



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Pinfold Street Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	53.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 to 2022/23
Date this statement was published	December 2020
Date on which it will be reviewed	July 21
Statement authorised by	Toni Beech, Headteacher
Pupil premium lead	Ross Worthington, Deputy Headteacher
Governor / Trustee lead	Sue Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,865
Recovery premium funding allocation this academic year	£31,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£323,330

Part A: Pupil premium strategy plan

Statement of intent

At Pinfold, it is our intention for pupils, irrespective of their background, to make good progress and achieve highly across all subject areas. The focus of this strategy is to support disadvantaged pupils to achieve that goal and to create equity, so that all pupils can achieve and be 'Prepared for Life.'

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, outside agencies or are young carers. The activities we have outlined in this statement are designed to support their well-being needs, regardless of whether they are disadvantaged or not. At Pinfold Street, we prioritise the mental health and well-being needs of our pupils and ensure that these needs are first met. This allows us to then focus on the academic needs to ensure that the pupils achieve highly.

Our strategic plan is centred around the three key principles of quality first teaching, targeted academic support and wider strategies to support our most vulnerable pupils.

High quality teaching is at the heart of our approach, with a clear focus on areas which disadvantaged pupils require the most support in. The EEF state that this is the most proven strategy to have the greatest impact on closing the disadvantaged attainment gap, whilst at the same time, benefitting all pupils at Pinfold. As outlined in the intended outcomes below, non-disadvantaged pupils attainment will be sustained and improved alongside progress for their disadvantaged peers.

Targeted academic support is another strategy which is proven to have a great impact and support all pupils in school, not only the disadvantaged pupils. As a school we use the RADY uplift approach to raise the attainment of disadvantaged pupils. This is central to our approach and we aim to create equity between our disadvantaged and non-disadvantaged pupils in school. More details of this are evident in our intended outcomes and activities within the strategy. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for those pupils whose education has been worse affected.

The strategy outlined in this plan will be responsive to each child's individual needs and common challenges throughout the year. The approaches we have identified support all pupils in making good progress and attainment.

Challenges

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

Challenge number	Detail of challenge
1	Speech & Language barriers oral language skills in EYFS upon entry to school are lower for all children and lower for PP children than for other pupils.
2	Lack of Personal Social and Emotional development/strategies
3	Low level of basic skills - 100% of pupils enter school below age related expectations
4	Some families do not have access to ICT resources that would enable quality remote learning
5	High levels of deprivation – approximately 82% of families live in most deprived areas
6	Low parental aspirations – previous poor encounters with education
7	Safeguarding concerns/community concerns/welfare issues
8	Poor diet and health/routines/daily structures – use healthy weight indicators from EH PP

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
Improved oral language skills	Pupils' needs are accurately identified and pupils receive the appropriate SP&L support support additional support either through NELI, Wellcomm, SALT. Pupils make rapid progress by the end of the year and meet at least age-related expectations
Pupils develop a range of social and emotional skills/strategies	Children needing both SCG and Nurture will be able to access for a term. Children with high SEMH needs on the authority tracking system will be allocated a known safe adult. Children will have a better understanding of the range of emotions they are and practise using strategies to self-manage and self-regulate
Improved attainment of GLD, within 10% of national, at the end of the academic year.	Resource pack and Pinfold reading bag is provided for every new Reception starter at Pinfold, pack includes first set of RWI sound cards and corresponding CVC words, HFW flash cards, number activities, name writing activities. When pupils start school, their needs in C&L, phonics and number are accurately identified (Number sense, RWI, and language programmes). Pupils receive high quality first teaching and additional support through targeting and intervention sessions. Pupils' make rapid progress by the end of the year.
All pupils will have a device provided for use at home to	School offer is communicated well to parents and parents feel confident to approach school for support. DfE laptops will be provided for KS2

access remote learning. Where internet is needed, school will provide dongles and data packages.	pupils and school Ipads will be provided for KS1/EYFS pupils. School obtained Vodaphone routers and data cards to issue. All pupils actively take part in remote learning.
School will contribute towards costs and resources to ensure that pupils have access to everything they need at home.	Schools subsidise/cover completely, costs of school trips/events. Offer of paper packs of work, reading books that can be left in the home, art packs with range of crafting materials/activities. Parents worries are reduced and pupils feel supported by school. Pupils take part in educational visits/activities.
Improvement in pupils' self-esteem and experiences are increased, leading to passions and interests being ignited. Pupils have hopes, dreams and goals.	Through introduction of Building Learning Power (which incorporates growth mindset, resilience) pupils become confident in their abilities as learners and aspire to achieve well. A common and consistent language for Building Learning Power is used by staff, BLP assemblies and mascots in classes will motivate pupils. The enrichment programme offers a vast range of opportunities to spark hopes, dreams and goal setting.
School's safeguarding systems and processes are thorough and staff are trained to identify and allocate the right help at the right time.	Pupils and parents receive appropriate support to ensure that pupils physiological needs are met and best endeavours made to ensure pupils are being protected from any forms of harm
Increased knowledge of what constitutes and healthy diet, pupils strive to lead physically and mentally healthy lifestyles.	The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. The school enrichment offer includes 'food preparation and handling' sessions/qualifications and gardening/planting and food growing. Pupils spend time regularly on the school farm.

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: £80,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leader of Teaching and Learning appointed in school</p> <p>SDP Target 29 and 30</p>	<p>Leader will be non-class based to:</p> <ul style="list-style-type: none"> - Revisit successful, proven teaching strategies that can be used in all lessons, for all pupils - Research further successful, proven strategies and introduce in school - Support teachers in delivering quality first teaching - Support Teaching Assistants to deliver proven quality interventions, pre/post teaching. - Provide regular staff CPD on SEL strategies to support self-awareness and self-regulation - Remote Learning statement <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1,3,4</p>
<p>Subject Leadership time</p> <p>SDP Target 5</p>	<p>Focussed co-ordinator time to enable each subject leader to:</p> <ul style="list-style-type: none"> - Know their subject in detail for both the NC and our Pinfold curriculum inc. RWM - Lead on subject specific monitoring and feedback - Support staff with subject knowledge, planning, teaching and learning and targeted support - Attend CPD to improve their own subject knowledge 	<p>3</p>
<p>Staff to use language principles to develop communication skills</p> <p>SDP Target 24</p>	<p>In EYFS, staff will focus time modelling language during child initiated time. There is a strong evidence base that acquiring early oral language skills ensures that the vocabulary gap between DA and Non DA pupils in decreased. This will be achieved through:</p> <ul style="list-style-type: none"> - WELLCOMM units - Targeting children within units of work 	<p>1,3</p>

	<ul style="list-style-type: none"> - Exposing children to key vocabulary and this will be planned in - Vocab Vault deployed across the whole school, in every class <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Monitoring of teaching with a focus on groups of pupils</p> <p>SDP Target 30</p>	<p>Monitoring of groups of pupils including DA and PP pupils to ensure that they are making progress. This will take place in the form of:</p> <ul style="list-style-type: none"> - Analysing data using INSIGHT - Observing lessons focussing on different groups of pupils - Monitoring of identified pupils' books - Pupil Voice 	1,3
<p>Improve pupils' attitudes towards learning and learning how to learn (BLP and Growth Mindset)</p> <p>SDP Target 17 and 19</p>	<p>Extensive research has concluded that children can help themselves to become better learners. We will be using a metacognitive approach by Professor Guy Claxton called Building Learning Power. These strategies and principles are highly recommended by the EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2,3
<p>Supporting pupils through Restorative Practice</p> <p>SDP Target 18</p>	<p>This is a recommended approach for pupils to improve their own behaviours by using a set of restorative questions centred around how their actions make other people feel. This approach is to be adopted by all staff and children at Pinfold Street and the behaviour leader will deliver training to all staff to support this.</p>	7
<p>Promote the Curriculum</p> <p>SDP Target 1 and 2</p>	<p>To continue to develop a robust curriculum set around our driver of 'Prepared for Life' and ensure that it is personal to Pinfold Street.</p> <ul style="list-style-type: none"> - To extend current opportunities pupils have to apply English and Maths skills to the whole curriculum - To complement the curriculum offer with visitors and visits – subsidising trip costs for DA families - To have a clear assessment system built around Rehearse, Revisit, Remember 	3,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £157,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of targeted support, group teaching and tuition</p> <p>SDP Target 29 and 30</p>	<p>Tuition will be targeted at specific needs and knowledge gaps.</p> <p>Additional teacher and school staff will:</p> <ul style="list-style-type: none"> - Teach a small focus group of identified pupils in Phonics and Maths - Cover staff to attend CPD - Provide 1:4 group tuition for identified DA pupils five times weekly <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,3</p>
<p>Interventions for Reading</p> <p>SDP Target 8, 24 and 25</p>	<p>Phonics/Early Reading approaches have a strong evidence base indicating a positive impact on pupils, particularly DA pupils. These have been shown to be more effective when delivered as regular sessions by skilled, trained practitioners. This includes:</p> <ul style="list-style-type: none"> - Early phonics and phonic gaps interventions for targeted pupils. - Hearing pupils read individually, including hearing red readers/RADY children read daily. - Precision Teaching will be used to target pupils with a little and often (every day) approach to phonics, HFW and spelling. - KS2 phonic interventions where pupils need it - Children are in phonic ability sets - All RADY pupils have been provided with phonics resources to take home, when needed <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,3</p>
<p>Interventions for Maths</p>	<p>DfE non-statutory guidance has been produced in conjunction with the NCETM drawing on different evidence based approaches to teaching Maths. These</p>	<p>1,3</p>

<p>SDP Target 13</p>	<p>approaches are shared by the Maths Leader and monitored in school. As well as quality first teaching, this also includes:</p> <ul style="list-style-type: none"> - Number Sense intervention in identified year groups and with both DA/non-DA pupils. - Precision Teaching will be used to target pupils with little and often approach to times tables, number bonds, basic number facts. - All year groups have a trained Number Sense Lead. - Provide same day, in-class interventions for identified pupils. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Raise the attainment of disadvantaged youngsters</p> <p>SDP Target 25 and 28</p>	<p>It is proven to allow all disadvantaged pupils to close the attainment gap with their non-disadvantaged peers through creating a culture of equity within the school. The focus will be on raising the attainment of identified RADY pupils in Reading, with 51 pupils identified from EYFS to Y6.</p>	<p>5</p>
<p>Reduced class sizes for identified pupils to ensure that they receive a bespoke curriculum</p>	<p>The EEF recognise this strategy as it allows identified students to receive additional attention from the teacher and reduces the ratio of adult: child. Children will be identified based on their needs and a bespoke curriculum will be designed to ensure that all pupils can make progress. This will have an additional benefit of ensuring that the attainment gap in identified classes is reduced.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>3</p>
<p>Library and Reading resources</p> <p>SDP Target 6,7 and 8</p>	<p>Ensuring all groups of pupils, including DA pupils have access to high-quality texts and a suitably stocked school library. Evidence suggests that high quality texts allow pupils to develop their vocabulary and knowledge and understanding of the world. This will include:</p> <ul style="list-style-type: none"> - Reviewing the content of the library - Ensuring all book corners are adequately resourced - Improving the current use of Accelerated Reader - High-quality story tellers to visit the school <p>Home reading books purchased for Early Reading including purple books (no words) and books matched to phonic ability.</p>	<p>3,5</p>
<p>Purchase RWI resources</p>	<p>RWI resources purchased for all new children to Pinfold and new EYFS starters. Early Reading is identified as a priority and early phonic knowledge is key to the children becoming fluent readers. The children in our EYFS come</p>	<p>1,3,5</p>

SDP Target 4 and 5	in well-below national and by providing these resources, we are pre-teaching our new pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £84,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Support SDP Target 16	Attendance team in school: Clear structure in place for the day to day running and monitoring of attendance Thorough monitoring of children where their attendance drops below 96% Gradual response input where attendance continues to decrease e.g. below 92% letters, parent meetings called with members of SLT, fixed PN issued in accordance with LA guidance etc. Support available to families who need help in getting their children into school The work that the attendance officer carries out has a significant impact on the improvement of the attendance of our pupils	6,7
Attendance Officer in school Service Level agreement with S4S SDP Target 16	Attendance officer employed by the school who deals with day to day attendance as detailed above. The attendance officer also liaises with external agencies such as LA and S4S S4S support the school by carrying out door knocks and supporting with challenging parents. Member of SLT with overall responsibility of attendance The work that the attendance officer carries out has a significant impact on the attendance of our pupils	6,7
Parent Support Advisor in school	PSA in school to support families. Role includes: <ul style="list-style-type: none"> - Focus on supporting and engaging parents of DA and vulnerable children. - Attend training based on needs of parents/emerging needs in school. - Higher level of engagement with hard to reach families, resulting in improved attendance, accelerated progress and higher standards. 	6,7,8

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Farm costs SDP Target 16	School farm for all children to access during lessons/enrichment/after school clubs/wellbeing and emotional warmth interventions. This is proven to increase social and emotional wellbeing of pupils in particular DA pupils and pupils with SEND needs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,5
Food for Life Award	Food for Life is an award where we can demonstrate that we're providing great quality, fresh and healthy meals, a dining environment that makes them enjoyable and food education that has a positive impact on both children and the wider community. This award is recognised widely and has proven to improve health, wellbeing and motivation of pupils and staff, encourage pupils to take part in enrichment activities, enable children to feel empowered to make their own choices to improve wellbeing and to connect with parents and your local community https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5,8
Subsidise school trips	School trips are subsidised to ensure all children including DA are able to participate in the same trips. This increases the pupils' cultural capital and ensures that deprivation does not hinder their experiences.	5
Skills Builder Award	The Skills Builder Universal Framework shows how to build essential skills at every stage of life. It is built by industry to prepare the pupils in school for a life in work, thus increasing aspirations and transferable skills. It complements our school curriculum driver 'Prepared for Life'.	1,2,3,7
Enrichment PPA package SDP target 21	Whole school enrichment package to offer all pupils, including DA pupils, access to a wide variety of events and activities. Developing their cultural capital and experiences. Activities include: - First Aid - Cooking lessons - Forest Schools	5,6,8

	<ul style="list-style-type: none"> - Working with Sports Coaches - Yoga - Gaining additional qualifications(first aid, water safety) - Drama and the Arts - Working with an artist - Online behaviours <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p>EduKit</p> <p>SDP Target 21</p>	<p>Online package purchased which will identify high-risk and vulnerable children before issues escalate</p> <p>Understand why exactly a student is struggling and how best to help</p> <p>Benchmark each child's results and track their progress overtime</p> <p>Through the package DA pupils can be filtered and relevant support put in place to identify early concerns</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,4,5,6,7,8
<p>After school clubs</p> <p>SDP Target 22/23</p>	<p>A wide range of after school clubs offered including working with sports coaches, working with an artist and forest school activities</p> <p>Through the after school club offer ALL DA children will be offered at least 1 after school club</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	5,7
<p>Interventions and therapies provided by internal and external staff</p>	<p>A selection of interventions/therapies available in school delivered by internal and external staff. Interventions and therapies provided for identified children such as:</p> <ul style="list-style-type: none"> - Nurture - Emotional warmth - Lego therapy - Play therapy - Speech and language 	1,2,3

	<ul style="list-style-type: none"> - HI and VI team - A variety of academic interventions including RWI, precision teaching, Number sense <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
Mental Health and Wellbeing priority in school	<p>Whole school approaches in school to improve MH and wellbeing of pupils and staff e.g. 5 ways to wellbeing(Pinfold teddies), mental health weeks(connecting with nature), weeks/lessons planned in particularly when returning to school to ensure time for children to adjust/settle and be mentally ready to learn. The above approaches have been recognised by various visitors to the school and a positive impact has been seen for all children in school</p>	2,5

Total budgeted cost: £322,404

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.

Internal Data – PP/Non PP

Our internal assessments during 2020/21, show the attainment of Pupil Premium children at expected compared against non-PP children in Reading, Writing and Maths.

In comparison to previous years, the performance of disadvantaged pupils was lower than usual in some key areas of the curriculum.

Attainment of PP v Non PP in Reading, Writing and Maths – Summer 2020.

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
PP Exp.	61	60	56	61	61	45	42	53	56	63	53	48	39	31	56	50	24	39
	22	8	13	9	13	0	0	12	6	21	12	0	0	0	3	9	0	3
Non-PP Exp.	46	46	43	54	49	52	38	41	59	71	44	62	62	34	55	58	61	71
	22	8	19	22	8	0	0	8	0	15	7	3	7	0	0	10	7	21

Our assessment of the reasons for these outcomes points primarily to COVID 19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils and they were not able to feel the full benefit from our pupil premium funded improvements. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of quality online resources such as Seesaw, Google Classroom, NCETM and Oak National Academy. During wider opening, we prioritised inviting our most vulnerable pupils into school so that they could experience face to face high quality first teaching.

Remote Learning data

During school lockdown and closures, we used our online learning platform, Seesaw to upload daily lessons for the pupils to complete at home. We prioritised the allocation of devices to our most disadvantaged families, including the use of wireless routers and remote data. This was complimented by face to face online sessions and the offer of numerous resource packs and reading books for our families to use at home.

On average, 76% of our pupils completed some or most work set online every day. During wider opening, we invited 107 of our most vulnerable children into school for face to face learning, of this 64 pupils attended.

RADY data

At Pinfold Street, we aim to raise the attainment of our disadvantaged youngsters by adopting a RADY approach to Reading. The process involves each class teacher identifying three disadvantaged pupils and providing an uplift to their attainment target (essentially promoting accelerated progress) and then providing each identified pupil with additional support and resources so that they can perform comparably with their non-disadvantaged peers. This is a long term process and most pupils remain RADY pupils for a number of

years, until their personal uplift has been met. Academic year 2020/21 was the first year for RADY at Pinfold Street.

- 44 pupils (PP) were identified and set an uplifted target
- 20/44 RADY pupils attended school during partial opening
- 28/44 RADY pupils were given a laptop device to complete home learning
- 13/44 pupils met their uplifted target
- 22/44 pupils made accelerated progress in Reading

Intervention data

At Pinfold, we monitor the attendance of interventions for identified groups of pupils, including disadvantaged pupils. We put an emphasis on SEMH interventions. Our interventions are available to all pupil groups and were well attended by DA pupils in 2020/21. Below is a summary of the offer for 20/21.

EYFS Interventions Autumn, Spring, Summer

	Autumn	Spring 2*	Summer
Rec	<ul style="list-style-type: none"> • Early TalkBoost Group 1 4/6 chn = pupil premium • Early TalkBoost Group 2 4/6 chn = pupil premium • Fine Motor 12/17 chn = pupil premium 	<ul style="list-style-type: none"> • WellComm Purple 13/26 chn = pupil premium • WellComm Red 6/9 chn = pupil premium • NELI 5/7 chn = pupil premium 	<ul style="list-style-type: none"> • WellComm Purple 13/26 chn = pupil premium • WellComm Red 6/9 chn = pupil premium • NELI 5/7 chn = pupil premium

Y1 Interventions Autumn, Spring, Summer

	Autumn	Spring	Summer
Y1	<ul style="list-style-type: none"> • Communication and Language 2/5 chn = pupil premium • Nurture 2/5 chn = pupil premium • Speech and Language 3/6 chn = pupil premium • Fine Motor 3/6 chn = pupil premium • Phonics 2/5 chn = pupil premium • Precision Teaching - HFW 1/3 chn = pupil premium 	<ul style="list-style-type: none"> • Lego Therapy 9/29 chn = pupil premium • Phonics Group 1 2/11 chn = pupil premium • Phonics Group 2 4/8 chn = pupil premium • Individual Target Time 0/9 chn = pupil premium 	<ul style="list-style-type: none"> • Precision Teaching - HFW 7/20 chn = pupil premium • Phonics Group 1 2/11 chn = pupil premium • Phonics Group 2 4/8 chn = pupil premium • Individual Target Time 0/9 chn = pupil premium

Year 2 Interventions Autumn Spring Summer

Y2	No timetabled interventions. SF = 1:1 for KA MPa = working from home	<ul style="list-style-type: none"> • Nurture 7/11 <u>chn</u> = pupil premium • Social Communication 11/20 <u>chn</u> = pupil premium • Phonics 14/22 <u>chn</u> = pupil premium 	<ul style="list-style-type: none"> • Nurture 7/11 <u>chn</u> = pupil premium • Social Communication 11/20 <u>chn</u> = pupil premium • Phonics 14/22 <u>chn</u> = pupil premium
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Year 3 Interventions Autumn Spring Summer

Y3	<ul style="list-style-type: none"> • Speaking and Listening 3/9 <u>chn</u> = pupil premium • Reading Catch-up 3/7 <u>chn</u> = pupil premium • Phonics 5/5 <u>chn</u> = pupil premium • Fine Motor 3/5 <u>chn</u> = pupil premium 	<ul style="list-style-type: none"> • Lego Therapy 12/27 <u>chn</u> = pupil premium • Letter Formation 5/8 <u>chn</u> = pupil premium • Precision Teaching - Maths 4/7 <u>chn</u> = pupil premium • Precision Teaching - Spelling 7/10 <u>chn</u> = pupil premium 	<ul style="list-style-type: none"> • Lego Therapy 12/27 <u>chn</u> = pupil premium • Letter Formation 5/8 <u>chn</u> = pupil premium • Precision Teaching - Maths 4/7 <u>chn</u> = pupil premium • Precision Teaching - Spelling 7/10 <u>chn</u> = pupil premium
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Year 4 Interventions Autumn Spring Summer

Y4 (inc. PA)	<ul style="list-style-type: none"> • Social Communication 1 5/6 <u>chn</u> = pupil premium • Social Communication 2 2/3 <u>chn</u> = pupil premium 	<ul style="list-style-type: none"> • Lego Therapy 6/11 <u>chn</u> = pupil premium • Lego Therapy (Special) 3/4 <u>chn</u> = pupil premium • Precision Teaching - Reading 10/14 <u>chn</u> = pupil premium • Precision Teaching – X Tables 1/2 <u>chn</u> = pupil premium • Handwriting 6/6 <u>chn</u> = pupil premium • Individual Target Time 8/11 <u>chn</u> = pupil premium 	<ul style="list-style-type: none"> • Lego Therapy 6/11 <u>chn</u> = pupil premium • Lego Therapy (Special) 3/4 <u>chn</u> = pupil premium • Precision Teaching - Reading 10/14 <u>chn</u> = pupil premium • Precision Teaching – X Tables 1/2 <u>chn</u> = pupil premium • Handwriting 6/6 <u>chn</u> = pupil premium • Individual Target Time 8/11 <u>chn</u> = pupil premium
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Year 5 Interventions Autumn Spring Summer

Y5	<ul style="list-style-type: none"> • Writing Group 1 7/11 <u>chn</u> = pupil premium • Writing Group 2 1/4 <u>chn</u> = pupil premium • Phonics 2/3 <u>chn</u> = pupil premium 	<ul style="list-style-type: none"> • Lego Therapy 11/16 <u>chn</u> = pupil premium • Social Communication 1 2/6 <u>chn</u> = pupil premium • Social Communication 2 1/3 <u>chn</u> = pupil premium • Social Communication 3 2/5 <u>chn</u> = pupil premium • Precision Teaching 9/16 <u>chn</u> = pupil premium • Third Space Maths 9/15 <u>chn</u> = pupil premium • Handwriting 6/8 <u>chn</u> = pupil premium 	<ul style="list-style-type: none"> • Lego Therapy 11/16 <u>chn</u> = pupil premium • Social Communication 1 2/6 <u>chn</u> = pupil premium • Social Communication 2 1/3 <u>chn</u> = pupil premium • Social Communication 3 2/5 <u>chn</u> = pupil premium • Precision Teaching 9/16 <u>chn</u> = pupil premium • 3/16 <u>chn</u> = SEN support • Third Space Maths 9/15 <u>chn</u> = pupil premium • Handwriting 6/8 <u>chn</u> = pupil premium
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Year 6 Interventions Autumn Spring Summer

Y6	<ul style="list-style-type: none"> • Nurture 6/10 <u>chn</u> = pupil premium • Social Communication 6/9 <u>chn</u> = pupil premium • Writing 1 8/10 <u>chn</u> = pupil premium • Writing 2 3/8 <u>chn</u> = pupil premium • Maths 1 8/10 <u>chn</u> = pupil premium • Maths 2 4/9 <u>chn</u> = pupil premium 	<ul style="list-style-type: none"> • Lego Therapy 12/18 <u>chn</u> = pupil premium • Precision Teaching 13/17 <u>chn</u> = pupil premium • SEN Target Time 8/9 <u>chn</u> = pupil premium 	<ul style="list-style-type: none"> • Lego Therapy 12/18 <u>chn</u> = pupil premium • Precision Teaching 13/18 <u>chn</u> = pupil premium • SEN Target Time 8/9 <u>chn</u> = pupil premium
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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
Third Space	Third Space Learning

Further information (optional)

Devices that the school received from the Department for Education during the COVID pandemic are to be re-issued to families to support with both remote learning and to compliment the homework offer in school. These devices will be issued to any family who requires one, including disadvantaged families. Alongside this and to complement our homework offer, we are to offer all families resources such as scissors, card, rulers and pencils to help them complete take home tasks this academic year.