in applying basic skills in reading</li> <li>Children make more than expected progress in reading across the year</li> </ul>
More PP children are supported at home with learning.	<ul style="list-style-type: none"> <li>Key PP children access Reading Eggs</li> <li>Key PP children access Mathletics</li> <li>Key PP children access additional, focused learning at home</li> <li>Key PP parents personal invitation to workshops</li> <li>Key PP parents personal invitation to Reading group after school and attend for 6 sessions</li> </ul>
Barriers involving physical development to learning are reduced	<ul style="list-style-type: none"> <li>Physical skills to support learning are developed with key children.</li> </ul>
Extra curricular activities provided by the school are inclusive.	<ul style="list-style-type: none"> <li>Extra curricular activities are accessible by all PP children</li> </ul>

## Activity in this academic year 2022/23

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 7380.58    Actual Cost - £7754.02**

Activity	Evidence that supports this approach	Cost - across the year	Challenge number(s) addressed	Actions to be repeated into 2023/24
<b>Training for TA's to further support questioning and next steps in reading and writing.</b>	TA's reading with children are able to use effective questioning to develop comprehension skills and can identify the next step in their reading skills.	671.47  Actual Cost: £911.53	2 and 4	Yes - Moderation training supported levelling of reading and writing,
<b>Training and support for TA's in teaching phonics</b>	TA's delivering phonics are consistent in correctly pronouncing phonemes resulting in PP children making at least good progress and are in line with ALL in meeting the Phonics Check	368.50 Actual Cost: £867.99	2 and 4	Yes - with new phonic scheme
<b>On going training and support for staff teaching children with SEND</b>	Children that have SEND and are disadvantaged are supported because staff are well trained.	5503.08 Actual Cost: £5000	3	Yes
<b>Reading Surgery for parents</b>	Parents are supported in developing children's reading skills at home. Increased reading at home.	287.77 Actual Cost: £200	2 and 4	No -
<b>Workshops for parents to further support next steps in learning at home - EYFS-YR2</b>	Parental engagement Parents feel supported Parents are able to support children in their learning at home with appropriate next steps	549.76  £500	2 and 4	Yes - feedback good and parents feel supported - targeted invites
<b>Training for EYFS in Speaking and Listening</b>	Staff can appropriately support the development of speech. Increase of development of speech.	To be confirmed Actual Cost: £274.50	3	Yes
<b>Total</b>		7380.58		

	Actual Cost £7754.02		
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## Review of outcomes in the this ( 2022/23) academic year Teaching (for example, CPD, recruitment and retention)

Intended outcome	Success criteria																																																																																	
Training/planning and support for Y2 TA writing interventions	<ul style="list-style-type: none"><li>Support for School Led Tutoring results in children making good progress.</li></ul>	<p>Two members of staff were trained to support School Led Tutoring. Planning was completed by the English lead for each child on a personal basis to meet the needs of each child. This resulted in all children making more than expected progress.</p> <p>Although this was a great outcome and most children reached expected standard, it was very time consuming for the English lead. Next year this will need to be considered in the planning of interventions as it is not sustainable.</p>																																																																																
Training for TA's to further support questioning and next steps in reading.	<ul style="list-style-type: none"><li>Support for TA's in questioning and identifying next steps in learning results in children making at least good progress in reading..</li></ul>	<p>TA's had regular training carried out throughout the year in line with the Reading Framework, they also had training on moderation which supported judgements when assessing pupils.</p> <p>Staff reported that they felt more secure in their understanding of next steps for children based on different reading strands.</p> <p>89% of Year 1 made at least expected progress.</p> <p>93% of Year 2 made at least expected progress with 61% making more than expected.</p> <p>Further work will need to continue next year to support TA's with the new phonics scheme and matching book bands to children.</p>																																																																																
Training and support for TA's in teaching phonics	<ul style="list-style-type: none"><li>Support for TA's teaching phonics mean that</li><li>Staff are clear on expectations</li><li>confident in planning and delivery</li><li>know next steps in learning</li><li>Pronounce phonemes correctly</li><li>Resulting in resulting in PP children making at least good progress and are in line with ALL in meeting the Phonics Check</li></ul>	<p>Staff had training in phonics by observing the phonic lead delivering lessons. This supported the delivery and consistency in phonics teaching as TA's often took small groups for targeted support.</p> <p>Data shows that there was a 10% gap with all and Disadvantaged pupils in Year 1 but Disadvantaged in Year 2 were 5% above All.</p> <table><tr><th>Phonics Year 1</th><th>National data 2022</th><th>VS data 2022</th><th>Target for All 2023</th><th>Target for Disa 2023</th><th>All(89)</th><th>G(46)</th><th>B(43)</th><th>Disadvantaged (11)</th><th>Pure dis (8)</th></tr><tr><td></td><td>75%</td><td>83%</td><td>91%</td><td>75%</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="5">Did not pass phonic check Sum 2023</td><td>11%</td><td>13%</td><td>9%</td><td>27%</td><td>12%</td></tr><tr><td colspan="5">Passed phonic check Summer 2023</td><td>89%</td><td>87%</td><td>91%</td><td>73%</td><td>88%</td></tr></table> <table><tr><th>Phonics Year 2</th><th>National data 2022</th><th>VS data 2022</th><th>Target for All 2023</th><th>Target for Disa 2023</th><th>All(89)</th><th>G(50)</th><th>B(39)</th><th>Disadvantaged (12)</th><th>Pure dis (8)</th></tr><tr><td></td><td>87%</td><td>87%</td><td>98%</td><td>100%</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="5">Did not pass phonic check Sum 2023</td><td>5%</td><td>2%</td><td>8%</td><td>0%</td><td>0%</td></tr><tr><td colspan="5">phonic check Summer 2023</td><td>95%</td><td>98%</td><td>92%</td><td>100%</td><td>100%</td></tr></table>	Phonics Year 1	National data 2022	VS data 2022	Target for All 2023	Target for Disa 2023	All(89)	G(46)	B(43)	Disadvantaged (11)	Pure dis (8)		75%	83%	91%	75%						Did not pass phonic check Sum 2023					11%	13%	9%	27%	12%	Passed phonic check Summer 2023					89%	87%	91%	73%	88%	Phonics Year 2	National data 2022	VS data 2022	Target for All 2023	Target for Disa 2023	All(89)	G(50)	B(39)	Disadvantaged (12)	Pure dis (8)		87%	87%	98%	100%						Did not pass phonic check Sum 2023					5%	2%	8%	0%	0%	phonic check Summer 2023					95%	98%	92%	100%	100%
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On going training and support for staff teaching children with SEND	<ul style="list-style-type: none"><li>Disadvantaged children with SEND are supported by individual targets that result in making personal progress because teaching staff are well trained.</li></ul>	SEND VS PP																																																																								
Reading Surgery for parents	<ul style="list-style-type: none"><li>There is Increased reading at home particularly for PP children.</li><li>Parents are supported and know how to develop next steps in reading with their child.</li></ul>	There was a large uptake on a virtual 1:1 meeting for parents to support with reading, this was mostly attended by Reception parents who wanted ideas to develop reluctant readers. Parents were offered support on engaging reading and questioning types. Since this meeting, some parents have reported that they have implemented some of the strategies suggested. Following on from the original surgery there was not a big uptake, this moved to individual support at parent request.																																																																								
Workshops for parents to further support next steps in learning at home - EYFS- YR2	<ul style="list-style-type: none"><li>Parental engagement increases</li><li>Parents are able to support children in their learning at home with appropriate next steps</li></ul>	Feedback from the reading workshop was very high with many parents saying they now feel more confident in supporting their child at home. 'A wonderful workshop that equips the parents with the necessary skills to teach their kids how to read.' Parent 2022 - Children reading at home has increased from 38% to 50% 4 times a week This did not happen half termly as feedback from the workshop showed that parents that attended were confident in reading and expectations. However this was then picked up in the reading surgeries and advice offered on an individual basis. Phonics / Maths workshops were run by the Reception team in Autumn term, although there was not a large uptake the information was also passed to parents through the handouts. NR ran a GLD workshop with 11 parents in Spring term - to discuss what it would look like for a child to reach GLD. Again although not a great uptake, all information was given to parents that didn't attend at the parents evening.																																																																								
Training for EYFS in Speaking and Listening	<ul style="list-style-type: none"><li>Disadvantaged children with SEND are supported by individual targets that result in making personal progress because teaching staff are well trained.</li><li>Increase of development of speech.</li></ul>	Speaking and Listening activities bank of resources has been created and available to support class learning for small group learning, individual targeted learning for speaking and are available to be photocopied and sent home to parents. This bank of resources will continue to be developed. The impact of this is that there are readily available resources to support staff with key targets for children within the classroom and at home. Staff are accessing the resources. <table><tr><th>Reception GLD</th><th>National data 2022</th><th>VS data 2022</th><th>Target for All 2023</th><th>Target for Disa 2023</th><th>All(89)</th><th>G(45)</th><th>B(44)</th><th>Disadvantaged (13)</th></tr><tr><td></td><td>65%</td><td>68%</td><td>76%</td><td>69%</td><td></td><td></td><td></td><td></td></tr><tr><td colspan="5">% Ch not achieved GLD as of Spr 2 2023</td><td>29%</td><td>40%</td><td>55%</td><td>77%</td></tr><tr><td colspan="5">% Ch achieved GLD as of Summer 2023</td><td>71%</td><td>60%</td><td>45%</td><td>23%</td></tr><tr><td colspan="5">Ch achieved ELG (Word) Reading as of Summer 2023</td><td>84%</td><td>83%</td><td>86%</td><td>50%</td></tr><tr><td colspan="5">Ch achieved ELG Writing as of Summer 2023</td><td>76%</td><td>74%</td><td>77%</td><td>50%</td></tr><tr><td colspan="5">Ch achieved ELG Maths (Number) as of Summer 2023</td><td>82%</td><td>83%</td><td>82%</td><td>71%</td></tr><tr><td colspan="5">Ch achieved overall ELGs Communication as of Summer 2023</td><td>91%</td><td>89%</td><td>93%</td><td>86%</td></tr></table>	Reception GLD	National data 2022	VS data 2022	Target for All 2023	Target for Disa 2023	All(89)	G(45)	B(44)	Disadvantaged (13)		65%	68%	76%	69%					% Ch not achieved GLD as of Spr 2 2023					29%	40%	55%	77%	% Ch achieved GLD as of Summer 2023					71%	60%	45%	23%	Ch achieved ELG (Word) Reading as of Summer 2023					84%	83%	86%	50%	Ch achieved ELG Writing as of Summer 2023					76%	74%	77%	50%	Ch achieved ELG Maths (Number) as of Summer 2023					82%	83%	82%	71%	Ch achieved overall ELGs Communication as of Summer 2023					91%	89%	93%	86%
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions ( 2022/23) )

Budgeted cost: £40,523.85 **Actual Cost £41,049.43**

Activity	Evidence that supports this approach	Cost - across the year	Challenge number(s) addressed	Actions to be repeated into 2023/24
<b>Mathletics/ Time Table Rock Starrs used in class time and early morning booster group</b>	Continued increase confidence and attainment in maths Children will receive additional practise at maths skills individually linked to ability across the year groups	<b>1230.12</b>	2 and 4	<b>Was not used as a booster but intended next year. Consider as after school club.</b>
<b>Specific work with SEND Support for key children</b>	Key children are able to develop skills to support learning overall eg concentration, memory etc	<b>6958.80</b> <b>Actual cost -£7200</b>	3 and 4	<b>Yes</b>
<b>ELS programme followed by key children</b>	Increase development of basic skills to improve attainment in reading and writing. Programme evidence of very good progress in the acquisition of skills.	<b>5567.04</b> <b>Actual cost £1836.38</b>	2, 3 and 4	<b>Yes</b>
<b>1:1 support for reading across Year 1 and 2 for disadvantaged children</b>	Children are reading regularly and make better progress. Children have more opportunity to read and therefore are able to make more progress due to increased practise.	<b>6901.20</b> <b>Actual cost £7345.52</b>	2, 3 and 4	<b>Yes</b>
<b>Key PP parents personal invitation to Reading group after school.</b>	Parents are better equipped to support children in developing their reading skills at home.	<b>575.54</b> <b>Actual cost £0</b>		<b>Yes - From Spring 24</b>
<b>OT sessions support key children in motor skills.</b>	Children can develop the motor skills that holds them back in their class learning Key children have been shown not to access learning but this is hindered by physical difficulties and not necessary academic	<b>2509.87</b> <b>Actual cost £1101.82</b>	2, 3 and 4	<b>Yes</b>
<b>Phonics streaming groups across Rec - Year 2</b>	Children are able to access phonics at the right pace and phase in order for them to achieve ARE in phonic phases	<b>13247.28</b> <b>Actual cost £10438.37</b>	2 and 4	<b>Streaming in Year 1 In class support needed for rest of year groups</b>

<b>Pre writing skills development to support early writing</b>	Children experience boot camp - gross motor skills and drawing and fine motor skills groups to support.	<b>2076</b> <b>Actual cost £10438.37</b>	2 and 4	<b>Yes - targeted</b>
<b>Licence Mathletics and TimesTable Rockstars</b>	Develop confidence and basic skills in maths	<b>1,458 - For the year</b> <b>Reading Eggs - As above</b>	2 and 4	<b>? Matheletics</b> <b>Yes -</b>
<b>Total</b>		<b>40,523.85</b> <b>Actual Cost</b> <b>£41,049.43</b>		

**Review of outcomes in the this ( 2022/23) academic year Teaching - (Targeted academic support (for example, tutoring, one-to-one support structured interventions))**

Intended outcome	Success criteria	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathletics used in class time and early morning booster group</b>	<ul style="list-style-type: none"> <li>Children develop their confidence in maths.</li> </ul>	<b>Not started</b>	<b>Not started</b>	<b>Not started</b>	<b>Not started</b>	<b>Not started</b>
<b>Specific work with SEND Support for key children</b>	<ul style="list-style-type: none"> <li>Key children are able to develop skills to support learning overall eg concentration, memory etc</li> </ul>	Number of children 1  <b>Cost £1200</b>	Number of children 1  <b>Cost £1200</b>	Number of children 1  <b>Cost £1200</b>	Number of children 1  <b>Cost £1200</b>	Number of children 1  <b>Cost £1200</b>
<b>ELS programme followed by key children</b>	<ul style="list-style-type: none"> <li>Use phonic knowledge</li> <li>Sit letters on line</li> <li>FS CL</li> <li>Finger spaces</li> </ul>	<b>Year 2</b> 8/12 Fully (67%) 4/12 (33%)- Partially met <b>£338.28</b>	<b>Year 1</b> 9/12 Fully (75%) 3/12 - Partially met (25%) <b>£338.28</b>	<b>Year 1</b> 10/12 Fully (83%) 2/12- Partially met (17%) <b>£338.28</b>	<b>Year 1</b> 6/8 Fully (75%) 2/8- Partially met (25%) <b>£338.28</b>	<b>Year 1</b> 10/12 Fully (83%) 2/12- Partially met (17%) <b>£338.28</b>
<b>1:1 support for reading across Year 1 and 2 for disadvantaged children</b>	<ul style="list-style-type: none"> <li>Children will be independent in applying basic skills in reading</li> <li>Children make more than expected progress in reading across the year</li> </ul>	<b>Year 1</b> 2/7 - Fully (29%) 3/7- Partially met (43%)  <b>Year 2</b> 1/6 Fully (17%) % Partially met (83%)- <b>Cost- £1200</b>	<b>Year 1</b> 11/12 - Fully (92%) 1/12- Partially met (8%)  <b>Year 2</b> 4/4 (100%)- Partially met <b>Cost- £1200</b>	<b>Year 1</b> 11/13 - Fully (85%) 2/13- Partially met (15%)  <b>Year 2</b> 4/4 (100%)- Partially met <b>Cost- £1200</b>	<b>Year 1</b> 11/13 - Fully (85%) 2/13- Partially met (15%)  <b>Year 2</b> 3/6 Fully (50%) 3/6- Partially met (50%) <b>Cost- £1200</b>	<b>Year 1</b> 11/13 - Fully (85%) 2/13- Partially met (15%)  <b>Year 2</b> 3/6 Fully (50%) 3/6- Partially met (50%) <b>Cost- £1200</b>
<b>Key PP parents personal invitation to Reading group after school.</b>	<ul style="list-style-type: none"> <li>Key children have made at least good progress in reading.</li> <li>Percentage of disadvantaged children reading at home increases.</li> </ul>	<b>Not started yet</b>	<b>Not started yet</b>	<b>Not started yet</b>	<b>Not started yet</b>	<b>Not started yet</b>

<b>OT sessions support key children in motor skills.</b>	<ul style="list-style-type: none"> <li>Children can develop the motor skills that holds them back in their class learning</li> <li>Key children have been shown not to access learning but this is hindered by physical difficulties and not necessary academic</li> </ul>	<u><b>Year R</b></u> <u><b>OT/Rainbow</b></u>  <u><b>Year 1</b></u> <u><b>OT/Rainbow</b></u> 3/7 (Fully) 43% 4/7 (57%)- Partially met  <u><b>Year 2</b></u>   <b>Cost £200</b>	<u><b>Year R</b></u> <u><b>OT/Rainbow</b></u> 2/2 (Fully) 100%  <u><b>Year 1</b></u> <u><b>OT/Rainbow</b></u> 5/9 (Fully) 56% 4/9 (44%)- Partially met  <u><b>Year 2</b></u>   <b>Cost £200</b>	<u><b>Year R</b></u> <u><b>OT/Rainbow</b></u> 2/2 (Fully) 100%  <u><b>Year 1</b></u> <u><b>OT/Rainbow</b></u> 6/11 (Fully) 55% 5/11 (45%)- Partially met  <u><b>Year 2</b></u> 1/1-100% <b>Cost £200</b>	<u><b>Year R</b></u> <u><b>OT/Rainbow</b></u> 2/2 (Fully) 100%  <u><b>Year 1</b></u> <u><b>OT/Rainbow</b></u> 4/7- (Fully) 57% 3/7 (43%)- Partially met  <u><b>Year 2</b></u> 1/1-100% <b>Cost £200</b>	<u><b>Year R</b></u> <u><b>OT/Rainbow</b></u> 2/2 (Fully) 100%  <u><b>Year 1</b></u> <u><b>OT/Rainbow</b></u> 5/7- (Fully) 57% 2/7 (43%)- Partially met  <u><b>Year 2</b></u> 1/1-100% <b>Cost £200</b>
<b>Phonics streaming groups across Rec - Year 2</b>	<ul style="list-style-type: none"> <li>Children are able to access phonics at the right pace and phase in order for them to achieve ARE in phonic phases</li> </ul>	<u><b>Year R</b></u> Number of children 89  <u><b>Year 1</b></u> Number of children 90  <u><b>Year 2</b></u> Number of children 88  <b>Cost - £1739.73</b>	<u><b>Year R</b></u> Number of children 89  <u><b>Year 1</b></u> Number of children 90  <u><b>Year 2</b></u> Number of children 88  <b>Cost - £1739.73</b>	<u><b>Year R</b></u> Number of children 89  <u><b>Year 1</b></u> Number of children 90  <u><b>Year 2</b></u> Number of children 89  <b>Cost - £1739.73</b>	<u><b>Year R</b></u> Number of children 90  <u><b>Year 1</b></u> Number of children 90  <u><b>Year 2</b></u> Number of children 90  <b>Cost - £1739.73</b>	<u><b>Year R</b></u> Number of children 90  <u><b>Year 1</b></u> Number of children 90  <u><b>Year 2</b></u> Number of children 90  <b>Cost - £1739.73</b>
<b>Pre writing skills development to support early writing</b>	<ul style="list-style-type: none"> <li>Physical skills to support learning are developed with key children.</li> <li>Children experience boot camp - gross motor skills and drawing and fine motor skills groups to support.</li> </ul>	<u><b>Year R</b></u> <u><b>Funky Fingers</b></u> 73% Fully Met 27% Partially Met  <u><b>Year R Bootcamp</b></u> 15% Fully met 46% partially met  <b>Cost £1739.73</b>	<u><b>Year R</b></u> <u><b>Funky Fingers</b></u> 17% Fully Met 83% Partially Met  <u><b>Year R Bootcamp</b></u> 0% Fully met 75% partially met  <b>Cost £1739.73</b>	<u><b>Year R</b></u> <u><b>Funky Fingers</b></u> 45% Fully Met 9% Partially Met  <u><b>Year R Bootcamp</b></u> 28% Fully met 43% partially met  <b>Cost £1739.73</b>	<u><b>Year R</b></u> <u><b>Funky Fingers</b></u> 65% Fully Met -35% Partially Met  <u><b>Year R Bootcamp</b></u> 18% Fully met 37% partially met  <b>Cost £1739.73</b>	<u><b>Year R</b></u> <u><b>Funky Fingers</b></u> 75% Fully Met 25% Partially Met  <u><b>Year R Bootcamp</b></u> 18% Fully met 37% partially met  <b>Cost £1739.73</b>

Licence Mathletics	<ul style="list-style-type: none"> <li>Develop confidence and basic skills in maths</li> <li>Develop confidence and basic skills in maths - number bonds and times tables</li> </ul>	Mathletics Cost £486	Mathletics Cost £486	Mathletics Cost £486	Mathletics Cost £486	Mathletics Cost £486
Licence for TT Rock stars - £102		TTRS Cost £20.40	TTRS Cost £20.40	TTRS Cost £20.40	TTRS Cost £20.40	TTRS Cost £20.40

## Wider strategies (for example, related to attendance, behaviour, wellbeing 2022/23)

Budgeted cost: £15,295.6 **Actual Cost £15,725.51**

Activity	Evidence that supports this approach		Challenge number(s) addressed	Actions to be repeated into 2023/24
Increased interaction with parents and reduce tolerance of absence by all school staff who communicate with parents/carers.	Improved overall attendance of key children particularly disadvantaged so attendance is at least 96% and above and there is reduction in persistent absence.	2261.61  Actual cost: £1048.81	1	Yes - National and Trust campaign to raise attendance
Poster competition to increase awareness of importance of attendance.	Improved overall attendance of key children particularly disadvantaged so attendance is at least 96% and above and there is reduction in persistent absence.	100 Actual cost £100	1	No
ELSA support groups attended by key children	Meet the specific needs of key children Focused work with key children supports emotional needs that might hinder learning	3131.46 Actual Cost = 5147.18	2, 3 and 4	Yes - More children throughout the school requiring the need for emotional support.
School Trips paid for by funding for key children	Children are able to take part in trips and events without financial deprivation Participation in extra- curricular activities for key children is supported and children are able to take part in trips and events without financial deprivation	600  Actual Cost £1004	3	Yes
Support for key children	Key children are able to access the curriculum and extended school life.	7802.53 Actual Cost - 7345.52	3	Yes

<b>Attendance at clubs paid for by funding for key children</b>	Children are able to take part in extra-curricular activities / clubs without financial deprivation Participation in extra- curricular activities for key children and meets the needs in terms of particular skills or socialisation.	<b>500</b>  <b>Actual Cost- £0</b>	<b>3</b>	<b>Yes</b>
<b>Children to attend after breakfast club</b>	Individual needs are met with regards to attendance socialisation on etc. Children will be able to improve their attendance because parents/carers have support to get them to school or a child may increase their social skills	<b>900</b> <b>Actual Cost - £1080</b>	<b>1</b>	<b>Yes</b>
<b>Total</b>		<b>15295.6</b>  <b>Actual Cost</b> <b>£15725.51</b>		

**Total budgeted cost: £63,200.01**

**Actual Cost - £64,528.96**

**Review of outcomes in the this ( 2022/23) academic year - Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Intended outcome	Success criteria	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>% PP children's attendance is in line across All children</b>	<ul style="list-style-type: none"> <li>There will be a reduction in the gap between All pupils and disadvantaged - 3% or less by the end of summer 2023.</li> </ul>	<p><b><u>Year R</u></b> 4/13 PP (31%) are 3% less than All at 91.5%</p> <p><b><u>Year 1</u></b> 4/12 PP (33%) are 3% less than All at 93.30%</p> <p><b><u>Year 2</u></b> 5/12 (42%) PP are 3% less than All at 93.16%</p>	<p><b><u>Year R</u></b> 4/13 PP (31%) are 3% less than All at 92.63%</p> <p><b><u>Year 1</u></b> 3/12 (25%) are 3% less than All at 96.18%</p> <p><b><u>Year 2</u></b> 4/12 (33%) are 3% less than All at 96.68%</p>	<p><b><u>Year R</u></b> 7/15 PP (46.66%)</p> <p><b><u>Year 1</u></b> 5/14 PP (35.71%)</p> <p><b><u>Year 2</u></b> 3/13 PP (23.07%)</p>	<p><b><u>Year R</u></b> 7/15 PP (46.66%)</p> <p><b><u>Year 1</u></b> 5/13 PP (38.46%)</p> <p><b><u>Year 2</u></b> 7/13 PP (53.84%)</p>	<p><b><u>Year R</u></b> 4/15 PP (26.66%)</p> <p><b><u>Year 1</u></b> 1/13 PP (7.64%)</p> <p><b><u>Year 2</u></b> 4/13 PP (37.76%)</p>
<b>Poster competition to increase awareness of importance of attendance.</b>	<ul style="list-style-type: none"> <li>There will be a reduction in the gap between All pupils and disadvantaged - 3% or less by the end of summer 2023.</li> </ul>	Poster competition started but posters not back	Poster up and All sitting at 92.17%	All 93.07%		
<b>3</b>	<ul style="list-style-type: none"> <li>Focused work with key children supports emotional needs that might hinder learning.</li> </ul>	<p><b><u>Year R</u></b> 1/1 Partially (100%)</p> <p><b><u>Year 1</u></b> 1/3 (Fully) 33% 2/3 Partially (66%)</p> <p><b><u>Year 2</u></b> 2/2-(Fully) 100%</p>	<p><b><u>Year R</u></b> 3/3 Partially (100%)</p> <p><b><u>Year 1</u></b> 2/2 (Partially) 100%</p> <p><b><u>Year 2</u></b> 2/2-(Fully) 100%</p>	<p><b><u>Year R</u></b> 1/1 Partially (100%)</p> <p><b><u>Year 1</u></b> 3/3 (Fully) 100%</p> <p><b><u>Year 2</u></b> 2/2-(Fully) 100%</p>	<p><b><u>Year R</u></b> 2/2 Partially (100%)</p> <p><b><u>Year 1</u></b> 3/3 (Fully) 100%</p> <p><b><u>Year 2</u></b> 2/2-(Fully) 100%</p>	<p><b><u>Year R</u></b> 1/1 Partially (100%)</p> <p><b><u>Year 1</u></b> 3/3 (Fully) 100%</p> <p><b><u>Year 2</u></b> 2/2-(Fully) 100%</p>

		<b>Cost £857.86</b>	<b>Cost £857.86</b>	<b>Cost £857.86</b>	<b>Cost £857.86</b>	<b>Cost £857.86</b>
<b>Support for key children</b>	<ul style="list-style-type: none"> <li>Key children are able to access the curriculum and extended school life.</li> </ul>	Jo- Luke, Carter, Chloe £1159.81	Jo- Luke, Carter, Chloe £1159.81	Jo- Luke, Carter, Chloe £1159.81	Jo- Luke, Carter, Chloe £1159.81	Jo- Luke, Carter, Chloe £1159.81
<b>School Trips paid for by funding for key children (PP CHILD)</b>	<ul style="list-style-type: none"> <li>Children are able to take part in trips and events without financial deprivation</li> </ul>	Dino- £30	No trips	Space Workshop- £66 Hampton Court = £264 Bocketts - £350	No trips	Bird World  Cost £ 324
<b>Attendance at clubs paid for by funding for key children</b>	<ul style="list-style-type: none"> <li>Children are able to take part in extra-curricular activities / clubs without financial deprivation</li> </ul>	No children	No children	No children	No children	No children
<b>Children to attend after school club /breakfast club</b>	<ul style="list-style-type: none"> <li>Individual needs are met with regards to attendance socialisation on etc.</li> </ul>	No children	No children	1 Child After School Club - £360	1 Child After School Club - £360	1 Child After School Club - £360

## Recovery Premium Funding 2022/23

**Budgeted cost: £6748.08 Actual Cost £5829.60**

Activity	Evidence that supports this approach		Challenge number(s) addressed	Actions to be repeated into 2023/24
<b>Intervention for maths Lower ability children in Year 1 and 2</b>	Improve the maths skills of key children Consolidating basic skills in maths to enable children to catch up and return to whole class teaching	<b>4,920.48</b> <b>Actual Cost -£3500</b>	2, 3 and 4	<b>Yes</b>



<b>Licence Reading Eggs</b>	Improve engagement of reading at home Children will access reading and games which are more likely to attract children to complete it at home - also used in school to engage.	<b>1,458</b> <b>Actual Cost-£1960</b>	2, 3 and 4	<b>Yes</b>
<b>Licence Letter Join</b>	Improve basic skills in handwriting	<b>369.60</b> <b>Actual Cost- £369.60</b>	2, 3 and 4	<b>Yes</b>
<b>Total</b>		<b>6748.08</b> <b>Actual Cost £5829.60</b>		

## Review of outcomes in the this ( 2022/23) academic year - Recovery Premium Funding

Intended outcome	Success criteria	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PP/+children's basic maths skills are secure</b>	<ul style="list-style-type: none"> <li>Children will be independent in applying their use of number and number concepts</li> <li>Children make more than expected progress in maths across the year</li> </ul>	<b>Year 1</b> -58% Fully met <b>41%</b> Partially met <b>Year 2</b> -63% Fully Met <b>36%</b> Partially met  <b>Cost £700</b>	<b>Year 1</b> 9/12-(75)% Fully met 41% Partially met <b>Year 2-</b> 1/4 (25%) Fully Met 3/4 (75%) Partially met <b>Cost £700</b>	<b>Year 1</b> In class support <b>Year 2-</b> In class support <b>Cost £700</b>	<b>Year 1</b> In class support <b>Year 2-</b> In class support <b>Cost £700</b>	<b><u>Did not happen this term</u></b>
<b>PP/+children are supported at home</b> <b>PP/+children access additional, focused learning at home.</b>	<ul style="list-style-type: none"> <li>Key PP children access Reading Eggs</li> </ul>	<b>Reception</b> -56% accessing <b>Year 1</b> -48% accessing <b>Year 2</b> -45% accessing <b>Cost £486</b>	<b>Reception</b> -57% accessing <b>Year 1</b> -53% accessing <b>Year 2</b> -98% accessing <b>Cost £486</b>	<b>Reception</b> -57% accessing <b>Year 1</b> -40% accessing <b>Year 2</b> -35% accessing <b>Cost £486</b>	<b>Reception</b> -42% accessing <b>Year 1</b> -33% accessing <b>Year 2</b> -46% accessing <b>Cost £486</b>	<b>Reception</b> -57% accessing <b>Year 1</b> -42% accessing <b>Year 2</b> -39% accessing <b>Cost £486</b>
<b>PP/+children are supported at home</b> <b>PP/+children access additional, focused learning at home.</b>	<ul style="list-style-type: none"> <li>Key PP children access Letter Join - £308</li> </ul>	Workshop and information sent home <b>Cost £72</b>	Learning sent home  <b>Cost £72</b>	Learning sent home  <b>Cost £72</b>	Learning sent home  <b>Cost £72</b>	Learning sent home  <b>Cost £72</b>

## School Led Tutoring Funding 2022/23

Budgeted cost: £7322.94      **Actual Cost £7,300**

Activity	Evidence that supports this approach		Challenge number(s) addressed	Actions to be repeated into 2023/24
Training hours for staff plan for individual targets for School Led Tutoring	Planning is tailored for individual children ensuring learning is correctly pitched resulting in accelerated progress and greater confidence in children.	421.74  Actual Cost £ 800	2, 3 and 4	Yes - but considered time of planning
TA Teaching hub groups teach writing intervention groups across <u>Year 2</u>	Links between interventions and class learning provide acceleration of progress	6901.2 Actual Cost £6500	2, 3 and 4	Yes
Total		7322.94  Actual Cost £7300		

## Review of outcomes in the this ( 2022/23) academic year - National Tutoring Funding

Intended outcome	Success criteria	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Training hours for staff plan for individual targets for School Led Tutoring</b>	<ul style="list-style-type: none"> <li>Planning is tailored for individual children ensuring learning is correctly pitched resulting in accelerated progress and greater confidence in children.</li> </ul>	<b>6 hours EG</b>  Cost £287.85	<b>6 hours EG</b>  Cost £287.85	<b>6 hours EG</b>  Cost £287.85	<b>6 hours EG</b>  Cost £287.85	<b>6 hours EG</b>  Cost £287.85
<b>TA Teaching hub groups teach writing intervention groups across <u>Year 2</u></b>	<ul style="list-style-type: none"> <li>To develop writing skills so children are able to be independent writers and move as close to ARE as possible for their next steps.</li> </ul>	100% Fully met target  Cost £1149	100% Fully met target  Cost £1149	10/16-(Fully) -63% 5/16 (Partially) -31% Cost £1149	12/16-75% Fully 4/16/ /25-Partially  Cost £1149	15/16-94% Fully 1/16/ /6-Partially  Cost £1149