

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 2021-22	Data 2022-23
School name	Foxhole Learning Academy	
Number of pupils in school	103	97
Proportion (%) of pupil premium eligible pupils	36%	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024	
Date this statement was published	December 2021	December 2022
Date on which it will be reviewed	December 2022	December 2023
Statement authorised by	Kelly Davis	
Pupil premium lead	George Keast	
Governor / Trustee lead	Andy Brumby	Alana McGovern

Funding overview

Detail	Amount 2021-22	Amount 2022-23
Pupil premium funding allocation this academic year	£41,695	£51,245
Recovery premium funding allocation this academic year	£4,495	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year	£46,190	£56,610

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year		
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Part A: Pupil premium strategy plan

Statement of intent

At Foxhole Learning Academy, our aim is to provide effective teaching and support that allows our disadvantaged pupils to gain a wealth of experiences and progress academically, physically and emotionally in line with their peers.

Our intent is to implement a cohesive curriculum that is enquiry led and engaging for all our pupils. We will provide pupils with additional support to enable them to thrive, for example for those children with additional emotional needs we provide TIS sessions, music therapy and draw and talk. We also provide tutoring for those children who require catch up, but also for those children who are working above and beyond. We will provide experiences that build confidence, resilience and improve the essential knowledge that children need to be educated citizens: cultural capital.

Our focus includes:

- Providing Quality First Teaching for all pupils by investing in staff CPD, use of effective assessment strategies and providing targeted support, where required, to ensure that our pupils make good progress and attain high standards in all curricular subjects. Our aim is for pupils to leave Foxhole at the end of year 6 well equipped for their secondary education.*
- Providing equal opportunities for all our children so that any attainment, attendance or progress gaps are closed between all pupils and those pupils eligible for pupil premium funding.*
- An aspirational and cohesive curriculum which provides all pupils with a clear understanding of the required knowledge and skills which build across all year groups.*
- High expectations for behaviour and attendance which are applied consistently and understood by all.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment in core subjects</p> <p>Assessments and data outcomes demonstrate that some of our disadvantaged pupils are not attaining age related expectations in reading, writing and maths. KS1 and KS2 data shows that the percentage of PP children achieving ARE is lower than the whole school picture. Due to this, tutoring and catch-up interventions are targeted towards those children.</p>
2	<p>Attendance rates</p> <p>Analysis shows some disadvantaged pupils need additional support to secure and sustain better attendance. There is a small gap between all pupils and PP pupils' attendance.</p>
3	<p>PSHE – Social and Emotional Well-being</p> <p>Assessment of pupils' personal, social, and emotional development in the EYFS, KS1 and KS2 show that they are significantly below the standard expected for their age as a result of the pandemic. This is in-part due to the lack of social interaction with their peers during school closures, which has affected their ability to learn.</p>
4	<p>Learning Behaviours and Attitudes</p> <p>Assessments and observations show that some children are displaying significant difficulties retaining information, knowledge and skills learnt. We need to further develop pupils' metacognitive skills to develop independence and improve learning behaviours.</p>
5	<p>Language and Vocabulary development</p> <p>Assessments and observations show that many of our children have language and vocabulary knowledge and skills below Age Related Expectations.</p>
6	<p>Reading for Pleasure and engagement</p> <p>Observations and assessments show that some of our disadvantaged children have low levels of engagement in reading.</p>

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
<p>All children are emotionally ready to learn and demonstrate good learning behaviours.</p>	<ul style="list-style-type: none"> • Emotionally available adults on hand to work with specific children, focussing on self-awareness, self-management, confidence and social skills. • Provision is personalised to meet the needs of individual pupils to enable them to be successful. • Staff are trained in Trauma Informed Schools and Social Detectives interventions, and a Trauma Informed School approach permeates the school ethos. • Daily breakfast club provided to encourage children to be in on time, eat a healthy breakfast and interact positively with peers and supportive adults before school. • All children accessing an age-appropriate scheme of work for RSHE. • After-school clubs are well attended and engage pupils in a variety of activities. • An effective behaviour is in place and consistently followed by all staff. • Launch the '21 things to do before leaving Foxhole Learning Academy' to pupils and parents. • Cultural Capital offer and opportunities form an integral part of curriculum plans. <p><i>Impact:</i> <i>Behaviour is good across the school with children engaged in their learning.</i> <i>All staff to access high quality CPD.</i> <i>Pupil surveys will show an increase in the percentage of pupils who comment that they are happy in school.</i> <i>Parent surveys will show an increase in the percentage who comment that they are happy they children attend Foxhole.</i></p>
<p>Close the gap in attainment between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Targeted academic support for all pupils who need it. • Assessment information will be used to monitor pupil progress and inform future teaching so gaps in knowledge formed through lost/rusty learning will close. • High quality first teaching using a range of pedagogy. • Regular CPD for all staff to improve pedagogy in the delivery of teaching maths and English. • Curriculum in English and Maths is further developed to ensure components are effectively mapped. • Targeted, evidence-based interventions will run in maths, reading and writing.

	<p><u>Impact:</u> <i>Against a backdrop of rising attainment for all, all key data end points will show a decrease in the gap between disadvantaged pupils and non-disadvantaged pupils.</i></p> <p><i>Disadvantaged attainment will be in-line or above national expectations.</i></p>
<p>Develop metacognition and self-regulated learning strategies to support the development of independent, reflective learners.</p>	<ul style="list-style-type: none"> • Provide opportunities to build children’s wellbeing and support mental health through a robust and effective PSHE curriculum. • High quality first teaching builds on existing knowledge through a cohesive curriculum. • Flashback 4 approach to support retention of learning – regular repetition, practice and retrieval of knowledge and skills across the curriculum. • Assessment Checkpoints will be used to ensure that children are making progress: there has been a change in the child’s long-term memory. • High quality modelling of the thought process involved in learning new skills/consolidating understanding. Teachers to build this in to planning and use EEF’s 7 stages of modelling. • Children to become assessment literate. Provide opportunities for co-constructing success criteria for lessons ensuring this is an active discussion. Children to be aware of the quality and standards they are expected to achieve. • Introduce awards for times tables and spelling for pupils who complete learning at home. • Complete pupil audit for metacognitive thinking and how children view themselves as learners. Revisit this throughout the year. • Staff development to focus on teacher’s understanding of metacognition and using metacognitive strategies in the classroom. <p><u>Impact:</u> <i>Children will be equipped with strategies to use when finding learning challenging and be able to engage with metacognitive talk with their peers, understanding the benefits of this.</i></p> <p><i>Children will be more confident in discussing how they learn and the tools that support them in learning and will have an improved self-confidence which will enable them to actively participate in all learning activities, showing an awareness of their strengths and limitations.</i></p> <p><i>Children will know and remember more over time.</i></p>
<p>Improve attendance of all children.</p>	<ul style="list-style-type: none"> • The school’s Designated Attendance Lead will carefully monitor and track attendance across the school and the identification of persistent absentees/lates. • Attendance meetings will aim to identify the underlying causes of barriers to good attendance and implement plans for improvement.

	<ul style="list-style-type: none"> • Develop and implement a plan for supporting families in getting children to school where barriers/challenges are present. • Breakfast club provided for children to improve punctuality. • Implement the Kernow Learning Attendance procedure. • Work with external agencies (Education Welfare Officer) as appropriate to improve attendance. <p><u>Impact:</u> <i>Attendance for disadvantaged pupils will be in line with their peers and the national average.</i></p>
<p>Improve the range of language and vocabulary.</p>	<ul style="list-style-type: none"> • Develop children in EYFS's vocabulary and language acquisition through a language rich curriculum and learning environment. • All children to experience rich and varied vocabulary through a planned progression of vocabulary in every subject. • Introduction of weekly oracy topics, run through whole-school and class assembly to further develop oracy skills using Kernow Talks CPD. • Introduce a range of new vocabulary rich reading books, which will help our pupils to encounter, reflect on and celebrate cultural diversity. <p><u>Impact:</u> <i>Pupils to be using a rich range of language choices in their writing.</i> <i>Children to be more proficient with spoken language.</i> <i>Children have the emotional language to express themselves clearly.</i> <i>Children are able to think carefully about the language they are using and tailor it to their subject, purpose and audience.</i></p>
<p>Improve engagement and progress in reading.</p>	<ul style="list-style-type: none"> • Reading for Pleasure books will be purposefully selected to develop pupils' vocabulary and enhance the hinterland of the school's curriculum. • CPD training from SLE delivered to all teaching and support staff and utilised to improve reading attitudes. • Effective implementation of a range of strategies and programmes to improve reading attitudes, engagement and attainment. • Parents engaged in Reading for Pleasure strategy and support the school with regular reading at home. • The school environment demonstrates the high priority the school places on reading for pleasure. <p><u>Impact:</u> <i>Accelerated reading progress across all year groups, narrowing the gap.</i> <i>Standards in reading improve and are in-line or above national standards.</i> <i>Children develop good reading habits.</i></p>

	<i>Children know a wide range of stories, genres, authors, poets and illustrators.</i>
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Activity in this academic year

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: £ 40,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on Quality First Teaching of the full curriculum to ensure good progress and children happy to be in school	<p>EEF guide to pupil premium – tiered approach - teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on outcomes</p>	1, 2, 3, 4, 5, 6
Schedule of CPD for all staff – with time built in for dissemination and building key learning into practice	<p>Sutton Trust – quality first teaching has direct impact on outcomes</p>	1, 2, 3, 5, 6
HLTA/TA effectively support teaching, learning, wellbeing in each year group	<p>EEF guidance report: Making Best Use of Teaching Assistants Use TAs to help pupils develop independent learning skills and manage their learning. Use TAs to deliver high quality 1:1 and small group support using structured, evidence-based interventions.</p>	1, 2, 3, 4, 5, 6
Trauma Informed Schools provision – an intervention to support children with challenging emotional and behavioural needs.	<p>EEF guidance report: Improving Social and Emotional Learning in Primary Schools. The report recognises the integral effect that addressing children’s emotional, social and behavioural needs has on their learning. ‘With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. These ‘social and emotional skills’ are essential for children’s development, support effective learning, and are linked to positive outcomes in later life.’</p>	2, 3,

	Sir Kevan Collins Chief Executive Education Endowment Foundation	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in the teaching of reading	<p>EEF guidance report: Improving Literacy in Key Stage 2 (Second edition, November 21)</p> <p>This report highlights the importance in supporting pupils to develop fluent reading capabilities through guided oral reading instruction and repeated reading.</p> <p>DfE – The Reading Framework – Teaching the foundations of literacy (July 2021)</p> <p>RWI – Ruth Miskin training</p>	1, 4, 5, 6
Develop strategies in metacognition and self-regulation	<p>EEF guidance report: Metacognition and Self-Regulation</p> <p>Evidence suggests that the use of metacognitive strategies can be equivalent to +7 months progress when used well.</p> <p>Teachers must ensure pupils are aware of their strengths and limitations.</p> <p>Pupils should have opportunities to plan, monitor and evaluate their learning.</p> <p>Teachers should model effectively, revealing the thought process.</p> <p>An appropriate level of challenge should be set to develop self-regulation and metacognition.</p>	1, 3, 4, 5, 6
Develop Oracy approach across the school and the impact of Speech and Language interventions using 'Language Link' and CPD of support staff to	EEF – oral language interventions consistently show positive impact on learning.	2, 5

deliver the programme		
Tutoring programme implemented	EEF evidence - indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.	1, 2, 3, 4, 5, 6
Targeted intervention programmes in place – academic and emotional	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment Pupil progress meetings, pupil voice surveys	1, 2, 3, 4, 5, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff well-being committee to meet regularly to discuss and implement ideas.	Mentally Healthy Schools: Wellbeing is all about holistic health, including the physical and emotional. When staff have good levels of wellbeing, they feel that life is in balance and that they can generally cope well. People feel motivated and engaged, are resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges. With the high demands of educational staff, it is important that everyone is given the correct emotional and practical support so that they can, in turn, support their pupils and teams. In addition to having a positive impact on colleagues and pupils, staff wellbeing can improve performance and job satisfaction, which can lead to reduced staff turnover. It can also help to reduce absence, increase productivity and promote staff engagement. https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/	1, 3,
Implement an outstanding and rich	EEF – social and emotional learning – improves interaction with others and self-management of	1, 3, 4

PSHE curriculum with specialist teacher	emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment	
Full review of behaviour policy and procedure to embed Trauma Informed School practice	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment Trauma Informed School Approach and principles	1, 3, 4
Bespoke training of TIS for new staff	Trauma Informed School Approach and principles	1, 3, 4
Develop assessment and feedback policies across the curriculum.	New EEF guidance report: Teacher feedback to improve pupil learning Research suggests that schools should prioritise key principles over methods. The report highlights the need for a thoughtfully designed and implemented feedback policy. 1. Lay foundations for effective feedback. 2. Deliver appropriately timed feedback that focuses on moving learning forward. 3. Plan for how pupils receive and use feedback. 4. Consider how to use purposeful and time-efficient feedback. 5. Consider how to use purposeful verbal feedback.	1, 2, 4, 5,
Shared school language that develops metacognitive individuals who are aware of their own strengths, limitations and learning methods. Displays/resources available in all classrooms that support children with strategies to employ when finding a task/situation challenging.	EEF Effective Professional Development” toolkit: Evidence shows that metacognition and self-regulation as a learner has some of the greatest impact on progress – high impact/ low cost. It suggests that the use of metacognitive strategies can be equivalent to +7 months progress when used well.	1, 3, 4, 5, 6
Monthly school council sessions to allow children to discuss and debate important issues.	DfE: Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) says that children and young people should have a say in decisions that affect their lives. A school council can provide a meaningful way in which pupils can voice their opinions and have their views considered in decisions which impact upon them.	3, 5,

	https://www.education-ni.gov.uk/articles/school-councils-and-pupil-participation	
<p>Cultural Capital experiences promoted in the curriculum: A range of engaging, inspiring extra-curricular activities offered to all year groups. Trips and residential planned.</p>	<p>Youth Sport Trust: The Active Recovery Curriculum</p> <p>Recent research has found that following lockdown restrictions, pupils had reduced physical fitness, decreased wellbeing, low level behavioural issues, and a loss of ability to concentrate in class.</p> <p>Increase time for physical activity during the school day; add activity in to other subject lessons; focus in wellbeing and development in PE lessons; offer more extracurricular activities and finding opportunities to be active every day.</p> <p>EEF guidance report: The Arts</p> <p>This guidance report evidences that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation at Foxhole is delivered within the core curriculum, though extra-curricular and cultural trips. On average, it is said to make +3 months additional progress.</p>	1, 3, 4, 5
<p>A range of ethnically diverse books to enhance our library service to all pupils.</p>	<p>EEF guidance report: Improving Literacy In Key Stage 2</p> <p>The guidance report states that for pupils to be taught a range of reading comprehension skills effectively, texts should be carefully selected to support this. It also states reading to pupils and discussing books, whilst exposing pupils to a wide range of texts – with an appropriate level of challenge – will develop their language capabilities as well as accuracy, automaticity and prosody.</p>	1, 3, 4, 5, 6
<p>EWO – attendance clinics</p>	<p>EEF – Rapid evidence assessment of attendance interventions states 'In 2019/20, absence was reported as 4.9% overall, with persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	4

	In-school attendance data.	
	Kernow Learning Trust Attendance Strategy	

Total budgeted cost: £56,610

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>Intended Outcome 1: All children are emotionally ready to learn and demonstrate good learning behaviours.</p> <p>Impact Measure:</p> <p><i>Behaviour is good across the school with children engaged in their learning.</i></p> <p><i>All staff to access high quality CPD.</i></p> <p><i>Pupil surveys will show an increase in the percentage of pupils who comment that they are happy in school.</i></p> <p><i>Parent surveys will show an increase in the percentage who comment that they are happy they children attend Foxhole.</i></p> <p>2021 2022 Review</p> <ul style="list-style-type: none"> • All staff attended relevant training through the Kernow Learning School Improvement programme • The school works well with a range of external agencies to build a team around the child. • Edurio Survey for pupils demonstrate that 90% of pupils feel that they behave well both in classroom and 90% of pupils feel that they behave well out of the class. • Edurios Survey for parents demonstrate that 100% of parents would recommend the school to other parents. This shows an exceptionally high level of parental satisfaction. <p>Next Steps</p> <ul style="list-style-type: none"> ➤ <i>Review of behaviour policy and ensure consistent implementation</i> ➤ <i>Continue to proactively engage with Kernow Learning School Improvement programme</i> ➤ <i>On going CPD for whole school to embed a Trauma Informed Schools approach to continue to support children being emotionally ready to learn.</i>

Intended Outcome 2: Close the gap in attainment between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths.

Impact Measure:

Against a backdrop of rising attainment for all, all key data end points will show a decrease in the gap between disadvantaged pupils and non-disadvantaged pupils.

Disadvantaged attainment will be in-line or above national expectations.

2021 2022 Review

- 2022 data outcomes:

Year Group	All Pupils at ARE+	Disadvantaged Pupils at ARE+
Reception GLD	66%	50%
Year 1 Phonics	69%	100%
Year 2 Reading	91%	80%
Year 2 Writing	46%	60%
Year 2 Maths	73%	60%
Year 6 Reading	64%	67%
Year 6 Writing	64%	56%
Year 6 GPS	64% (7 children)	56%
Year 6 Maths	55%	44%
Year 6 Combined	35%	33%

Next Steps

- Further strengthen curriculum in core subjects through effective sequencing of core components.
- Implement tutoring across both Key Stage 1 and 2 to work with PP and lowest 20%.
- Monitoring and reviewing by subject leads of curriculum areas.

Intended Outcome 3: Develop metacognition and self-regulated learning strategies to support the development of independent, reflective learners.

Impact Measure:

Children will be equipped with strategies to use when finding learning challenging and be able to engage with metacognitive talk with their peers, understanding the benefits of this.

Children will be more confident in discussing how they learn and the tools that support them in learning and will have an improved self-confidence which will enable them to actively participate in all learning activities, showing an awareness of their strengths and limitations.

Children will know and remember more over time.

2021 2022 Review

- Using a consistent approach across the school to build independence in learning - Brain, board, book, buddy, boss.
- Manipulative areas set up in classrooms for children to use independently to help with their maths. Reminded how to use these by the teacher during their modelling.

- Working whiteboards in classrooms to show modelling, spellings, key vocabulary.
- Writing toolkit areas set up in classrooms for children to independently edit and improve their writing.

Next Steps

- *Teachers to use IWBs and flipchart paper to model the learning process, talking the process out loud.*
- *Source CPD for staff to embed a metacognitive approach to learning.*
- *Use EEF recommendations to further develop staff knowledge and classroom practice.*

Intended Outcome 4: Improve attendance of all children.

Impact Measure:

Attendance for disadvantaged pupils will be in line with their peers and the national average.

2021 2022 Review

- Attendance data for 2021 22:

All pupils attendance	94.2%
Disadvantaged pupils attendance	92.2%

- Class teachers proactive in following up on attendance concerns.
- Breakfast club well attended and used to support both attendance and punctuality.
- Our Edurio survey shows that 95% of parents feel well informed with regards to their child's attendance.

Attendance across the whole school remains a concern and is considerably lower than pre-Covid rates. The school had been impacted by COVID-19 outbreaks which impacted heavily upon attendance, and in addition to this, there has also been a noro-virus outbreak affecting multiple siblings. Improving attendance for the whole school is a focus within the School's Improvement Plan for 2022-23.

Kernow Learning Trust has implemented a Trust-wide policy for managing attendance effectively and robustly.

Next Steps

- *Implement the Kernow Learning attendance strategy.*
- *Welcome by trusted adults at the entrance to the school with the aim to ensure start of the school day is positive.*
- *Further strengthen the school's curriculum offer to engage the children with their learning and, in turn, create a positive attitude towards school.*
- *Engaging in parent meetings to allow for a discussion regarding barriers to learning and how we can remove them.*
- *Allow first choice for parent/teacher meetings for pupil premium pupils.*

Intended Outcome 5: Improve the range of language and vocabulary.

Impact Measure:

Pupils to be using a rich range of language choices in their writing.

Children to be more proficient with spoken language.

Children have the emotional language vocabulary to express themselves clearly.

Children are able to think carefully about the language they are using and tailor it to their subject, purpose and audience.

2021 2022 Review

- Key vocabulary is displayed in every classroom and referred to during lessons.
- High expectations for children to use the language available to them and spell it correctly if it is presented.
- External 'SALT' support provided by Kernow Learning to provide the children with diagnosis and targets.
- Targeted emotional coaching for children who require additional support.
- A clear whole school approach when talking to children that provides a common and consistent framework so that staff are role models.
- Behaviour policy has an embedded approach to supporting children when they are dysregulated with their emotions.

Next Steps

- *Ensure that classrooms and the school environment is language rich*
- *Map vocabulary across all curriculum subjects so that it is progressive and builds on previous learning.*
- *Opportunities for pupils to use spoken language to debate and discuss, including Votes for Schools.*
- *External 'SALT' support to provide staff with CPD on supporting children with language and dialect.*

Intended Outcome 6: Improve engagement and progress in reading.

Impact Measure:

Accelerated reading progress across all year groups, narrowing the gap.

Standards in reading improve and are in-line or above national standards.

Children develop good reading habits.

Children know a wide range of stories, genres, authors, poets and illustrators.

2021 2022 Review

- 2022 Reading Outcomes:

Data Point	All pupils at ARE+	Disadvantaged pupils at ARE+
Year 1 Phonics	69%	100%
Year 2 Reading	91%	80%
Year 6 Reading	64%	67%

- Additional tutoring interventions for lowest 20%
- Deployment of adults to support lowest 20% of readers
- Effective targeted support in addition for Read Write Inc lessons in EYFS and Key Stage 1.
- Priority given to PP and lowest 20% children when it comes to additional in-school reading.
- Catch up support for Key Stage 2 children who are missing phonics knowledge.
- Every class has class reading time where the children listen to high quality texts.
- Reading buddies in place across the school.
- All staff promote a love of reading.

Next Steps

- *Review Reading for Pleasure class choices and text mapping across the school to ensure that reading enhances and builds the hinterland of the school's curriculum.*
- *Parent support meetings to aid with reading at home.*
- *Improving the range and depth of books available for children to read.*

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
Purple Mash	Get Set for PE
Youth Sport Trust membership	Youth Sport Trust
White Rose Maths	White Rose
Literary Curriculum	Literary Curriculum

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£640
What was the impact of that spending on service pupil premium eligible pupils?	NA