



Co-op Academy  
Parkland

# Pupil Premium & Covid-19 recovery funding plans

Review of the impact of the 2019/20 pupil premium strategy

Pupil premium strategy for 2020/21 plus  
Covid-19 recovery funding plan

To be Approved by the Local Governing Body: 29/09/20

## Review of the impact of the 2019/20 Pupil Premium strategy

Academic Year	19/20	Total PP budget	£186,120
Total number of pupils (exc Nursery)	210	Number of pupils eligible for PP	125

Previous Academic Year 1920 Expenditure	
	Cost
1. Bradford East One Partnership work	£550
2. 1.5 Nursery Nurses over staffing	£27167
3. Maths leader mastery training and networks	£780

4. Specialist maths teacher and writing moderator 3 days	£18460
5. Fresh Start and RWI English intervention	£2353
6. Teaching Assistants delivering motor development, speech and language, phonics, maths and one-to-one reading	£77650
7. Homework club each week for invited families	£918
8. Place 2 Be counselling service	£12650
9. Nurture	£22253
10. School jumpers and additional clothes	£2200
11. Minibus to collect children and visit for parental support	£198 Fuel Maint £330
12. School Visits	£6500
13. Pastoral Team extended hours for home visits	£1900
14. Parental Involvement Worker	£13,200

Summary of objectives	Impact	Lessons learned
<p>Improve attendance of persistently absent pupils (11, 13 and 14)</p>	<p>Attendance improved for persistently absent PP pupils in 18/19 PA PP was 12.5%. In 19/20 from Sept- March PA PP was 11.11% R-Y6/ 10.7% Y1-Y6.</p> <p>Many pupils' attendance improves during the year as interventions are in place.</p>	<p>Changes to pastoral team have allowed for much more regular visits to homes, pick-ups and support for parents. This needs to be developed so we are visiting parents to support in morning routines and after school routines so we have impact on learning and long term impact on attendance.</p> <p>Place2Be, Nurture and Pastoral team all have an impact on children wanting to be in school but this work needs to develop so children attend every day - not just the days they are receiving these interventions. Analysis of attendance patterns for individuals and conversations with pupils and parents need to take place.</p>
<p>Pupils are ready to learn (1,5,6,7,8,9,10,12)</p>	<p>Interventions that have removed barriers within English and Maths have had a positive impact in Year 6. As a result, more pupils achieved ARE at the last assessment when compared to the end of the academic year 2018/19.</p> <p>Year 6 Reading at the end of 2018-19 was 46.67% AT, 13.33% AB and in</p>	<p>Need to identify and plan for further interventions in RWI and Fresh Start 20/21 due to Covid19.</p> <p>Target use of additional NN time on SALT and movement play.</p> <p>Need to identify key workers from pastoral team for children then use them</p>

	<p>December 2019, it was 53.33% AT and 20.00% AB. In Maths, the 2018/29 end of year data was 36.67% AT and in December 2019 it had risen to 53.33% AT.</p> <p>SALT, movement play, RWI and Fresh Start have allowed pupils to access all areas of learning in class.</p> <p>We also have more children in class for the majority of the time and less receiving Nurture provision for large amounts of time. Nurture focus has moved to full time am provision for EYFS and KS1 pupils and pm provision being drop ins and in class work.</p> <p>Pastoral work has also been more about individual support little and often so children miss less time in class.</p> <p>Counselling continues for an hour per week for 11 pupils but they are all then in class full-time.</p> <p>Homework Club did not work - no attendees</p> <p>School visits and visitors (Nursery Stockeld Park, Reception- Stockeld Park, Pizza hut to make own pizzas, Y1 St George's Hall, Y2 Bolton Castle, Y3 Cliffe</p>	<p>for drop-ins in class and small one-to-one sessions throughout the week.</p> <p>DP to manage referrals and KL, DP, DC and EU to have case loads of children with one afternoon per week used for group work.</p> <p>All pastoral team to have focus in break and lunchtime cover on developing work from nurture in real-life with peers.</p> <p>Replacement of Place2Be with pastoral team will allow for focus on developing a Growth Mindset - pupils are now in class and can access curriculum - remaining barrier is their attitude to learning and how they see themselves as learners.</p> <p>Need to consider use of visitors and online resources this year as visits will be reduced.</p>
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	<p>Castle, Y4 Temple Newsham-Saxon experience day, Baildon Moor, National science and media museum, Y5 The Deep, Y6 Ingleborough 3 day residential, Holocaust Memorial Trust outreach visit, IMAX visit, Alex Fellows Drama workshop, G&amp;T art trip to Salt's Mill Y1-6) have allowed pupils to have first hand experience of topics and therefore to access the curriculum. This has been seen more clearly in some topic areas and subjects.</p> <p>Correct uniform ensures that time is not wasted on sorting out replacement uniform for children to wear.</p>	
<p>Maintain reduced behavioural incidents and improve learning behaviour (9)</p>	<p>Pastoral Team, appropriate interventions (see Appendix 1) such as Lego Therapy and 1-1 sessions with a pastoral worker for pupils and improved relationships with families have impacted. We have not had any permanent or fixed term exclusions for two years and supporting work is in place for any pupils who are at risk.</p>	<p>This does not need to remain a focus in 20/21 in terms of PP funding.</p>

<p>Improve language acquisition and attainment in reading and writing (2,5,6)</p>	<p>Improvements in both these areas for PP pupils though data stops in March 20. SALT, Movement Play, RWI training, Fresh Start and Opportunity Area funded project had impact on attainment and standards across school for all pupils. PP pupils more highly represented in the lowest performing pupils and have received the majority of interventions.</p>	<p>In September 20 we need to look at which pupils have fallen behind as a result of Covid19. Analysis will show which PP pupils require support and which non-PP pupils. Interventions are working and need to be continued and developed.</p>
<p>Improve pupils' acquisition and retention of basic skills and facts and attainment in maths (3,4)</p>	<p>Y6 intervention work has had impact. As a result, more pupils achieved ARE at the last assessment when compared to the end of the academic year 2018/19. Year 6 Reading at the end of 2018-19 was 46.67% AT, 13.33% AB and in December 2019, it was 53.33% AT and 20.00% AB. In Maths, the 2018/29 end of year data was 36.67% AT and in December 2019 it had risen to 53.33% AT.</p> <p>Improvements were also seen in the following year groups:</p> <p>Current Year 4 - an improvement from 13.04% AB in 2018/19 to 25% AB in December 2019 in Reading.</p> <p>Current Year 6 - an improvement from 13.33% in 2018/19 to 20% in December 2019 in Writing.</p> <p>Mastery programme and maths leader project has resulted in marked</p>	<p>This needs to be embedded and we need to look at impact of Covid19 on retention of number bonds and multiplication facts but focus for PP pupils needs to move to reasoning.</p>

	<p>improvement in mental maths skills across all classes. Baseline questions answered using strategy or memorised Y1 22.22% Mid point 40%, Y2 baseline 5.97% Mid point 57.78%, Y3 baseline 5.4% Mid point 80%, Y4 73.33% Mid point 93.33%, Y5 baseline 70% Midpoint 94%, Y6 baseline 50% Mid point 78%.</p> <p>Teaching methods and expectations in place for basic skills and facts.</p>	
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# Pupil Premium Strategy for 2020/21 plus

1. Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23
2. The Pupil Premium Strategy for 2020/21 highlighting:
  - ★ the academy context, including pupil numbers
  - ★ the funding allocated in the pupil premium grant for 2020/21
  - ★ a summary of the barriers to future attainment
  - ★ a brief rationale to explain why the funding is to be spent as such at the academy
  - ★ the plan for the year, including:
    - a publish date
    - a review date
    - name of the senior leader signing off the strategy
    - focus area
    - Desired outcomes
    - actions to be taken with timescales and identification of those responsible for leading
    - success criteria
    - costs
    - monitoring arrangements
    - an ongoing evaluation of success.

## Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

Year	Summary objectives
2020/21	<ol style="list-style-type: none"> <li>1. <i>Improve attendance for pupils after lockdown</i></li> <li>2. <i>Catch up for pupils after lockdown</i></li> <li>3. <i>Improve reasoning on maths tests Y1 to Y6</i></li> <li>4. <i>Reduce number of pupils requiring reading/writing interventions</i></li> </ol>
2021/22	<ol style="list-style-type: none"> <li>1. <i>Ensure attainment in English and Maths at or above that of peers nationally in KS1 and KS2</i></li> <li>2. <i>Ensure pupils are independent learners</i></li> <li>3. <i>Improve use of vocabulary in all subjects</i></li> <li>4. <i>Improve speed and fluency of maths work</i></li> </ol>
2022/23	<ol style="list-style-type: none"> <li>1. <i>Expand the number and range of opportunities for pupil premium pupils to strengthen their own cultural capital</i></li> </ol>

# The Pupil Premium Strategy for 2020/21

Publish date: 15/09/20

Review date: 29/9/20

Name of the senior leader signing off the strategy: Michelle Connors

## The academy context, including pupil numbers

The Pupil Premium is funding additional to the main academy budget, which is based on the number of students who have received Free School Meals within the last 6 years. Additional funding is also provided for Children who are Looked After CLA/PCLA. It is for schools to decide how the additional funding is spent, provided it is used to close the well reported gap between the achievement of students who receive the Pupil Premium and their peers. Other sources of funding, Sports (primary), Catch up (secondary) and COVID-19 recovery (all) is separate to the pupil premium.

At Co-op Academy Parkland, the proportion of pupils eligible for the pupil premium is 53.8% (inc Nursery) 58.2 % (exc Nursery) The proportion of disadvantaged pupils for whom the pupil premium provides support is high. This figure has remained the same for several years. School also has high numbers of pupils who are vulnerable and have involvement from social services - these are not always pupils who receive the Pupil Premium grant but they do represent a higher proportion. We also have a high number of pupils who are looked after or being cared for through private fostering agreements. A lot of our families exhibit high levels of need and have experience of drug and alcohol misuse, mental health problems, domestic violence and child abuse.

The table below breaks down numbers further.

Year group	Cohort size	Pupil premium cohort				Total	Percentage of pupil premium pupils in the year group
		B	G	SEND	Involvement with Children's Social Care		
R	32	10	4	1	2		43.75
1	30	5	9	5	1		46.6
2	30	9	11	5	4		66.6
3	39	9	17	9	2		66.6
4	28	11	6	7	2		60.7
5	29	10	8	3	1		62
6	30	7	11	4	3		60
<b>Totals</b>		<b>61</b>	<b>66</b>	<b>33</b>	<b>13</b>		<b>58.2% (53.8% inc NURSERY)</b>

### Allocated funding from the government

The funding allocated in the pupil premium grant for Co-op Academy Parkland for 2020/21 is £177,815 based on £ 1345 per pupil (120) + £2345 for CLA/PCLA PP+

## A summary of the barriers to future attainment

Internal barriers	<p>A. Pupil outcomes were below national in Reading, Writing and Maths at KS2</p> <p>B. Pupils are not able to use vocabulary to articulate their learning</p>
External barriers	<p>C. 11.11% pupil premium pupils are classed as PA</p> <p>D. 12.3% pupil premium pupils have Children's Social Care involvement</p> <p>E. Some parents do not have high expectations for their children educationally</p> <p>F. Pupils are not engaged in learning and lack a growth mindset</p>

## Our rationale to explain why the funding is to be spent as such at the academy

*Academy leaders should summarise here differences between pupil premium pupils and their peers at the academy making use of links to published information, at [Compare School Performance](#) for example*

Most recent attainment (2019)			
	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>Whole class</i>
<i>Reception % achieving GLD</i>	53	71	61
<i>Year 1 Phonics screening % achieving pass</i>	84.6	75	81.6
<i>Year 2 Phonics screening % achieving pass</i>	83.3	90.9	86.2

<i>End of KS1:</i>			
<i>% Achieving ARE or above in reading</i>	<i>50</i>	<i>75</i>	<i>60</i>
<i>% Achieving ARE or above in writing</i>	<i>50</i>	<i>66.7</i>	<i>56.7</i>
<i>% Achieving ARE or above in maths</i>	<i>55.6</i>	<i>75</i>	<i>63.3</i>
<i>End of KS2:</i>			
<i>% Achieving ARE or above in GPS</i>	<i>46</i>		<i>52</i>
<i>% Achieving ARE or above in reading</i>	<i>65.4</i>	<i>60</i>	<i>63</i>
<i>% Achieving ARE or above in writing</i>	<i>57.7</i>	<i>60</i>	<i>58.7</i>
<i>% Achieving ARE or above in maths</i>	<i>46.2</i>	<i>60</i>	<i>52.2</i>

*At Co-op Academy Parkland, we direct resources into overcoming the key barriers faced by our students eligible for Pupil Premium. The identification of these barriers have involved collaborative input from pupils, staff, parents and Governors and a rigorous review of impact of previous measures to focus our strategy. Our subsequent strategy focuses on continuing to improve attendance, ensuring pastoral support has an impact on academic attainment, literacy and pupils' ability to articulate their learning, numeracy, raising standards in Maths and developing pupils' engagement in learning through a growth mindset. Our strategy is informed by up to date and relevant educational research, published by a number of sources including the Education Endowment Fund.*

## The Plan for 2020/21

Focus area (eg to address Barrier): attendance (C)					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>Improve attendance</p> <p>Reduce number of persistently absent pupils</p> <p>Reduce the number of pupils missing time in the school day</p>	<p>PIW and the Pastoral Team work together to phone all 'at risk' families every day.</p> <p>Home visits done for all families with no response by 9:00am. Develop morning support programmes for families and deliver to targeted groups each term.</p> <p>Contact CSC regularly with information from home visits.</p> <p>Conduct after school visits for non-attenders and those identified for the morning support programme.</p>	<p>Attendance 96%+</p> <p>Attendance improved for majority of pupils below 92%</p> <p>PA below 9%</p> <p>Late marks below 10%</p>	<p>Cost of:</p> <p>0.5 PIW £12,645</p> <p>0.2 of pastoral team salary £15,589.80</p> <p>Minibus £1170</p> <p>0.15 Place2Be £3150</p>	<p>Monthly Pastoral Meeting to review impact - attendance standing agenda item. Analysis completed weekly and patterns or new pupils identified. Half termly full data and impact review with HT and PIW. Attendance reported to governors at LGB meetings.</p>	<p>Tracey Murgatroyd</p> <p>Att R -6</p> <p>Att 1 -6</p> <p>Patterns of absence PA each class</p> <p>PA pattern of absence</p> <p>Impact on families in morning support programme</p> <p>Lates 1-6</p> <p>Lates pattern of absence</p>

	Half termly meetings with parents and HT - or home visit if they do not attend.				
Improve pupils' mental wellbeing	<p>Staff training sessions x 3 during the year. PSHE/RSE sessions extended and include key mental wellbeing objectives.</p> <p>Use of SDQ to track pupils' progress. Pastoral Team to deliver relevant programmes termly.</p> <p>Pupils receive one to one counselling. Bereavement training for staff - Winston's Wish.</p> <p>Mental Health Lead to run pupil and staff questionnaires twice per year and deliver assembly.</p>	<p>SDQ scores for all pupils improved from Sept to July.</p> <p>Less referrals to Place2Talk September to Apr.</p> <p>Pupils report they are happy on pupil questionnaires.</p>	<p>Cost of: Jumpers £1500 0.8 of pastoral team £62,359.20 0.5 Place2Be £10,500</p>	<p>Monthly Pastoral Team Meeting Termly reports from Place2Be Termly SDQs form Pastoral Team Termly full data and impact review with HT and Mental Health Lead</p>	<p>Dawn Peacock SDQ scores Place2Be data Pupil questionnaire results and analysis</p>
Focus area (eg to address Barrier): Attitude to learning/ Parental involvement (E,F)					
Desired outcome	Actions, including timescales and identification of those	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success



	responsible for leading				
Improve growth mindset and engagement with learning	Teachers trained on techniques to foster GM. Integrating Growth mindset into the curriculum. Key phrases given to all staff to use in feedback.	Measure GM using growth mindset scale. Baseline in Sept and revisit 1x per term. <a href="#">Growth Mindset Scale</a> Effort points awarded.	Cost of: 0.25 school visits and visitors £1625 0.25 Place2Be £5250	SLT- Pupil voice Termly Growth mindset scale	Pupil Premium pupils display equal resilience, self-confidence and achievement with their non pupil premium pupils. Aspirations of Pupil Premium pupils for later life are evident.
Improve parental involvement and aspirations	Introduce parent working party meeting 2x per term. Plan careers event involving parents.	Increased parental involvement in school.	Cost of: 0.5 of PIW £12,645	Parent surveys	Increased engagement with school. New parent governor appointed.
Focus area (eg to address Barrier): 1 and 5 Improve attainment in reading (A) and ensure pupils recover quickly from their lost learning time .					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Improve pupils' speech and language skills	EYFS interventions- magic bag/ Phase 1 phonics.  Speaking and listening activities.  Diagnostic tests.	Increase in % children achieving 2 in EYFS to 67% (+10%).  Decrease by 50% number of children on the SEND register for speech and language	Cost of: 0.5 school visits and visitors £3250 0.2 TAs £17112 0.5 of additional Nu Nursery Nurse £12882	SENCo  Eyfs assessment outcomes  Star reading test data  PPM meetings	The % of Pupil Premium pupils achieving at or above related expectations is in line with non-pupil premium pupils.

<p>Improve pupils' vocabulary retention</p> <p>Develop pupils' ability to articulate their learning in all subjects</p>	<p>Reading high quality texts.</p> <p>Retrieval practice curriculum vocabulary.</p>	<p>reduced from EYFS to KS1 to KS2.</p> <p>Children have key strategies to decipher new words.</p> <p>Children utilise increasingly ambitious vocabulary in conversation and writing.</p> <p>Pupils have a increased understanding of the curriculum due to an increased knowledge of vocabulary – especially Tier 2 words and can spell and write them (10 new words each week).</p> <p>Pupils can discuss new vocabulary in context and can give a definition, describe its characteristics and can give examples and non-examples of the words (10 new words each week).</p>		<p>Writing moderation. Book scrutiny.</p> <p>SLT- Pupil voice</p>	<p>Classroom, quality of teaching and evidence in books demonstrate high expectations, consistent progress and high quality language acquisition as a priority.</p>
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**Focus area (eg to address Barrier) 3. Maths Reasoning (A)**

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Improved scores on reasoning questions in maths tests	Pixl 3 in 3 Interventions	Increase in % of pupils achieving ARE+ in NTS tests from last test.	0.1 TAs £8556	Maths Leader SLT	The % of Pupil Premium pupils achieving at or above related expectations is in line with non-pupil premium pupils.  Classroom, quality of teaching and evidence in books demonstrate high expectations, consistent progress and high quality language acquisition as a priority.
Improved mental maths skills and increased mathematical fluency	TT Rockstars Numberbots TT rockstars after school club for Years 3 / 4 (JN)	57% baseline for Y4 timetable test. 73% to pass		Maths Leader SLT	

**Focus area (eg to address Barrier) Writing (A)**

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Improve attainment in writing	Fresh start interventions.  Pixl intervention	Increase in % of pupils achieving ARE+ in writing.	0.1 TAs £8556 Fresh Start materials £200 0.5 Pixl membership £1350	Moderation  PPM meetings  Book scrutiny	The % of Pupil Premium pupils achieving at or above related expectations is in line with non-pupil

				Termly data	premium pupils. Classroom, quality of teaching and evidence in books demonstrate high expectations, consistent progress and high quality
Total costs			£179,690		

## Covid-19 recovery funding plan

On 19 June, the government announced a [one billion pound Covid catch-up plan to tackle the impact of lost teaching time](#) which included new measures to help primary and secondary pupils catch up.

The government has said:

- ❑ head teachers will decide how the money is spent; however, the government expects this to be spent on small group tuition for whoever needs it
- ❑ this is a one-off grant to support pupils in state education, regardless of their background or parental income.

Separately, a National Tutoring Programme, worth £350 million, will, according to the government, increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. The aim of this is to help accelerate the academic progress of disadvantaged pupils' and prevent the gap between them and their more affluent peers widening. The Education Endowment Foundation has published [support guidance for schools](#) and academies plus information on the [National Tutoring Programme](#).

While, at this point, the amount of funding per school is unknown, it is clear that, like the pupil premium funding, schools will be accountable for how well the additional money is spent. It is therefore essential that our academies have a plan in place and agreed by local governing bodies which identifies what the funding will be spent on and how successful it has been.

### The academy context

*At Coop Academy Parkland, we have maintained very close and regular contact with families throughout Covid-19 lockdown. Families have welcomed the support which has ranged across assistance with food, benefits, access to domestic violence services and children and adults' social care, support with anxiety and mental health needs to support with learning. A large number of our families have chosen not to engage with learning during this period and it has shown us we still have a lot of work to do to create aspirational learners.*

## Allocated funding from the government

The funding allocated to Co-op Academy Parkland for 2020/21 is £17,440 (218 pupils Year 1-6)

## The Plan for 2020/21

Focus area: Attainment in EYFS					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Pupils in EYFS identified as needing targeted language support make additional progress in oral language and early literacy skills.	Nuffield Early Language Intervention Nov/Dec- target group identified and assessed Jan- 2 weeks Staff training January-July- 20 week intervention July21- Follow-up assessment	End of EYFS assessments show that pupils are on track for achieving ELG at the end of the year	£0 Training/resources  £1500 Cover for 2 weeks training	<ul style="list-style-type: none"> <li>- Termly EYFS assessments</li> <li>- NELI assessments</li> </ul>	Nicola Uttley

Focus area: Attainment in reading					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success

<p>Pupils (Y3-Y6) who have fallen from age related expectations in reading meet this by July 2021</p>	<p>Reading tests and assessments completed by the end of September and target groups identified.</p> <p>Fresh Start groups planned and set. Materials ordered. Pupils identified for one-to-one and group tuition.</p> <p>Non PP groups in Autumn term</p>	<p>End of term tests indicate pupils are on track for meeting ARE at the end of year.</p> <p>Reading age from Star reading test indicates ARE or above.</p>	<p>TA For KS1 £2000</p>	<ul style="list-style-type: none"> <li>- NTS tests termly</li> <li>- Star reading tests half termly</li> </ul>	<p>Charlotte Wierzbinski</p>
<p>80%+ pupils pass phonics screening check in Y1</p>	<p>Phonics assessments completed by the end of second week in Sept.</p> <p>Teacher led intervention programme for phonics.</p>	<p>On track for phonics screening each term.</p>	<p>RB for Autumn term £1500</p> <p>Phonics resources/ reading books £2000</p>	<ul style="list-style-type: none"> <li>- RWI Phonics assessments</li> </ul>	<p>Rachel Badura/ Laura Carter</p>
<p>All pupils on track for passing phonics screening check in Y1, do so in Y2</p>	<p>Phonics assessments completed by the end of second week in Sept.</p> <p>Teacher led intervention programme for phonics.</p>	<p>By the end of Autumn term 88% of pupils to have passed phonics screening in Y2.</p> <p>Y3 pupils due to pass in 2020 to pass in 2021 (92% total).</p>			

Focus area: Attainment in maths					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Pupils (Y3 to Y6) who have fallen from age related expectations in maths meet this by July 2021	Maths tests and assessments completed by the end of September and target groups identified.	End of term tests indicate pupils are on track for meeting ARE at the end of year.	0.5 Academic mentor Oct- July £3250	-NTS tests termly	Kathryn Anson
Pupils (Y1 and Y2) who have fallen from age related expectations in maths meet this by July 2021	Maths assessments completed by the end of September and target pupils identified. Everyday maths intervention 20 minutes after school for group of 20 pupils - focus on place value and number bonds (use of Numbots) Numbots shared on Seesaw with parents. Numbots session in school with parents x3 per year to encourage use. Numbots homework every week.	End of term tests indicate pupils are on track for meeting ARE at the end of year.	2 x TA 20 minute sessions £1730		Kathryn Anson
	White Rose maths books for remote		£650 Workbooks		



	learning				
Focus area: Attainment in writing					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Pupils (Y3-Y6) who have fallen from age related expectations in writing meet this by July 2021	Baseline writing piece.  Every day writing opportunity.  Intervention for sentence structure.	End of half term/ unit writing indicates pupils are on track for meeting ARE at end of year.	TA £1560		Charlotte Wierzbianski
Pupils to meet expected standard in Y5/6 GPS	Academic mentor	End of half term/ unit writing indicates pupils are on track for meeting ARE at end of year.	0.5 Academic mentor £3250		Charlotte Wierzbianski
Total costs			£17,440		